



# Vannoy Elementary School

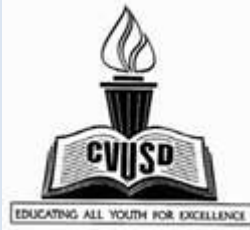
5100 Vannoy Ave. • Castro Valley, CA 94546 • (510) 537-1832 • Grades K-5

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<http://www.cv.k12.ca.us/vannoy>

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



### Castro Valley Unified School District

4400 Alma Ave.

Castro Valley, CA 94546

(510) 537-3000

[www.cv.k12.ca.us](http://www.cv.k12.ca.us)

#### District Governing Board

Dot Theodores, Trustee

Gary C. Howard, Trustee

Jo A.S. Loss, Trustee

Monica Lee, Trustee

Lavender Lee Whitaker, Trustee

#### District Administration

Parvin Ahmadi

**Superintendent**

Dr. Jason Reimann

**Assistant Superintendent,  
Educational Services**

Dr. Sherri Beetz

**Assistant Superintendent,  
Human Resources**

Suzy Chan

**Assistant Superintendent,  
Business Services**

#### School Description:

Vannoy Elementary School sits atop a small hill overlooking the town of Castro Valley. We are a school committed to addressing the academic and social emotional needs of all our students through Multi-Tiered Systems of Support. Our professional and caring instructional staff is teamed with parents in having high standards for all students. We use research-based materials, standards-based instruction, Response to Intervention and have school wide "Positive Power" (Positive Behavior Intervention Supports) promoting positive behavior to ensure that all of our students succeed. It is through teamwork that Vannoy has become a school deeply rooted in success, high achievement, and a beacon to the surrounding community. We were formally recognized as a California Distinguished School in 2012.

#### Mission Statement:

At Vannoy, we are a learning community committed to challenging students to rigorous academic standards, taught by a collaborative and highly trained staff that:

- Maintains a school climate that fosters a joy for learning, academic success, student well-being, and a sense of community
- Responds to student needs and strengths
- Involves students, families, and community to provide a learning partnership

We are dedicated to providing a challenging, well-rounded educational experience; that promotes respect, sensitivity, and inclusion of diverse cultures and lifestyles. Our mission is to prepare students who thrive in the 21st century.

## 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	51
Grade 1	76
Grade 2	74
Grade 3	71
Grade 4	82
Grade 5	80
<b>Total Enrollment</b>	<b>434</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	28.1
Filipino	3.7
Hispanic or Latino	21.2
Native Hawaiian or Pacific Islander	0.0
White	32.0
Socioeconomically Disadvantaged	12.0
English Learners	14.7
Students with Disabilities	6.9
Foster Youth	0.0

## 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			
Vannoy Elementary School	16-17	17-18	18-19
<b>With Full Credential</b>	21	22	23
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Castro Valley Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	443
<b>Without Full Credential</b>	♦	♦	6
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Vannoy Elementary School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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)

All students have access to the state-adopted instructional materials. State-adopted instructional materials are the core instructional materials. Vannoy teachers supplement these materials with other instructional materials as needed to ensure that student instructional needs are met.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Grades TK-2:                      Massachusetts Model Reading Units                      Reading Fundamentals (Schoolwide)                      Lucy Calkins Units of Study in Writing (Heinemann)                      Grammar Fundamentals (Schoolwide)                      Mastering the Mechanics by Hoyt &amp; Therriault (Scholastic)                      Foundations (Wilson Learning)                      Flying Start Guided Reading Library (Okapi)                      Capstone Engage Literacy Guided Reading Library (Capstone)                      Bookroom Guided Reading Library (Mondo Press)</p> <p>Grade 3:                      Massachusetts Model Reading Units                      Read Side by Side: CIA Units                      Closer Reading by Nancy Boyles (Corwin Literacy)                      Expeditionary Learning                      Lucy Calkins Units of Study in Writing (Heinemann)                      Grammar Fundamentals (Schoolwide)                      Mastering the Mechanics by Hoyt &amp; Therriault (Scholastic)                      Foundations (Wilson Learning)</p> <p>Grades 4 &amp; 5:                      Read Side by Side: CIA Units                      Expeditionary Learning                      Closer Reading by Nancy Boyles (Corwin Literacy)                      Lucy Calkins Units of Study in Writing (Heinemann)                      Mastering the Mechanics by Hoyt &amp; Therriault (Scholastic)                      What Really Matters in Spelling by Cunningham (Pearson)                      Vocabulary for the Common Core by Marzano &amp; Simms (Marzano Research)                      Essential Strategies for Word Study by Rasinski &amp; Zutell (Scholastic)</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Kindergarten:                      EnVision</p> <p>Grades 1-5:                      Eureka Math</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Scott Foresman</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Scott Foresman</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Vannoy Elementary School is located in the town of Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and just south of the city of Oakland, Castro Valley is a growing and a richly diverse community with neighborly appeal.

Vannoy Elementary School was built in 1955 and underwent a modernization effort (2001) where all classrooms were wired for Internet access. In addition, each classroom was renovated with new floors, cupboards, counters, and paint. Playgrounds and restrooms were also updated. One on-site custodian and a night team of custodians maintains our facilities. District 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 to ensure efficient service and that emergency repairs are given the highest priority.

Further seismic renovations were completed in the summer 2011. In 2016, voters approved Measure G which will bring many improvements to the campus.

