

# School Accountability Report Card

Reported for the 2009-10 School Year

Published During 2010-11



## Valley View Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at [www.cde.ca.gov/ta/ac/sa/](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. School Information

### Contact Information (2010-11 School Year)

This section provides the school's contact information.

School		District	
School Name	Valley View Elementary	District Name	Sulphur Springs Union Elementary
Street	19414 Sierra Estates Drive	Phone Number	(661)252-5131
City, State, Zip	Newhall, CA, 91321	Website	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
Phone Number	661-251-2000	Superintendent	Dr. Robert Nolet, Ed.D.
Principal	Rick Drew	E-mail Address	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>
E-mail Address	<a href="mailto:rdrew@sssd.k12.ca.us">rdrew@sssd.k12.ca.us</a>	CDS Code	19650456071682

### Principal's Message (2009-10 School Year)

This section provides information about the school, its programs and its goals.

Valley View Community School has an A.P.I. of 804 and ranks 6 out of 10 when compared to similar schools. For our 2009-2010 school year, we made our A.Y.P. goal as outlined by the National No Child Left Behind Program. We serve a student population of 656 students. 35% participate in the free/reduced lunch program, which entitles us to be a Title I school wide program. 170 students are English Learners who speak thirteen languages, reflecting the culturally diverse nature of our student body. We have a high rate of student transiency. On campus we also house the Regional Severely Handicapped Special Education classes for students with orthopedic impairments, multiple disabilities and other health impairments. This program serves students from all four elementary school districts in the Santa Clarita Valley. There are six classes serving a total of 54 students, in preschool through 6th grade, enrolled in the program. Our students are medically fragile. Our special needs students actively interact with our regular education students. It is a point of pride for our school that our Regional and Regular Education Teachers team together for the benefit of all students. We have received the G.O.A.L. Award for our "Win-Win" Integration Program. The California Children's Services (CCS) has a Medical Treatment Unit also on the campus to provide physical therapy and occupational therapy services to children, from birth to age 21, who reside throughout the Santa Clarita Valley.

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Each year Valley View's staff works with parents and District support personnel to evaluate various sources of data related to student achievement and school climate. Following a thorough analysis of standardized test scores, district benchmark data, survey results and input provided by teachers, parents, and school committees, the School Site

Council updates the School Plan for Student Achievement (SPSA) to identify goals for school improvement to ensure that each child will achieve his/her full potential.

Overarching goals for 2009-2010 include: (1) Increasing English Language Learner proficiency with a focus on Reading Comprehension; (2) Increasing Math proficiency; (3) Increasing English Language Arts proficiency; (4) Increasing Science proficiency; and, (5) Increasing Visual & Performing Arts/Health & P.E. proficiency.

Additional goals that support the overarching goals include:

- Providing a challenging and interesting course of study for students that is in accordance with California State Standards and Sulphur Springs School District guidelines.
- Using a variety of teaching strategies, techniques and technology to meet the needs of diverse learners.
- Promoting continued educational growth for students, parents, and staff that creates a community of lifelong learners.
- Promoting a safe and orderly learning environment.
- Creating and maintaining positive, effective communication between home, school and the community.
- Providing regular, monitored homework that allows children to practice what they have learned in the classroom.

Progress toward school goals is monitored on an ongoing basis using formative and summative assessments. Individual teachers and grade level teams will meet at least once a month to review individual and group achievement data. Grade levels report progress to the site administrators, which is shared with the School Leadership Team and the SSC. SPSA monitoring comments will be added throughout the year based on input from staff and the SSC. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial material and/or budget changes during the school year.

Assessment results are made available to parents and stakeholders in the following ways:

- STAR scores are mailed home
- CELDT scores and Title III Annual Parent Notifications are mailed home
- Test scores are discussed during conferences
- Parent information sessions and committee meetings are available to discuss information
- \* Single Plan For Student Achievement (SPSA)
- \* At each SSC meeting planned activities and policies are reviewed to ensure student success.
- \* Leadership Team meetings are focused on implementation of effective key strategies and programs.
- \* A minimum of one staff meeting per month is dedicated to collaborative grade level planning to evaluate assessment results and discuss best practices for student achievement.

