Golden View Elementary School

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

San Ramon Valley Unified School District
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Principal's Message

Welcome to Golden View Elementary School. I want to extend our warmest greetings to you and your family. Here at Golden View Elementary School, we are a family. Our staff is highly qualified, skilled and committed to working collaboratively to promote high academic success. We have active parent organizations that coordinate activities to bring our families and staff together, in addition to raising funds to support our instructional programs. It is our collective goal to create an enriching learning environment that engages every student.

We encourage parent volunteers in our classrooms and on our campus. Our Parent-Teacher Association (PTA), our site-based education fund (Gator Fund) and our School Site Council (SSC) all work hand-in-hand with staff to provide exceptional programs to enrich and support the classroom instruction.

As principal at Golden View, I am proud to share that our test scores continue to rise. Our school facilities are beautiful and every classroom is equipped with cutting edge technology. We are committed to not only preparing your students for a world that requires global competency and high academic standards, but also to meeting the social and emotional needs of your children.

Golden View has a diverse student population; we believe that this diversity helps us to prepare our students for work in a global economy. We stress respect for different cultures, customs, and beliefs as we learn and work together. We have many events and celebrations planned throughout the year. I encourage you to visit our school website for up to date information about classroom programs, parent meetings and other school-wide events.

It is an honor to work with the staff, students, families, and community. Again, I welcome you to Golden View Elementary School.

Sincerely,
Meredith Bullock

School Profile

Golden View Elementary School was established in 1989 and is located on Crow Canyon Road, east of Interstate 680. Homes are primarily large, single-family dwellings with some condominiums and apartments. Currently there are 23 self-contained classes for 680 students. Our students come from varied ethnic backgrounds and cultures. We celebrate our diversity while working to develop a close-knit community.

The facility is well maintained and presents a comfortable, welcoming atmosphere enhanced by colorful planters from our PTA. The playground is large and adjacent to Golden View Park. A daycare care facility, YMCA, is located on the campus.

Golden View staff and parents have a great partnership. Teachers quickly establish connections and relationships with students and parents. We pride ourselves on our communication and quick response to emails and phone calls. The atmosphere on the campus is collegial and welcoming.

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	146
Grade 1	88
Grade 2	124
Grade 3	109
Grade 4	100
Grade 5	101
Total Enrollment	668

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.6
Asian	38.2
Filipino	4.6
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	0.3
White	36.4
Two or More Races	8.2
Socioeconomically Disadvantaged	6
English Learners	13.6
Students with Disabilities	12.6

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 Golden View Elementary School	17-18	18-19	19-20
With Full Credential	33	34	34
Without Full Credential	2	2	4
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for San Ramon Valley Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Golden View 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)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials
Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Fundations, Words Their Way, Word Study Lessons – Adopted 2015 Heinemann, Phonics Units of Study- Adopted 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Science	TWIG Science - Adopted 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
History-Social Science	Pearson Scott Foresman - Adopted 2007	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The capacity of Golden View Elementary is 680 students. The school includes a multi-use room with a stage and sound system, a computer lab, a mobile computer lab, a science lab, and a fully automated library/media center. The number of class levels is determined in the spring based on student population. With the help of Shapell Industries and the City of San Ramon, the outdoor play areas include a beautiful playing field and a community park with two creative climbing structures.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/7/19

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	87	81	82	81	50	50
Math	88	81	77	78	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.

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	15.2	26.3	29.3

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.

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	295	289	97.97	80.97
Male	147	145	98.64	71.03
Female	148	144	97.30	90.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	110	109	99.09	92.66
Filipino	11	11	100.00	90.91
Hispanic or Latino	24	24	100.00	70.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	106	97.25	76.42
Two or More Races	33	32	96.97	68.75
Socioeconomically Disadvantaged	24	24	100.00	54.17
English Learners	49	46	93.88	78.26
Students with Disabilities	25	25	100.00	56.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 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	295	290	98.31	81.38
Male	147	145	98.64	83.45
Female	148	145	97.97	79.31
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	110	109	99.09	91.74
Filipino	11	11	100.00	100.00
Hispanic or Latino	24	24	100.00	70.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	109	106	97.25	72.64
Two or More Races	33	32	96.97	84.38
Socioeconomically Disadvantaged	24	24	100.00	50.00
English Learners	49	47	95.92	76.60
Students with Disabilities	25	25	100.00	60.00

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)
A key ingredient to the success of Golden View's program is the support and involvement of our parent community. Our parent groups support our academic achievement and excellence in education. Parents support Golden View's programs through the PTA, School Site Council, and a site-based education fund, the Gator Fund. These groups work together to maintain high quality educational programs at Golden View.

Golden View's PTA funds an Art Docent Program as well hosting several community building events . The PTA and Gator Fund also supports the Breakfast Book Club, educational assemblies, the purchase of classroom instructional supplies, and technology and computer equipment.

Golden View's Gator Fund raises money to support classroom paraprofessionals, a choral music assistant, a team of reading intervention assistants, additional librarian hours and a technology assistants.

Golden View's School Site Council aligns the School Improvement Plan budget to school goals. The SSC oversees the School Plan for Student Achievement and is consistently looking at school wide data.   ELAC, the English Language Advisory Committee, supports the English Language Learners at Golden View.

Parents volunteer to assist classroom teachers in the computer lab and with art and music programs. They also volunteer to work in the library, assist with yard supervision, help with the administration of vision and hearing screening, and yearly student photo shoots. Many parents assist and drive/chaperone on field trips. Parents and the community support yearly special events as well. In addition, Golden View receives support from corporations and small businesses in the community.

For additional information about organized opportunities for parent involvement at Golden View Elementary, please contact the school office at 925-855-2700.

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
Safety of students and staff is a primary concern of Golden View Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed by the School Safety Committee. All revisions are communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year.

Students are supervised before and after school by certificated staff; classified staff, parent volunteers and the principal supervise students during lunch. Parent volunteers also help with supervision during lunch. There is a designated area for student drop off and pick up. Visitors must sign in and out at the office and must wear name badges while on campus. Parent volunteers are required to attend a training and to clear a district wide volunteer clearance through Be A Mentor before working in the classroom.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.3	0.7
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
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	.9
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	21	1	6		21	2	5		21	2	5	
1	22		8		26		4		23		3	
2	24		8		20	1	4		26		5	
3	23		8		26		4		23	1	4	
4	23	2	6		23		4		27		3	
5	53		6	1	52	1	3	1	24	1	4	
Other**	12	2			9	1			11	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	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,107	$48,612
Mid-Range Teacher Salary	$77,310	$74,676
Highest Teacher Salary	$96,311	$99,791
Average Principal Salary (ES)	$129,880	$125,830
Average Principal Salary (MS)	$138,066	$131,167
Average Principal Salary (HS)	$149,818	$144,822
Superintendent Salary	$318,954	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6527.3	637.23	5890.07	77385.75
District	N/A	N/A	5,786	$77,512.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.0	2.9
School Site/ State	-26.7	-4.8

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.

Types of Services Funded
- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English
- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

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.