

Verde 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	Verde Elementary School
Street	2000 Giaramita Street
City, State, Zip	Richmond, CA 94801-1699
Phone Number	(510) 231-1408
Principal	Eric Acosta-Verprauskus
E-mail Address	eacosta-verprauskus@wccusd.net
Web Site	www.wccusd.net/Page/1329
CDS Code	07-61796-6005011

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)

Verde Elementary school is located in the unincorporated Western part of Contra Costa County, known as North Richmond. All of the students are eligible to participate in the free and reduced federally funded breakfast and lunch program.

Verde Elementary is a professional learning community of collaborative thinkers focused on high achievement and embracing the whole child to ensure students become college graduates, leaders and lifelong learners. Our school is a professional learning community of teachers, staff, and parents that uses data-driven instruction to individualize instruction improve outcomes for all students at Verde. Verde believes in creating a safe and positive environment for all students to learn. The school's core values help Verde staff and students create a positive school culture to ensure all students will be college and career ready in the 21st century.

Verde teachers and staff understand that parent involvement is essential to a child's academic and emotional growth; hence Verde offers many activities to parents in an effort to increase parent participation.

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	48
Grade 3	60
Grade 4	39
Grade 5	43
Grade 6	33
Total Enrollment	319

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	12.2
American Indian or Alaska Native	0
Asian	1.6
Filipino	0
Hispanic or Latino	81.8
Native Hawaiian or Pacific Islander	1.3
White	0
Two or More Races	0.3
Socioeconomically Disadvantaged	99.1
English Learners	72.4
Students with Disabilities	6.3
Foster Youth	0.3

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	10	10	12	12
Without Full Credential	3	3	2	2
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	100.0	0.0
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

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 Macmillan/McGraw-Hill, Tesoros de lectura / 2012 – TBE (K-3)	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%
Science	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – TBE (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Verde was constructed in 1950, 1959 and 1968. Portable classrooms were added in 1968 and 1988. Verde has undergone a \$13.3 million modernization that includes a new media center and library, new administrative offices, modernized multipurpose room that includes a new counseling office and new art classroom, a new Head Start building and a 1,200-square-foot kitchen addition. Verde received an upgrade to the play-yard and fence area Summer 2009. Verde received an upgrade to its drop-off zone in July / August 2014 which aimed to improve efficiency and safety of school pick-up and drop-off.

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: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Paint the wall by the front lobby entrance of the library
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Clean all exterior drinking fountains Library carpet stained Remove the smashed toilet paper from the ceilings in all boys and girls restrooms
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Clean all exterior drinking fountains Check the door lock and adjust the door closer of the girls restroom B-22 Remove the smashed toilet paper from the ceilings in all boys and girls restrooms
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Check the door lock and adjust the door closer of the girls restroom B-22 Mat wires sticking up on the large and small play yards Small play structure had rubber pad edges by the fence that have bad edges Clean all exterior drinking fountains

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 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	8	12	33	35	44	48
Mathematics	7	5	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	59	59	100.0	15.3
	4	43	40	93.0	12.5
	5	45	44	97.8	9.3
	6	33	32	97.0	9.4
Male	3	31	31	100.0	19.4
	4	19	16	84.2	12.5
	5	20	19	95.0	5.3
	6	16	16	100.0	6.3
Female	3	28	28	100.0	10.7
	4	24	24	100.0	12.5
	5	25	25	100.0	12.5
	6	17	16	94.1	12.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	50	50	100.0	16.0
	4	38	37	97.4	13.5
	5	38	38	100.0	8.1
	6	22	22	100.0	9.1
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	6	--	--	--	--
Socioeconomically Disadvantaged	3	58	58	100.0	15.5
	4	41	39	95.1	10.3
	5	43	43	100.0	9.5
	6	33	32	97.0	9.4
English Learners	3	45	45	100.0	11.1
	4	34	33	97.1	9.1
	5	22	22	100.0	
	6	13	13	100.0	
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	59	59	100.0	8.5
	4	43	40	93.0	2.5
	5	45	44	97.8	
	6	33	32	97.0	6.3
Male	3	31	31	100.0	9.7
	4	19	16	84.2	6.3
	5	20	19	95.0	
	6	16	16	100.0	6.3
Female	3	28	28	100.0	7.1
	4	24	24	100.0	
	5	25	25	100.0	
	6	17	16	94.1	6.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	50	50	100.0	8.0
	4	38	37	97.4	2.7
	5	38	38	100.0	
	6	22	22	100.0	9.1
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	6	--	--	--	--
Socioeconomically Disadvantaged	3	58	58	100.0	8.6
	4	41	39	95.1	2.6
	5	43	43	100.0	
	6	33	32	97.0	6.3
English Learners	3	45	45	100.0	6.7
	4	34	33	97.1	3.0
	5	22	22	100.0	
	6	13	13	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	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)	20	3	5	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	4.7
Male	20	18	90.0	11.1
Female	25	25	100.0	
Hispanic or Latino	38	37	97.4	5.4
Socioeconomically Disadvantaged	43	42	97.7	4.8
English Learners	22	21	95.5	4.8

