

Valley View Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Joanne Sundberg
Email Address	jsundberg@wccusd.net
School Website	www.wccusd.net/valleyview
Grade Span	K-6
County-District-School (CDS) Code	07617966005003

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Vision: Valley View, preparing lifelong learners and our future leaders

Mission: By creating a safe learning environment predicated on collaboration and trust between students, staff and parents, we can create an inclusive, nurturing, academically rigorous place where all students can be successful.

Valley View Elementary School is committed to working closely with parents, and the community to nurture the social, emotional, physical, and intellectual growth of every student, including those with special needs. It is our responsibility to work

2024-25 School Description and Mission Statement

in partnership with our community to meet the needs of every student.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	24
Grade 2	26
Grade 3	27
Grade 4	46
Grade 5	36
Grade 6	30
Total Enrollment	219

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	52.5
Non-Binary	0.5
American Indian or Alaska Native	0.9
Asian	17.4
Black or African American	13.2
Filipino	5
Hispanic or Latino	31.5
Two or More Races	10
White	21.9
English Learners	16.4
Homeless	0.5
Migrant	0.5
Socioeconomically Disadvantaged	66.2
Students with Disabilities	29.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.90	90.91	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	9.15	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	16.30	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.40	74.29	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	14.29	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	1.60	11.43	91.20	5.99	15831.90	5.67
Total Teaching Positions	14.00	100.00	1522.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	62.69	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	29.85	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	1.00	7.46	94.30	6.58	14303.80	5.15
Total Teaching Positions	13.40	100.00	1433.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.50	0.00	1
Misassignments	1.00	2.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	2.00	4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.60	16.6	25
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.70	14.2	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used

School Facility Conditions and Planned Improvements

to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

8/13/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	11: 4. CEILING TILES ARE TORN. 15. DOOR HANDLE IS LOOSE. 15: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 15. WINDOW SCREENS ARE MISSING. 16: 4. FLOOR TILE IS CRACKED. 12. EXTERIOR TRIM HAS DRYROT. NAIL HEADS ARE RUSTED THROUGHOUT EXTERIOR WALL. EXTERIOR WALL IS DAMAGED. 15. WINDOW SCREENS ARE MISSING. ADMINISTRATION: 4. WALL PAPER IS TORN. BOYS RESTROOM: 4. WALL IS DAMAGED AND PANELING IS SEPERATING. 7. LIGHT DIFFUSER IS MISSING. CLASSROOM: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO THE ELECTRICAL PANEL IS BLOCKED. 14. SKID PAINT IS PEELING ON RAMP. WILLIAMS NOTICE NOT POSTED CUSTODIAL: 4. CEILING TILE IS MISSING. 14. SKID PAINT IS PEELING ON RAMP. GIRLS RESTROOM: 4. TOILET PAPER DISPENSER COVER IS MISSING. 14. SKID PAINT IS PEELING ON RAMP. MENSTRUAL NOTICE NOT POSTED GIRLS RESTROOM: 4. WALL PANELING IS SEPERATING. MENSTRUAL NOTICE NOT POSTED KINDERGARTEN 2: 4. FLOOR TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER. 14. SKID PAINT IS PEELING ON RAMP AND STAIRS. MPR: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS SRE CRACKED/BROKEN. 12. EXTERIOR STUCCO IS DAMAGED. 15. EXTERIOR DOOR IS DAMAGED. MPR: 4. WALL PAPER IS TORN. 7. OUTLET WALL PLATES ARE BROKEN. 14. SKID PAINT IS PEELING ON RAMP. SPEEDLINE: 4. FORMICA IS CHIOPED ON COUNTERTOP. WALL IS MARRED. 11. PAINT IS PEELING ON DOOR. STORAGE: 4. FLOOR TILE IS BROKEN. WOMENS RESTROOM: 4. ACCESS PANEL IS LOOSE. WALL IS DAMAGED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED).