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All English Learners will receive 30 minutes of English Language Development instruction on a daily basis as part of Valley View's Program for English Learners. Instruction targeted to students' identified English proficiency level will be provided by the homeroom teacher and supported by instructional aide time in each class. Direct instruction lessons may be supplemented by English in a Flash, a web-based ELD program that provides systematic practice opportunities. Students in grades 4-6 received additional support to gain English skills and improve achievement in Language Arts through the English Language Acquisition Program (ELAP). Language development progress will be monitored using the SSSD ELD Matrix, progress in English in a Flash, and annual CELDT results.

Gifted and high-achieving students in grades 3-6 participated in lesson extensions that added depth and complexity to lessons across the curriculum that are delivered within the regular classroom during the school day. GATE student progress was monitored through benchmark assessments, STAR, and completion of a project for the District GATE Night.

Parents are an important part of Valley View Community School. Parents are encouraged to attend monthly PTA meetings (the 1st Tuesday of each month) and regularly volunteer in their child's classroom to assist the teachers at Valley View.

Evening activities will include Family Reading Night, access to PRICE Parenting classes at our sister schools (Canyon Springs & Fair Oaks Ranch), and Parent Information Nights offered throughout the year. These evening events provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child.

A number of dedicated parents make up the School PTA. PTA provides fun-filled family events and support to the school's programs such as P.E., Science Lab instruction, school assemblies, Red Ribbon Week, Chorus, and 6th grade field trips.

Valley View continues to focus on technology-based instruction to help with student learning. Classroom computers have been upgraded to support new programs and provide access to AR quizzes and STAR reading tests. Every classroom has a SMART board installed for providing student in depth instruction. The school's Computer Lab is equipped with 40 computers in addition to a teacher station. Primary and Upper grade students make weekly visits to the lab to work on projects. School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments. Dedicated staff, students and parents make Valley View a special school with high expectations and a caring school community spirit. A YMCA facility is also housed on campus and provides childcare for our students as well as other schools.

## Parental Involvement (2009-10 School Year)

This section provides information about opportunities for parents to become involved with school activities.

<b>Contact Person Name:</b>	Rick Drew	<b>Contact Person Phone Number:</b>	661-251-2000
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Valley View actively promotes parental involvement at our school. We have volunteers in classrooms working with students and assisting teachers on a daily basis. Our P.T.A. meetings are held on the first Tuesday of every month, alternating each month from 8:00 a.m. to 6:00 p.m. in the Room 204 & Room 2. They sponsor such events as: Mother / Son Dance; Father/ Daughter Dance; Family Concert Night, Book Fairs and Holiday Breakfast. In 2009/10, our PTA provided our first ever "Spring Spectacular Festival." Our School Site Council, who oversees our budget and program, meets monthly on the 1<sup>st</sup> Wednesday of each month at 3:45 p.m.. To academically support our families, we hold annual GATE Parent Nights, Parent Conferences, Back To School Night, Art Fair, Information Evenings, and an Open House.

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## 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				Avg. Class Size	2008-09			Avg. Class Size	2009-10		
	Avg. Class Size	Number of Classrooms				1-20	21-32	33+		1-20	21-32	33+
		1-20	21-32	33+								
Kindergarten	27	0	5	0	27	0	2	0	25	0	4	0
Grade 1	20	5	1	0	20	6	0	0	21	1	1	0
Grade 2	19	5	0	0	19	4	0	0	21	0	4	0
Grade 3	22	3	1	0	18	3	0	0	26	0	4	0
Grade 4	31	0	3	0	31	0	2	0	33	0	2	1
Grade 5	28	0	3	0	30	0	2	0	32	0	1	1
Grade 6	30	0	4	0	31	0	2	0	35	0	0	2
K-3	18	1	0	0	27	2	3	0	0	0	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	28	0	1	0	31	0	3	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

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

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	108	Grade 8	0
Grade 1	80	Ungraded Elementary	0
Grade 2	92	Grade 9	0
Grade 3	103	Grade 10	0
Grade 4	92	Grade 11	0
Grade 5	86	Grade 12	0
Grade 6	91	Ungraded Secondary	0
Grade 7	0	Total Enrollment	652

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## Student Enrollment by Group (2009-10 School Year)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	10.4%	White (not Hispanic)	29.3%
American Indian or Alaska Native	0.5%	Two or More Races	4.3%
Asian	5.5%	Socioeconomically Disadvantaged	48.0%
Filipino	1.2%	English Learners	29.0%
Hispanic or Latino	47.9%	Students with Disabilities	10.0%
Native Hawaiian or Pacific Islander	0.9%	n/a	--

## II. School Safety and Facilities

### School Safety Plan (2009-10)

This section provides information about the school's comprehensive safety plan.