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	20.5	11.4	4.5

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)

The SSC (School Site Council), ELAC (English Learner Advisory Committee), and the Coffee Club will work in conjunction with the site staff to assist all students with achieving academic and social excellence. Parents are encouraged to join these two committees, volunteer on campus in classrooms, and support any other areas of need at the site. Parents are welcome to volunteer in the library weekly in order to support students with selecting literature for enjoyment and research. We will also have a Community Outreach Worker who supports parents with interpreting and the translation of all school documents.

Other Parent Involvement Programs:

- Family Nights and Enrichment Events
- Parent workshops or conferences
- Monthly Coffee Club Meetings
- Newsletters -Translated into English and Spanish
- ConnectEd- Messages are recorded in English and Spanish
- Parent Volunteers for K-6 classrooms
- Parent Library Assistants that are trained by the school librarian
- Community Outreach Worker
- Parent Room

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

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	13.2	0.6	4.0	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 include:

1. Reviewed and discussed quarterly especially during the first month of the school year by the school safety and emergency team.
2. Staff and students are trained at the beginning of the year and take part in monthly drills.
3. Parents are notified of emergency procedures by either telephone or being invited to participate.
4. The school staff is trained during staff development and teachers are responsible for training their students.
5. Parents are given a school safety packet by January.
6. Parents are notified by the new telephone system, Connect-Ed for school emergencies as well as with home visits and flyers.

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	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	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	26		2		25		2		23		2	
1	18	2	1		24		2		23		2	
2	25		2		20	2	1		24		2	
3	25		1		24		2		20	2		
4	29		1	1	30		1		28		2	
5	30		1		28		2		33			1
6	24	1	1		33			1	32		1	

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)	0.20	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1.00	N/A
Other	0	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	5920.15	914.78	5005.36	56050.46
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-21.9	-13.9
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-11.8	-26.1

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Verde School:

- CENTRAL SUPPLEMENTAL/CONCENTRATION
- IASA-TITLE I BASIC
- HEALTHY START-ASLSNPP
- SPECIAL ED - E
- MRAD
- 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)

Verde Elementary has two primary areas of focus for staff development in 2016-2017. The two goals are creating professional learning communities that use data to drive instruction and improving student climate and culture. These two areas of focus were selected due to below average student achievement at Verde (when compared to district and state data) and a high amount of student referrals and suspensions (when compared to district and state data). A focus on data-driven instruction will raise achievement and a focus on student culture will reduce referrals and suspensions. The professional development is delivered a few different ways. Verde has established a school wide professional development calendar to create a space for professional learning communities to come together and discuss instruction and student outcomes. Literacy and Math teachers participate in ongoing professional development with outside agencies. The Instructional leadership functions as a professional learning community to bring best practices in planning and data analysis to the staff. Each quarter Teachers participate in DDI release days to reflect and plan instruction. To support our focus on continuous improvement of school climate Verde has the support of an Unconditional Education coach. The coach is onsite and provides school wide training to the staff on a monthly basis.