



Vannoy Elementary School

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

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<https://vannoy.cv.k12.ca.us/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Castro Valley Unified School District

4400 Alma Ave.

Castro Valley, CA 94546

(510) 537-3000

<https://www.cv.k12.ca.us/>

District Governing Board

Dot Theodore, Trustee

Gary C. Howard, Trustee

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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, Multi-tiered Systems of Support (MTSS) - Response to Intervention and Positive Behavioral Interventions and Supports to meet the needs of all our students. We 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 positive example to the surrounding community.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	71
Grade 2	78
Grade 3	78
Grade 4	73
Grade 5	87
Total Enrollment	436

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	29.4
Filipino	3.9
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.2
White	30
Two or More Races	10.1
Socioeconomically Disadvantaged	14.4
English Learners	15.1
Students with Disabilities	8.5

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 for Vannoy Elementary	17-18	18-19	19-20
With Full Credential	22	23	22
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Castro Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	430
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Vannoy Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grades TK-2:</p> <p>Massachusetts Model Reading Units</p> <p>Reading Fundamentals (Schoolwide)</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Grammar Fundamentals (Schoolwide)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>Foundations (Wilson Learning)</p> <p>Flying Start Guided Reading Library (Okapi)</p> <p>Capstone Engage Literacy Guided Reading Library (Capstone)</p> <p>Bookroom Guided Reading Library (Mondo Press)</p> <p>Grade 3:</p> <p>Massachusetts Model Reading Units</p> <p>Read Side by Side: CIA Units</p> <p>Closer Reading by Nancy Boyles (Corwin Literacy)</p> <p>Expeditionary Learning</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Grammar Fundamentals (Schoolwide)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>Foundations (Wilson Learning)</p> <p>Grades 4 & 5:</p> <p>Read Side by Side: CIA Units</p> <p>Expeditionary Learning</p> <p>Closer Reading by Nancy Boyles (Corwin Literacy)</p> <p>Lucy Calkins Units of Study in Writing (Heinemann)</p> <p>Mastering the Mechanics by Hoyt & Therriault (Scholastic)</p> <p>What Really Matters in Spelling by Cunningham (Pearson)</p> <p>Vocabulary for the Common Core by Marzano & Simms (Marzano Research)</p> <p>Essential Strategies for Word Study by Rasinski & Zutell (Scholastic)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Kindergarten:</p> <p>EnVision</p> <p>Grades 1-5:</p> <p>Eureka Math</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 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: 11/8/2019

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	71	71	67	68	50	50
Math	66	71	62	63	38	39

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 2018-19 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	229	99.57	71.18
Male	126	126	100.00	62.70
Female	104	103	99.04	81.55
Black or African American	--	--	--	--
Asian	65	65	100.00	80.00
Filipino	--	--	--	--
Hispanic or Latino	55	54	98.18	53.70
White	70	70	100.00	74.29
Two or More Races	23	23	100.00	82.61
Socioeconomically Disadvantaged	39	39	100.00	53.85
English Learners	53	53	100.00	64.15
Students with Disabilities	12	12	100.00	16.67

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	7.5	21.2	65.0

Note: 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.

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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 2018-19 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	230	228	99.13	71.49
Male	126	126	100.00	68.25
Female	104	102	98.08	75.49
Black or African American	--	--	--	--
Asian	65	65	100.00	81.54
Filipino	--	--	--	--
Hispanic or Latino	55	54	98.18	53.70
White	70	69	98.57	78.26
Two or More Races	23	23	100.00	82.61
Socioeconomically Disadvantaged	39	39	100.00	41.03
English Learners	53	53	100.00	73.58
Students with Disabilities	12	12	100.00	16.67

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 2019-20)

Our parents and our Vannoy 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 of learning, academic success, student well-being, and a sense of community. Vannoy staff and families are partners who work together to support all 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)
- Fall Festival
- Library Helpers
- Multicultural Night
- Music Matters
- New Parent Orientation
- Vannoy 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

Campus safety and security are our top priority at Vannoy. Our staff supervises students on campus before and after school and during recess. Our campus monitors assist with monitoring students during lunchtime and lunchtime recess. All visitors must sign in at the school office and receive proper authorization to be at on campus. Visitors are asked by the school site staff to display their passes at all times. Vannoy Elementary School's Safety Plan is revised annually each Fall by the School Site Council, which is comprised of the principal, parents, and members of the Vannoy staff. Emergency drills are held on a regular basis; evacuation drills are conducted once a month, and earthquake and campus lock-down drills are also conducted. Vannoy has perimeter fencing as well as upgraded locks and cameras to help support school safety during school as well as after hours. Our current practice is to lock all perimeter access gates 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.0	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.7	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2
Other	2.1

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		18	1	2		24		2	
1	24		3		25		3		23		3	
2	24		3		24		3		25		3	
3	20	1	3		23		3		25		3	
4	31		2		30		2		29		2	
5	26	1	2	1	32		3		26	1	3	
Other**					8	1			6	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2

Professional Development is based upon District Goals and Objectives. Teachers and Staff participate in district Professional Development days as well as optional PD days. Vannoy staff participates in site based PD during our Staff meetings and Professional Learning Communities. Our PD is focused on supporting our students and their needs. We offer PD in the areas of EL/ELD strategies, technology, English Language Arts, Math, Science and Interventions (MTSS). This year we are focusing on implementation of AVID (Advancement Via Individual Determination) and our continuing work towards equity, diversity, and student engagement in the classrooms.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,406	\$49,084
Mid-Range Teacher Salary	\$79,478	\$76,091
Highest Teacher Salary	\$107,213	\$95,728
Average Principal Salary (ES)	\$129,169	\$118,990
Average Principal Salary (MS)	\$141,061	\$125,674
Average Principal Salary (HS)	\$159,402	\$137,589
Superintendent Salary	\$293,526	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	6%	6%

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

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

*Ongoing Federal & State Programs Only

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,095	\$72	\$5023	\$80723
District	N/A	N/A	\$5,262	\$82,309.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.6	-1.9
School Site/ State	-39.6	3.4

Note: Cells with N/A values 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.

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.