School Facility Conditions and Planned Improvements

<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. SKID PAINT IS PEELING ON RAMP AND STAIRS. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 5. EXCESSIVE BIRD POOP ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 15. WINDOW SCREENS ARE MISSING. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. SKID PAINT IS PEELING ON RAMP. 3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIO HAZARDS. WILLIAMS NOTICE NOT POSTED CLASSROOM: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO THE ELECTRICAL PANEL IS BLOCKED. 14. SKID PAINT IS PEELING ON RAMP. WILLIAMS NOTICE NOT POSTED KINDERGARTEN 1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED KINDERGARTEN 2: 4. FLOOR TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER. 14. SKID PAINT IS PEELING ON RAMP AND STAIRS. MPR: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS SRE CRACKED/BROKEN. 12. EXTERIOR STUCCO IS DAMAGED. 15. EXTERIOR DOOR IS DAMAGED.</p>
<p>Electrical</p>		<p>X</p>	<p>3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. WILLIAMS NOTICE NOT POSTED ALL GENDER RESTROOM: 7. KNOB FOR FAN IS MISSING . BOYS RESTROOM: 4. WALL IS DAMAGED AND PANELING IS SEPERATING. 7. LIGHT DIFFUSER IS MISSING. CLASSROOM: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO THE ELECTRICAL PANEL IS BLOCKED. 14. SKID PAINT IS PEELING ON RAMP. WILLIAMS NOTICE NOT POSTED KINDERGARTEN 2: 4. FLOOR TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER. 14. SKID PAINT IS PEELING ON RAMP AND STAIRS. LIBRARY: 7. CONDUIT END CAP IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>MDF: 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS SRE CRACKED/BROKEN. 12. EXTERIOR STUCCO IS DAMAGED. 15. EXTERIOR DOOR IS DAMAGED.</p> <p>MPR: 4. WALL PAPER IS TORN. 7. OUTLET WALL PLATES ARE BROKEN. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>STORAGE/WORK ROOM: 7. MULTIPLE LIGHT BULBS ARE OUT. 14. SKID PAINT IS PEELING ON RAMP.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>KINDERGARTEN 1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>WOMENS RESTROOM: 4. ACCESS PANEL IS LOOSE. WALL IS DAMAGED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED).</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>15: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 15. WINDOW SCREENS ARE MISSING.</p> <p>17: 11. PAINT IS PEELING ON RAMP RAILING. 12. RAMP HAS DRY ROT. EXTERIOR WALL IS DAMAGED. NAIL HEADS ARE RUSTED AND POKING OUT ON EXTERIOR WALL. 14. RAMP IS LOOSE.</p> <p>6: 11. PAINT IS PEELING ON EXTERIOR WALL. 14. SKID PAINT IS PEELING ON RAMP AND STAIRS.</p> <p>KINDERGARTEN 1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>KINDERGARTEN 2: 4. FLOOR TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER. 14. SKID PAINT IS PEELING ON RAMP AND STAIRS.</p> <p>MENS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>SPEEDLINE: 4. FORMICA IS CHIOPED ON COUNTERTOP. WALL IS MARRED. 11. PAINT IS PEELING ON DOOR.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>15: 12. EXTERIOR DOOR TRIM IS DAMAGED. 15. DOOR HANDLE IS LOOSE.</p> <p>16: 4. FLOOR TILE IS CRACKED. 12. EXTERIOR TRIM HAS DRYROT. NAIL HEADS ARE RUSTED THROUGHOUT EXTERIOR WALL. EXTERIOR WALL IS DAMAGED. 15. WINDOW SCREENS ARE MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>17: 11. PAINT IS PEELING ON RAMP RAILING. 12. RAMP HAS DRY ROT. EXTERIOR WALL IS DAMAGED. NAIL HEADS ARE RUSTED AND POKING OUT ON EXTERIOR WALL. 14. RAMP IS LOOSE.</p> <p>CUSTODIAL: 12. EXTERIOR DOOR TRIM HAS DRY ROT.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE CRACKED/BROKEN. 12. EXTERIOR STUCCO IS DAMAGED. 15. EXTERIOR DOOR IS DAMAGED.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>14. SKID PAINT IS PEELING ON RAMP AND STAIRS.</p> <p>10: 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR HANDLE IS LOOSE.</p> <p>11: 4. CEILING TILES ARE TORN. 15. DOOR HANDLE IS LOOSE.</p> <p>13: 5. EXCESSIVE BIRD POOP ON RAMP. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>14: 14. SKID PAINT IS PEELING ON RAMP.</p> <p>15: 12. EXTERIOR DOOR TRIM IS DAMAGED. 15. DOOR HANDLE IS LOOSE.</p> <p>15: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 15. WINDOW SCREENS ARE MISSING.</p> <p>16: 4. FLOOR TILE IS CRACKED. 12. EXTERIOR TRIM HAS DRYROT. NAIL HEADS ARE RUSTED THROUGHOUT EXTERIOR WALL. EXTERIOR WALL IS DAMAGED. 15. WINDOW SCREENS ARE MISSING.</p> <p>17: 11. PAINT IS PEELING ON RAMP RAILING. 12. RAMP HAS DRY ROT. EXTERIOR WALL IS DAMAGED. NAIL HEADS ARE RUSTED AND POKING OUT ON EXTERIOR WALL. 14. RAMP IS LOOSE.</p> <p>2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>6: 11. PAINT IS PEELING ON EXTERIOR WALL. 14. SKID PAINT IS PEELING ON RAMP AND STAIRS.</p> <p>BOYS RESTROOM: 15. DOOR IS RUSTED. DOOR DRAGS ON EXTERIOR PLATFORM.</p> <p>CLASSROOM: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO THE ELECTRICAL PANEL IS BLOCKED. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>WILLIAMS NOTICE NOT POSTED</p> <p>COMPUTER LAB: 14. SKID PAINT IS PEELING ON RAMP.</p> <p>CUSTODIAL: 4. CEILING TILE IS MISSING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>GIRLS RESTROOM: 4. TOILET PAPER DISPENSER COVER IS MISSING. 14. SKID PAINT IS PEELING ON RAMP. MENSTRUAL NOTICE NOT POSTED</p> <p>KINDERGARTEN 2: 4. FLOOR TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN</p>