Date School Safety Plan last reviewed:	February 3, 2010
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Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

### Suspensions & Expulsions

This table displays 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.

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspension Rate	2.0%	6.0%	5.0%	3.0%	5.0%	2.0%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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## School Facility Conditions

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

Valley View Community School has a campus including our Main Building with general education classrooms, Special Education classroom for Speech & Language Therapy and RSP, Administrative Office, Computer Lab, Science Lab and two teacher and parent work rooms. Additionally, we have a Library Building, 200 Building cluster of 4 classrooms, 500 & 600 Building clusters of eight relocatable classrooms, and our Annex Building which houses five Special Day Classes, two general education Kindergarten classes and the California Children Services. We have a 1/4 mile track, baseball field, basketball and volleyball courts. Playground equipment for Kindergarten and 1st-6th graders complete our outdoor P.E. facilities. Finally, our Multi Purpose Room for events and student lunch service. The school was originally built in 1965 and modernized during 2006-07.

## Planned Improvements (2010-11 School Year)

[Click here to enter text.](#)

In 2010/11, improvements were made to HVAC duct work, small walking bridge, and superficial painting and resurfacing of our tiled hallway in the MPR.

## School Facility Good Repair Status (2010-11 School Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	X			N/A
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)	X			N/A
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	X			N/A
<b>Electrical:</b> Electrical Systems (interior and exterior)	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior)	X			N/A
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	X			N/A
<b>Structural:</b> Structural Condition, Roofs	X			N/A
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			N/A

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## Overall Summary of School Facility Good Repair Status (2010-11 School Year)

		Facility Condition			
		Exemplary	Good	Fair	Poor
Overall Summary			X		
Date of inspection:	Monthly Inspections are required and conducted and documented				
Completion date of inspection form:	Last inspection date of 2010/11 school year was December 16, 2010				

## III. Curriculum and Academics

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

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students, including English Language Learners, receive textbooks adopted from the most recent state approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

In the Sulphur Springs School, the adoption process begins with a committee of teachers, parents and administrators representing each school in the district. Much time is spent learning the standards and deciding upon the criteria to use when selecting the textbook. Once the criteria for selection has been decided then the publishing companies are invited to come and present their programs to the adoption committee. Members of the adoption committee spend hours perusing the books and extra materials looking for the program that will best meet the needs of all of our students. Once the committee feels comfortable with a program or two, sets of the materials are sent to each school site. At this time all teachers and parents are invited to come and preview the materials for themselves. Input from this preview is collected by the committee members and studied.

Finally the adoption committee makes a recommendation to the board based on the criteria designed prior to reviewing any programs, information from the previews and the hours spent studying and comparing the available programs. The adoption committee makes their recommendation to the Board of Trustees at a regularly scheduled board meeting. Once the board approves the textbook, materials are ordered and staff development is planned to provide all teachers with information about the new program and how to use it in their classrooms during the next school year.

It is the goal of the State Board of Education as well as the Sulphur Springs Board of Trustees that any instructional materials used in the Sulphur Springs schools meet the California Content Standards and be appropriate for use in all of our classrooms.

