# Valley View Bementary 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.

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

# 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

Took our		District		
Teachers	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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Science

Scott Foresman, Science (K-

## 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

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)

Grades in the through Egin and C			of Students	Percent	of Students
Student Group	Grade	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		

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		Number of Students		Percent of Students	
Student Group	Grade	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				

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

# 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