School Facility Conditions and Planned Improvements

			<p>AIR FRESHENER. 14. SKID PAINT IS PEELING ON RAMP AND STAIRS. KITCHEN: 15. DOOR IS MARRED. MDF: 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP. MPR: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS SRE CRACKED/BROKEN. 12. EXTERIOR STUCCO IS DAMAGED. 15. EXTERIOR DOOR IS DAMAGED. MPR: 4. WALL PAPER IS TORN. 7. OUTLET WALL PLATES ARE BROKEN. 14. SKID PAINT IS PEELING ON RAMP. STORAGE/WORK ROOM: 7. MULTIPLE LIGHT BULBS ARE OUT. 14. SKID PAINT IS PEELING ON RAMP.</p>
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Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	36	32	33	46	47
Mathematics (grades 3-8 and 11)	31	17	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	132	91.03	8.97	36.36
Female	67	63	94.03	5.97	41.27
Male	78	69	88.46	11.54	31.88
American Indian or Alaska Native	--	--	--	--	--
Asian	26	24	92.31	7.69	62.50
Black or African American	16	15	93.75	6.25	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	54	46	85.19	14.81	23.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	30.77

White	28	27	96.43	3.57	59.26
English Learners	24	16	66.67	33.33	12.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	90	90.00	10.00	32.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	33	80.49	19.51	24.24

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	136	93.79	6.21	16.91
Female	67	64	95.52	4.48	10.94
Male	78	72	92.31	7.69	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	52.00
Black or African American	16	15	93.75	6.25	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	54	49	90.74	9.26	6.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	7.69
White	28	27	96.43	3.57	18.52
English Learners	24	20	83.33	16.67	5.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	100	93	93.00	7.00	18.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	33	80.49	19.51	12.12

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	50.00	40.63	20.56	20.89	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	32	86.49	13.51	40.63
Female	16	15	93.75	6.25	40.00
Male	21	17	80.95	19.05	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	12	85.71	14.29	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	21	80.77	19.23	28.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	9	64.29	35.71	--

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	82.9	82.9	82.9	82.9	82.9

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Valley View Elementary is proud of its numerous parent volunteers and has developed many opportunities for parent involvement including our School Site Council (SSC), our English Learner Advisory Committee (ELAC), our African American Parent Advisory Council (AAPAC), our Parent Club and a myriad of volunteer opportunities.

Our SSC ensures that we develop a strong instructional plan and use our financial resources to support the plan. We are working together to ensure that our students meet the rigorous expectations of the common core state standards.

Our ELAC monitors the progress of our English Learners towards being proficient in English. We also monitor educational outcomes and academic experiences of our English Learners. The committee also makes recommendations on interventions and goal setting.

Our AAPAC monitors the educational outcomes and academic experiences of our Black/African American students. The council also makes recommendations on interventions and goal setting.

Valley View Elementary School 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 the school to enhance and support the social and academic needs of all students. The VVPC meets monthly with a teacher representative and the principal in attendance.

