

Valley View Elementary School

3000 Crest Drive • Rocklin, California 95765 • 916.435.4844 • Grades K-6

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Rocklin Unified School District

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District Governing Board

Camille Maben
Todd Lowell
Greg Daley
Susan Halldin
Wendy Lang

District Administration

Roger Stock
Superintendent

School Description

Valley View Elementary School is one of seventeen schools in the Rocklin Unified School District. The school serves students in kindergarten through sixth grade, with an enrollment of approximately 425. The school is located in the center of a dynamic and supportive community which expresses its values toward education through a high level of participation. Valley View Elementary School opened in 2001.

The staff at Valley View Elementary School provides an exemplary learning environment. Academic learning is the primary focus of the school but commendably, the staff operates on the principle that a caring environment which fosters self-worth and individual development is the best road toward realizing such learning. Our students are able to approach all facets of their learning with confidence and the assurance that this school is their home. Rules of conduct are explicitly taught, practiced and regularly reviewed leading to responsible, reflective and accountable individuals. The staff welcomes the direct involvement of the community in these efforts. At Valley View Elementary School, parents and staff together are dedicated to creating a safe and orderly learning environment in which all students interact positively with others and are able to develop responsibility, confidence and self-worth while achieving their highest potential.

Parents play an important role in Valley View Elementary School through active participation and involvement in School Site Council and PTC. Parents share information with classes about professional lives, teach special skills, work on school and playground improvements, conduct fundraisers, coordinate after school clubs, and make tremendous time and financial donations. Over 300 parents/guardians/grandparents and community members regularly volunteer their services in our classrooms, playground, computer lab and library.

Valley View Elementary School is a focal point and center for students and the community. Our facilities are used many afternoons, evenings and weekends by our students as well as other members of our community.

The mission of Valley View Elementary School, a distinguished leader in educational excellence, is to empower all students to become critical thinkers, effective communicators, and engaged collaborators who demonstrate passion and independence in order to thrive academically and personally through:

- A safe and positive environment
- Relevant and challenging curriculum
- Social and emotional development
- Opportunities for enrichment and community engagement

About the SARC

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 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 at 916.435.4844 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	43
Grade 1	49
Grade 2	52
Grade 3	61
Grade 4	59
Grade 5	87
Grade 6	71
Total Enrollment	422

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
Asian	10
Filipino	0.9
Hispanic or Latino	10.2
White	68.2
Two or More Races	7.8
Socioeconomically Disadvantaged	7.6
English Learners	4.7
Students with Disabilities	11.6

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			
Valley View Elementary School	13-14	14-15	15-16
With Full Credential	27	25	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	535
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley View Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.7	5.3
Districtwide		
All Schools	99.7	0.4
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.6	0.4

* 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 2015-16)

Textbooks and Instructional Materials
Year and month in which data were collected: 6-1-2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is a safe, beautiful facility which opened in August 2001. It is aesthetically pleasing as well as being an excellent environment for student learning. Valley View has a comprehensive safety and crisis intervention plan. Students are supervised on the playground before school and immediately after school. During the school day students are encouraged to team up with a buddy whenever they leave the classroom. All visitors on campus check in at the office before proceeding to classrooms. Classrooms are cleaned every other day. Our school is regularly inspected and maintained by district maintenance and grounds personnel.

New single ply roofing was added in the summer of 2011.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2015

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	73	69	44
Math	67	57	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	84	90	93	83	88	83	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	4.50	27.30	63.60

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	83
All Student at the School	93
Male	97
Female	90
Asian	--
Filipino	--
Hispanic or Latino	--
White	96
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	68	100.0	7	15	26	51
	4	61	59	96.7	29	15	31	25
	5	89	87	97.8	11	16	32	40
	6	70	69	98.6	1	13	33	52
Male	3		31	45.6	6	19	16	58
	4		31	50.8	35	13	32	19
	5		44	49.4	18	11	39	32
	6		32	45.7	3	19	41	38
Female	3		37	54.4	8	11	35	46
	4		28	45.9	21	18	29	32
	5		43	48.3	5	21	26	49
	6		37	52.9	0	8	27	65

