

Valley View Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Valley View Elementary School
Street	3416 Maywood Drive
City, State, Zip	Richmond, CA 94803-2099
Phone Number	(510) 231-1455
Principal	Ann Marie Marinakis
E-mail Address	amarinakis@wccusd.net
Web Site	www.wccusd.net/Page/1322
CDS Code	07-61796-6005003

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

Vision Statement: Valley View Elementary prepares our students to be well-rounded individuals both academically and personally. Our students, staff, and parents work together to provide a safe, positive environment that fosters respect, independence, and a love of learning while valuing diversity.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	54
Grade 1	44
Grade 2	67
Grade 3	50
Grade 4	42
Grade 5	44
Grade 6	41
Total Enrollment	342

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	16.1
American Indian or Alaska Native	0.3
Asian	16.7
Filipino	5.3
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	0.3
White	34.2
Two or More Races	2.3
Socioeconomically Disadvantaged	42.4
English Learners	17.3
Students with Disabilities	15.2
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	15	18	18
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.3	6.7
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Curriculum materials are from the most recent district adoption and all students have access to textbooks and other materials. Many classrooms also use Engage New York to supplement our math curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley View moved in to a temporary campus located behind our old building. Our playground includes a play structure/par course, basketball courts, and other play areas. There is a staff room, library, computer lab, and lunch room. All rooms have air conditioning and heating. We will continue to use our old multipurpose room for larger events. We have changed buildings since our last FIT report.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC units are too low and are a safety issue so car bumpers not working at room 14, portable K1, Portable K2
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Pigeons nesting outside room 13 and 14
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Someone dumped a load of dirt, cement, and rocks in front of the cattle gate in the fire lane
Structural: Structural Damage, Roofs	X			Repair the vent screen to eliminate animals from going under the resource center portable
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	HVAC units are too low and are a safety issue so car bumpers not working at room 14, portable K1, Portable K2 Big cables on the PG&E poles need to be stabilized Someone dumped a load of dirt, cement, and rocks in front of the cattle gate in the fire lane

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	47	33	35	44	48
Mathematics	47	48	23	25	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	52	51	98.1	39.2
	4	45	45	100.0	45.5
	5	45	44	97.8	52.3
	6	42	42	100.0	52.4
Male	3	31	30	96.8	43.3
	4	22	22	100.0	36.4
	5	21	21	100.0	38.1
	6	22	22	100.0	50.0
Female	3	21	21	100.0	33.3
	4	23	23	100.0	54.5
	5	24	23	95.8	65.2
	6	20	20	100.0	55.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	11	11	100.0	45.5
Asian	3	12	12	100.0	41.7
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	16	15	93.8	40.0
	4	--	--	--	--
	5	12	11	91.7	36.4
	6	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	13	13	100.0	46.1
	4	19	19	100.0	52.6
	5	14	14	100.0	64.3
	6	14	14	100.0	71.4
Two or More Races	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	29	28	96.5	28.6
	4	23	23	100.0	39.1
	5	19	19	100.0	26.3
	6	18	18	100.0	44.4
English Learners	3	11	10	90.9	20.0
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	52	51	98.1	52.9
	4	45	44	97.8	52.3
	5	45	44	97.8	43.2
	6	42	42	100.0	40.5
Male	3	31	30	96.8	56.7
	4	22	22	100.0	50.0
	5	21	21	100.0	33.3
	6	22	22	100.0	50.0
Female	3	21	21	100.0	47.6
	4	23	22	95.7	54.5
	5	24	23	95.8	52.2
	6	20	20	100.0	30.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	11	11	100.0	27.3
Asian	3	12	12	100.0	66.7
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	16	15	93.8	46.7
	4	--	--	--	--
	5	12	11	91.7	27.3
	6	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	13	13	100.0	61.5
	4	19	19	100.0	63.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	14	14	100.0	50.0
	6	14	14	100.0	57.1
Two or More Races	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	29	28	96.5	50.0
	4	23	23	100.0	43.5
	5	19	19	100.0	21.1
	6	18	18	100.0	27.8
English Learners	3	11	10	90.9	30.0
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	68	74	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	45	43	95.6	74.4
Male	21	20	95.2	75.0
Female	24	23	95.8	73.9
Hispanic or Latino	12	10	83.3	70.0
White	14	14	100.0	85.7
Socioeconomically Disadvantaged	19	19	100.0	63.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.6	16.3	39.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Valley View Elementary is proud of its numerous parent volunteers and has developed many opportunities for parent involvement. Parent volunteers that have their Volunteer Badge work in the classrooms and assist with school-wide activities. Visitors are welcome and must check in with the office. Parents are informed of events and activities through regular voice and/or written communications, our school's website, the Valley View Community Website and a monthly calendar.

Valley View Elementary does not have a Parent - Teacher Association (PTA), but is the "friend of" the Valley View Parents' Club (VVPC), a registered 501 (c) (3) organization: The VVPC hosts community building activities and raises funds for school - wide programs designed to support the academic needs of all students; including school-wide assemblies, music curriculum for all students, intervention and enrichment programs, field trips and transportation, and after school enrichment programs. The VVPC meets monthly with a teacher representative and the principal in attendance. Valley View also holds Family Math Night, Literacy Night, Science Night, and The Arts Night.

School Site Council (SSC): Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The role of the Valley View SSC is to empower elected members to work democratically to improve student achievement and provide leadership and accountability for closing the achievement gap.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.5	4.0	5.4	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Safety issues are reviewed at the start, middle and end of the year. Individual issues are addressed throughout the year. Students participate in monthly fire and/or disaster drills. Parents are informed of safety procedures at the start of the year. Emergency procedures are posted throughout the school. The staff monitors school grounds 10 minutes before school starts and after school is finished for the day. Visitors sign in at the office and must wear a badge while on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		2		19	1	1		23		2	
1	23		2		20	2	1		23		2	
2	21	1	1		22		2		24		2	
3	25		2		18	1	2		23		2	
4	33			1	29		1		22		2	
5	32		2		30		2		29		2	
6	26		2		18	2			28		1	
Other									16	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist	1.00	N/A
Other	.40	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5497.36	971.17	4526.19	62377.36
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-29.4	-4.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-20.3	-17.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Valley View School include:
 CENTRAL SUPPLEMENTAL/CONCENTRATION
 SPECIAL ED - E
 MISC DONATIONS
 SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Valley View teachers attend a variety of professional development sessions throughout the school year. Teachers at Valley View participate in professional development to enhance visual and performing arts, science, math, and STEAM instruction. Professional development in these and technology and best practices are offered on site and throughout the district. Our focus is Multiple Methods of problem solving, showing evidence in reading comprehension and writing, and student discourse.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.