



Rocklin Unified School District
Valley View Elementary School
California Distinguished School, 2008
School Accountability Report Card 2009-10
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District Mission Statement:

The Rocklin Unified School District, a rapidly growing community of educators and families committed to excellence, will ensure that all students acquire the skills and knowledge to reach their highest potential and become self-reliant, critical thinkers and responsible citizens, by providing a rigorous, well-rounded, student-centered curriculum in partnership with all the facets of the community.

Board of Trustees:

Greg Daley, President
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The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, 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 include the hours of operation, the length of time that a workstation may be used (depending on the availability), the types of software programs available on a workstation, and the ability to print documents.

II. Valley View Elementary School (School Year 2009-10)

School Description

Valley View Elementary School is one of fifteen schools in the Rocklin Unified School District. Our school serves approximately 510 students in kindergarten through sixth grade. Our 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. Our staff provides an exemplary learning environment. Academic learning is the primary focus of the school but our staff operates on the principle that a caring environment fostering 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 their school is their home. Rules of conduct are realized internally, leading to self-directedness and initiative.

Parents and staff 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 through active participation and involvement in School Site Council and PTC. They share information with classes about professional lives, teach special skills, work on school and playground improvements, conduct fundraisers and make donations. Over 400 parents and community members regularly volunteer their services in our classrooms, computer lab and library. Valley View has become a focal point and center for students and the community. Our facilities are used every afternoon, evening and weekend by members of our community.

Mission Statement

The Valley View School community is committed to ensuring a safe, nurturing environment. We provide a rich, academic curriculum which prepares all students to become self-reliant, productive and enlightened citizens reaching their full potential.

Opportunities for Parental Involvement

Parental involvement is available through our school's Parent-Teacher Club which has regular meetings. Parent volunteers have many opportunities to assist students and staff. Most of our 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, our computer lab, our library and in our school office. Contact Principal Chuck Kilbourne at 435-4844 for more information.

Student Enrollment by Grade Level (School Year 2009-10)

The Rocklin Unified School District is located about 20 miles east of Sacramento. The student enrollment in 2009-2010 was approximately 10,577. The following charts show the school's enrollment and group breakdown.

Grade Level	Number of Students
Kindergarten	93
Grade 1	98
Grade 2	98
Grade 3	99
Grade 4	96
Grade 5	96
Grade 6	95
Total Enrollment	675

Group	Percent of Students
African American/Black	1%
American Indian/Alaska Native	0%
Asian	10%
Hispanic or Latino	2%
Native Hawaiian/Other Pacific Islander	1%
White	61%
Two or More Races	2%
Socioeconomically Disadvantaged	4%
English Learners	3%
Students with Disabilities	7%

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5			20.0	5			20.5	1	3	
1	18.4	5			20.0	5			21.8		4	
2	19.8	4			20.0	6			22		4	
3	18.8	5			17.2	5			22		4	
4	30.0		3		31.0		3		31.3		3	
5	29.3		3		30.7		3		31.3		3	
6	27.0		3		30.7		3		31.3		3	
K-3									21.5		2	
3-4									0			
4-8									5	1		
Other												

III. School Climate

School Safety Plan (School Year 2009-10)

At Valley View Elementary School we are in our tenth year of the development and implementation of our Comprehensive School Safety Plan. During the 2002-2003 school year we received a safety grant from the State of California to assist with this process. Key elements of our school's plan include Bully proofing, Emergency Response Training and Crisis Intervention Training. *Date of last review/update: January 2010. Date last reviewed with staff: January 2010.*

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	5.9%	5.1%	4.8%	4.7%	5.1%	4.2%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.2%	.01%

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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.

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.

Item 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	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest webpage at <http://dq.cde.ca.gov/dataquest>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	32	33	32	525
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teacher assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher *Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99.43%	.57%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98.4%	1.6%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Library Media Teacher (Librarian)	.1	n/a
Psychologist	.5	n/a
Social Worker	0	n/a
Nurse	.2	n/a
Speech/Language/Hearing Specialist	.8	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	0	No
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	0	Yes
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0	Yes
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0	Yes
Foreign Language	n/a	n/a	n/a
Health	n/a	n/a	n/a
Visual and Performing Arts	n/a	n/a	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,140	\$393	\$4,747	\$62,903
District	n/a	n/a	\$5,480	\$62,284
Percent Difference – School Site and District	n/a	n/a	-15.44%	0.88%
State	n/a	n/a	\$5,681	\$65,228
Percent Difference – School Site and State	n/a	n/a	-16.44	-3.66%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Special Education, School and Library and Improvement Program, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$34,997	\$41,210
Mid-Range Teacher Salary	\$61,828	\$65,228
Highest Teacher Salary	\$80,856	\$83,339
Average Principal Salary (Elementary)	\$104,583	\$103,189
Average Principal Salary (Middle)	\$111,643	\$108,789
Average Principal Salary (High)	\$114,244	\$119,248
Superintendent Salary	\$171,878	\$179,589
Percent of Budget for Teacher Salaries	45.45%	40.78%
Percent of Budget for Administrative Salaries	5.61%	5.91%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	78%	85%	84.5%	69%	73%	75%	46%	50%	52.3%
Mathematics	86%	88%	81.5%	62%	64%	64.7%	43%	46%	48.1%
Science	90%	89%	91.4%	74%	77%	80%	46%	50%	53.6%
History-Social Science	n/a	n/a	n/a	57%	67%	70.3%	36%	41%	44.4%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75%	64.7%	80%	70.3%
All Students at the School	81.5%	87.2%	91.4%	
Male	78.4%	87.8%	92.0%	
Female	84.8%	87.2%	91%	
Black or African American				
American Indian or Alaska Native				
Asian	88%	92%		
Filipino				

Hispanic or Latino	86.5%	86.5%	80.0%	
Native Hawaiian or Pacific Islander				
White	79.8%	85.8%	91.0%	
Two or More Races	86.5%	100%	100%	
Socioeconomically Disadvantaged	60.0%	70.0%	91.4%	
English Learners	61.5%	84.6%	100%	
Students with Disabilities	55.9%	64.7%	83.3%	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.3%	22.9%	67.7%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	6	8	9

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: Scores not shown mean that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	+5	+24	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	+9	+21	-11
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level. *Note: Scores not shown mean that the student group is not numerically significant or data were not available.*

Group	2010 Growth API		
	School	LEA	State
All Students at the School	934	874	767
Black or African American		801	685
American Indian or Alaska Native			728
Asian		922	889
Filipino		917	851
Hispanic or Latino		833	715
Native Hawaiian/Pacific Islander			754
White	930	880	838
Two or More Races		878	807
Socioeconomically Disadvantaged		799	712
English Learners		756	691
Students with Disabilities		705	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

High School Reports ONLY

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development activities enhance communication between schools and grade levels and focus on improving instruction to enhance student achievement as outlined in the strategic priorities determined by the Board of Trustees. There has been a focus upon the development of Professional Learning Communities over the past three years.