Currently, parents with volunteer badges can assist during lunch with playground supervision, our school garden program, and school-wide activities. Among other events, Valley View also holds annual Family Math Night, Literacy Night, Science/STEM Night, and VAPA Night. There is an annual Family Valentine's Dance and a MultiCultural Celebration. Parents are informed of events and activities through regular voice and/or written communications, and monthly community meetings.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	243	238	54	22.7
Female	111	111	27	24.3
Male	131	126	27	21.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	40	6	15.0
Black or African American	32	31	11	35.5
Filipino	11	11	1	9.1
Hispanic or Latino	84	83	25	30.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	23	6	26.1
White	48	48	5	10.4
English Learners	49	48	8	16.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	168	165	44	26.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	74	22	29.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.55	5.35	1.65	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.65	0.00
Female	0.00	0.00
Male	3.05	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.50	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.67	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

2024-25 School Safety Plan

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	22		2	
2	19	4		
3	22		2	
6	26		2	
Other	21	6	8	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2		
1	20	2		
2	22		2	
3	20	2	2	
4	30		2	
5	25		2	
6	18	2		
Other	16	4	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
1	18	1		
2	18	1		
3	22		1	
4	20	1	1	
5	30		1	
6	29		1	
Other	13	3		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10377.55	5077.01	5300.54	86451.95
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-7.4	2.5
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-68.1	-9.0

Fiscal Year 2023-24 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON
 B & H PHOTO VIDEO INC
 BAY AREA COMMUNITY RESOURCES
 BEARPORT PUBLISHING COMPANY INC
 BOOKNOOK INC
 ERIKA JONES
 GROWING TOGETHER - BAY AREA INC
 IMAGINE LEARNING LLC
 JOANNE SUNDBERG
 KBA DOCUMENT SOLUTIONS, LLC
 LERNER UNIVERSAL CORPORATION
 LITERACY RESOURCES, LLC

Fiscal Year 2023-24 Types of Services Funded

MACKIN EDUCATIONAL RESOURCES
 NOAH'S BAGELS
 PANERA BREAD COMPANY
 SCHOOL SPECIALTY LLC
 SCRIPPS NATIONAL SPELLING BEE, INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

The Theory of Action at Valley View is to focus on on high leverage, culturally responsive engagement strategies, with an emphasis on phonics and fluency in K-2, to improve the academic outcomes for our students:

AUTHENTIC ENGAGEMENT

If we create a school culture predicated on communication, positivity, inclusion, trust, restorative practices, and safety, then we will develop a school where students are engaged and want to be and adults express high satisfaction.

UNIVERSAL & ACCESSIBLE SYSTEMS

If we create classroom environments that reflect all of our students, where students feel they belong and contribute meaningfully to their school community, then we will see a decrease in chronic absenteeism, referrals and suspensions.

RELENTLESS ATTENTION TO ACHIEVEMENT, AGENCY AND ACCESS (ELA / MATH / SEL)

3rd-6th : If we focus on high leverage, culturally responsive engagement strategies that increase student discourse and meaningful engagement with text in classrooms where students feel like they belong and have meaningful participation, then we will see an increase in performance based on iReady and SBAC.

K-2 : If we focus on phonemic awareness, phonics, and building fluency in K-2 classrooms where students feel like they belong and have meaningful participation, then we will see an increase in fundamentals proficiency according to DIBELS.

If teachers engage in collaboration time dedicated to inquiry, common assessments, examination of student work, and teacher practice then we will create a culture of learning, partnership, and constant adaptation necessary to support student achievement and promote teacher retention at Valley View.

Professional Development

Teachers at Valley View participate in professional development to enhance Social Emotional Learning (SEL) and Reading and Math instruction. Professional development is offered on site, virtually, and throughout the district. Our site based professional development requires student data be brought to PD sessions for analyzing, creating next steps, and preparing for assessment at the end of the teaching cycle to measure student progress towards grade level proficiency.

We are using SIPPS for phonics instruction and Teacher's College Units of Study for Reading, Phonics and Writing along with Benchmark for Reading and ELD. Lexia is our online Reading program. Eureka Math and Zearn are used for Math. Benchmark assessments are through the iReady program.

Beyond the content areas, professional development is provided for English Language Development, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data. Teachers also participate in Culturally and Linguistically Responsive Teaching and Learning training. Additionally, training is provided to District principals to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	45	39