Vannoy will start Measure G improvements in 2018. In the Fall of 2018 we had four portables installed on our lower playground. More details can be found at : <http://www.cv.k12.ca.us/district/business-services/facilities-2016-g-o-bond/facilities-master-plan-2016-g-o-bond-information>

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	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	65.0	71.0	66.0	67.0	48.0	50.0
Math	64.0	66.0	60.0	62.0	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.

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	230	228	99.13	70.61
Male	125	124	99.20	60.48
Female	105	104	99.05	82.69
Black or African American	--	--	--	--
Asian	71	70	98.59	74.29
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.00	55.32
White	71	71	100.00	74.65
Two or More Races	28	27	96.43	74.07
Socioeconomically Disadvantaged	34	33	97.06	51.52
English Learners	44	43	97.73	62.79
Students with Disabilities	19	18	94.74	22.22

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.

CAASPP Test Results in Science for All Students						
Subject	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	9.0	14.1	65.4

\* 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: 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	232	229	98.71	66.38
Male	126	124	98.41	58.87
Female	106	105	99.06	75.24
Black or African American	--	--	--	--
Asian	71	71	100	76.06
Filipino	--	--	--	--
Hispanic or Latino	47	47	100	44.68
White	73	71	97.26	77.46
Two or More Races	28	27	96.43	59.26
Socioeconomically Disadvantaged	34	33	97.06	42.42
English Learners	45	44	97.78	68.18
Students with Disabilities	21	18	85.71	27.78

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)

Parents and the community are very supportive of the educational programs at Vannoy Elementary School. We believe that together, it is possible to create a school climate that fosters a joy for learning, academic success, student well-being, and a sense of community. Teachers and parents are partners working together to teach the students.

We meet and collaborate with each other to design curriculum that is innovative, fun, creative, and standards-based for students. There are many opportunities for parents to become involved at Vannoy including:

- After School Enrichment Programs
- Art Walk
- Book Fairs
- Campus Beautification
- Canned Food Drives
- Classroom Volunteers
- Cougar Walk-a-thon
- District English Learner Advisory Committee (DELAC)
- English Learner Advisory Committee (ELAC)
- Family Education Nights
- Fine Arts Mini Experience (FAME)
- Halloween Fall Festival
- Multicultural Night
- Music Matters
- New Parent Orientation
- Parent Club
- Parent Education Program (PEP)
- School Site Council
- Study Trips/Excursions/Field Trips
- Talent Show

Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Vannoy Elementary School office at 510-537-1832. The principal, Ms. De La Torre, can be reached by email at: ddelatorre@cv.k12.ca.us.

**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**

An emphasis has been placed on campus safety and security. Teachers supervise students on campus before and after school and during recess, and noon duty supervisors will assist with monitoring students during lunchtime. All visitors must sign in at the school's office and receive proper authorization to be at on campus. Visitors are asked by the school site staff to display their pass at all times. Vannoy Elementary School's Safety Plan is revised annually each Fall by the Site Safety Committee and/or the School Site Council, which is comprised of the principal, teachers, and members of the teaching staff. Emergency drills are held on a regular basis; evacuation drills are conducted once a month, and earthquake and campus lock-down drills are held twice per year. Vannoy has perimeter fencing as well as upgraded locks to help support school safety during school as well as after hours. Our current practice is to lock all perimeter access gates (except by front office) during school hours. Visitors must check in through the front office. We have a dedicated Emergency Shed with supplies. Each year, we add more supplies to the shed. This year, the Vannoy Parent Club updated our Emergency Shed and reviewed our our Emergency Supplies.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.8	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	3.4	2.7
Expulsions Rate	0.0	0.0	0.0
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	
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
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.

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	21	24	18	1		1	2	3	2			
1	23	24	25				3	3	3			
2	19	24	24	1			3	3	3			
3	24	20	23		1		3	3	3			
4	32	31	30				2	2	2			
5	24	26	32	1	1		3	2	3		1	
Other			8			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

Professional Development is based upon District Goals and Objectives. Teachers/Staff participate in district mandatory PD days as well as optional PD days per CVUSD/CVTA contract. Vannoy staff participate in site based PD. This is offered for EL/ELD, technology, ELA/Math Teacher Mentors. This year we are focusing on implementation of Multiple Tiered Systems for Success (MTSS) from Mike Mattos. There is ongoing conversations and work towards equity, diversity, and student engagement in the classrooms.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,398	\$47,547
Mid-Range Teacher Salary	\$77,920	\$74,775
Highest Teacher Salary	\$99,896	\$93,651
Average Principal Salary (ES)	\$131,253	\$116,377
Average Principal Salary (MS)	\$135,127	\$122,978
Average Principal Salary (HS)	\$156,277	\$135,565
Superintendent Salary	\$268,260	\$222,853
Percent of District Budget		
Teacher Salaries	39.0	35.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	\$5,036	\$61	\$4,975	\$81,597
District	◆	◆	\$5,309	\$81,219
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-6.5	3.3
Percent Difference: School Site/ State			-27.7	9.1

\* 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

- Education Protection Account
- ESSA: Title II, Part A, Supporting Effective Instruction
- ESSA: Title III, English Learner Student Program
- ESSA: Title III, Immigrant Student Program
- Lottery: Instructional Materials
- Ongoing Federal & State Programs Only

### 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.