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		2	2.9	--	--	--	--
	4		1	1.6	--	--	--	--
	6		2	2.9	--	--	--	--
Asian	3		9	13.2	--	--	--	--
	4		5	8.2	--	--	--	--
	5		8	9.0	--	--	--	--
	6		7	10.0	--	--	--	--
Filipino	3		2	2.9	--	--	--	--
	4		1	1.6	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.4	--	--	--	--
Hispanic or Latino	3		4	5.9	--	--	--	--
	4		5	8.2	--	--	--	--
	5		12	13.5	17	25	25	33
	6		8	11.4	--	--	--	--
White	3		47	69.1	2	17	21	60
	4		42	68.9	26	10	38	26
	5		60	67.4	12	15	33	40
	6		44	62.9	2	18	32	48
Two or More Races	3		3	4.4	--	--	--	--
	4		2	3.3	--	--	--	--
	5		6	6.7	--	--	--	--
	6		7	10.0	--	--	--	--
Socioeconomically Disadvantaged	3		9	13.2	--	--	--	--
	4		1	1.6	--	--	--	--
	5		8	9.0	--	--	--	--
	6		5	7.1	--	--	--	--
English Learners	3		2	2.9	--	--	--	--
	4		4	6.6	--	--	--	--
	6		1	1.4	--	--	--	--
Students with Disabilities	3		5	7.4	--	--	--	--
	4		11	18.0	64	9	27	0
	5		14	15.7	64	14	7	14
	6		7	10.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	68	100.0	7	19	38	35
	4	61	60	98.4	17	23	43	17
	5	89	87	97.8	14	31	26	29
	6	70	69	98.6	3	17	17	62
Male	3		31	45.6	6	19	32	42
	4		31	50.8	29	6	45	19
	5		44	49.4	16	25	20	39
	6		32	45.7	6	16	13	66
Female	3		37	54.4	8	19	43	30
	4		29	47.5	3	41	41	14
	5		43	48.3	12	37	33	19
	6		37	52.9	0	19	22	59
Black or African American	3		2	2.9	--	--	--	--
	4		1	1.6	--	--	--	--
	6		2	2.9	--	--	--	--
Asian	3		9	13.2	--	--	--	--
	4		6	9.8	--	--	--	--
	5		8	9.0	--	--	--	--
	6		7	10.0	--	--	--	--
Filipino	3		2	2.9	--	--	--	--
	4		1	1.6	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		4	5.9	--	--	--	--
	4		5	8.2	--	--	--	--
	5		12	13.5	17	50	25	8
	6		8	11.4	--	--	--	--
White	3		47	69.1	2	21	45	32
	4		42	68.9	19	17	50	14
	5		60	67.4	13	28	25	33
	6		44	62.9	5	16	20	59
Two or More Races	3		3	4.4	--	--	--	--
	4		2	3.3	--	--	--	--
	5		6	6.7	--	--	--	--
	6		7	10.0	--	--	--	--
Socioeconomically Disadvantaged	3		9	13.2	--	--	--	--
	4		1	1.6	--	--	--	--
	5		8	9.0	--	--	--	--
	6		5	7.1	--	--	--	--
English Learners	3		2	2.9	--	--	--	--
	4		5	8.2	--	--	--	--
	6		1	1.4	--	--	--	--
Students with Disabilities	3		5	7.4	--	--	--	--
	4		11	18.0	64	9	18	9
	5		14	15.7	64	14	7	14
	6		7	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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

Parental involvement is highly encouraged and available through our school's Parent-Teacher Club which has regular meetings. Parent volunteers have many opportunities to assist students and staff. Classroom teachers provide volunteer training for school volunteers. Parents constitute an important part of our school's Site Council which meets throughout the school year. Over 400 parents annually volunteer in the classroom, the computer lab, science lab, the library, as Art Docents, and with many afterschool opportunities. Parents are solicited and invited to make suggestions regarding a variety of manners to become involved. This past year, we had many parents participate in our Strategic Planning to assist in making decisions about our students' future education at Valley View Elementary School. This year we began a weekly community gathering every Monday morning to commence our week together with the pledge, singing, messages, recognition/acknowledgements, birthdays and special performances. Families are encouraged to attend this Circle Up time with our students. Contact Principal Shari Anderson at 435-4844 for more information.

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.

School Safety Plan

Valley View Elementary School is in its fifteenth year of the development, revision, and implementation of our Comprehensive School Safety Plan. At the beginning of each year, staff collaboratively reviews the plan to address new input/ideas, and throughout the year as needed. Key elements of our school's plan include Student Expectations, Bully Proofing, Safe Ingress/Egress, Emergency Response Training and Crisis Intervention Training. Date of last review/update: February 2015. Date last reviewed with staff September 15.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.81	1.94	1.56
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.22	2.49	2.40
Expulsions Rate	0.08	0.01	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		50.0

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	24	24	16			2	2	2	1			
1	28	26	24				2	2	2			
2	26	26	25				2	2	2			
3	26	24	20			2	3	3	1			
4	28	27	28				2	3	2			
5	27	25	27				3	3	3			
6	20	21	20	2	2	1	3	3	3			

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.7
Resource Specialist	0
Other	0

Average Number of Students per Staff Member

Academic Counselor	0
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* 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.

Professional Development provided for Teachers

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,397	\$43,062
Mid-Range Teacher Salary	\$64,301	\$67,927
Highest Teacher Salary	\$84,090	\$87,811
Average Principal Salary (ES)	\$110,448	\$110,136
Average Principal Salary (MS)	\$114,300	\$115,946
Average Principal Salary (HS)	\$126,381	\$124,865
Superintendent Salary	\$191,563	\$211,869
Percent of District Budget		
Teacher Salaries	46%	39%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4845	712	4134	67263
District	♦	♦	5938	\$67,442
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-26.6	3.9
Percent Difference: School Site/ State			-14.7	-3.0

* Cells with ♦ do not require data.

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

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, the county, and the state. 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.