Valley View Elementary School

3000 Crest Drive • Rocklin, California 95765 • 916.435.4844 • Grades K-6
Shari Anderson, Principal
sanderson@rocklinusd.org
http://vves.rocklinusd.org/

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Rocklin Unified School District
2615 Sierra Meadows Drive
Rocklin, CA 95677
(916) 624-2428
www.rocklinusd.org

District Governing Board

Eric Stevens

Camille Maben

Susan Halldin

Dereck Counter

Rick Miller

District Administration

Roger Stock
Superintendent

Kathleen Pon, Ed. D.
**Deputy Superintendent,
Educational Services**

School Description

Valley View Elementary School is one of seventeen schools in the Rocklin Unified School District. The school serves students in transition kindergarten through sixth grade, with an enrollment of approximately 510. 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 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	48
Grade 1	51
Grade 2	64
Grade 3	69
Grade 4	63
Grade 5	85
Grade 6	64
Total Enrollment	444

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.1
American Indian or Alaska Native	0.0
Asian	9.9
Filipino	1.6
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.2
White	66.9
Socioeconomically Disadvantaged	7.2
English Learners	4.3
Students with Disabilities	9.9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	**16-17**	**17-18**	**18-19**
With Full Credential	21	24	26
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	590
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley View Elementary School	**16-17**	**17-18**	**18-19**
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2018	
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

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

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, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

Subject	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	82.0	85.0	70.0	71.0	48.0	50.0
Math	80.0	78.0	62.0	63.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.8	24.0	38.5

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	294	292	99.32	84.59
Male	157	155	98.73	80.00
Female	137	137	100.00	89.78
Black or African American	--	--	--	--
Asian	30	29	96.67	100.00
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.00	61.29
White	199	198	99.50	87.88
Two or More Races	23	23	100.00	78.26
Socioeconomically Disadvantaged	25	25	100.00	48.00
English Learners	16	16	100.00	56.25
Students with Disabilities	33	32	96.97	46.88

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	294	292	99.32	78.08
Male	157	156	99.36	75.64
Female	137	136	99.27	80.88
Black or African American	--	--	--	--
Asian	30	30	100	93.33
Filipino	--	--	--	--
Hispanic or Latino	31	31	100	61.29
White	199	197	98.99	79.7
Two or More Races	23	23	100	78.26
Socioeconomically Disadvantaged	25	25	100	44
English Learners	16	16	100	68.75
Students with Disabilities	33	32	96.97	40.63

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
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 300 parents annually volunteer in the classroom, the science lab, 21 Commons, as Art Docents, and with many after school opportunities. Parents are solicited and invited to make suggestions regarding a variety of manners to become involved. This past year, parents parents participated in the refresh of our Strategic Plan by assisting in the decision making about our students' future education at Valley View Elementary School For the past three years, our school community gathers every Monday morning to begin the 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 State priority: School Climate (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 it's seventeenth year of the ongoing 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, Social/Emotional learning, Bully Prevention, Safe Ingress/Egress, Emergency Response Training and Crisis Intervention Training. Date last reviewed with staff August 2018.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.6	0.5	0.8
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.5	2.2	3.3
Expulsions Rate	0.1	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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)	.43
Psychologist	.5
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	.7
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

*	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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	18	17	17	1	1	1	2	2	2			
1	23	23	25				2	2	2			
2	25	25	21			2	2	2	1			
3	26	26	23				2	2	3			
4	32	30	30				2	2	2			
5	30	32	27				2	2	3			
6	30	19	24		2	1	3	2	2			
Other	10			1								

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

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 Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to 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 Standards.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years:

2016/17 - 3
2017/18 - 3
2018/19 - 3

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,371	$49,512
Mid-Range Teacher Salary	$69,555	$77,880
Highest Teacher Salary	$94,145	$96,387
Average Principal Salary (ES)	$126,065	$123,139
Average Principal Salary (MS)	$125,855	$129,919
Average Principal Salary (HS)	$128,974	$140,111
Superintendent Salary	$236,103	$238,324
Percent of District Budget		
Teacher Salaries	42.0	36.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6209	1005	5204	76938
District	◆	◆	6986	$75,254
State	◆	◆	$7,125	$79,665
Percent Difference: School Site/District			-29.2	3.8
Percent Difference: School Site/ State			-23.3	-1.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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) & Career Technical Education (CTE).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.