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## Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading Language (K-6)	2003
History-Social Science	Scott Foresman History-Social Science (K-5), Harcourt History-Social Science (6)	2007
Mathematics	EnVision Mathematics (K-6)	2009
Other		
Science	Scott Foresman California Science (3-6), Houghton Mifflin California Science (K-2)	2008

## Availability of Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Foreign Language	N/A
Health	0.0%
Visual and Performing Arts	0.0%
Science Laboratory Equipment (Grades 9-12)	N/A
Textbook Information Collection Date:	9/1/10



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## Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	YES

## Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

N/A

## 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>.

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	50.0%	57.0%	56.0%	55.0%	60.0%	62.0%	46.0%	50.0%	52.0%
Mathematics	56.0%	53.0%	53.0%	61.0%	63.0%	62.0%	43.0%	46.0%	48.0%
Science	52.0%	61.0%	58.0%	56.0%	60.0%	71.0%	46.0%	50.0%	54.0%
Social Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	36.0%	41.0%	44.0%

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## 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	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	62.0%	62.0%	71.0%	0.0%
All Students at the School	56.0%	53.0%	58.0%	0.0%
Black or African American	44.0%	36.0%	*	
American Indian or Alaska Native	*	*	*	
Asian	0.0%	0.0%	0.0%	
Filipino	*	*		
Hispanic or Latino	40.0%	38.0%	49.0%	
Native Hawaiian or Pacific Islander	*	*	*	
White (not Hispanic)	71.0%	70.0%	81.0%	
Two or More Races	--	--	--	--
Male	55.0%	55.0%	67.0%	
Female	58.0%	51.0%	47.0%	
Economically Disadvantaged	42.0%	42.0%	44.0%	
English Learners	31.0%	34.0%	39.0%	
Students with Disabilities	36.0%	43.0%	*	
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 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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	19.3	41.0	30.0
7	N/A	N/A	N/A
9	N/A	N/A	N/A

## Academic Performance Index

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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 at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## API 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	7	6	6
Similar Schools	7	3	4

## 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.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-7	6	-13
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	AS
Filipino	--	--	--
Hispanic or Latino	-2	-18	-3
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	7	15	1
Two or More Races	--	--	--
Socioeconomically Disadvantaged	-20	2	-1
English Learners	-7	0	-7
Students with Disabilities	--	--	--

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

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

Group	2010 Growth API		
	School	District	State
All Students at the School	791	828	800
Black or African American	--	785	731
American Indian or Alaska Native	--	--	753
Asian	--	937	910
Filipino	--	--	880
Hispanic or Latino	726	771	752
Native Hawaiian or Pacific Islander	--	--	794
White (not Hispanic)	862	876	868
Two or More Races	--	896	861
Socioeconomically Disadvantaged	736	759	747
English Learners	706	743	742
Students with Disabilities	--	638	648

## 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/>.

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## AYP Overall and by Criteria (2009-10 School Year)

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 AYP criteria.

	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A <sup>4</sup>

## Federal Intervention Program (2010-11 School Year)

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 (English-language arts 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 at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	--	2
Percent of Schools Currently in Program Improvement	--	22.0%

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## IV. Teachers & Support Staff

### 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 Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	39	36	31	250
<b>Without Full Credential</b>	2	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	--

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers 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.

Indicators	School		
	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100%	0.0%
<b>All Schools in District</b>	100%	0.0%
<b>High-Poverty Schools in District</b>	100%	0.0%
<b>Low-Poverty Schools in District</b>	100%	0.0%

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## Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2009-2010 school year all teachers were provided with the opportunity to attend inservices, actively participate in Professional Learning Communities, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading comprehension, writing, supporting English learners, Systematic English Language Development, assessment, science and diversity.

## Professional Development Days

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

Indicator	Professional Development Days		
	2007-08	2008-09	2009-10
Annual number of school days dedicated to staff development	3	3	3

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

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	--	N/A
Counselor (Social /Behavioral or Career Development)	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	1	--
Psychologist	.5	--
Social Worker	--	--
Nurse	.2	--
Speech/Language/Hearing Specialist	1	--
Resource Specialist (non-teaching)	1	--
Other	--	--

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## V. School Finances

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

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$4,654.53	\$500.61	\$4,153.91	\$66,635.53
District	--	--	\$5,401.56	\$67,951.00
State	--	--	\$5,681.00	\$68,212.00
Percent Difference – School and District	--	--	23.1	3.1%
Percent Difference – School and State	--	--	26.9	.8%

### Types of Services Funded (2009-10 Fiscal Year)

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

Categorical dollars supported training for teachers in working with special populations of students (English Language Learners - ELL, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to our site to support intervention programs for students who are at risk academically.

### Teacher and Administrative Salaries (2008-09 Fiscal Year)

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	Sate Average for Districts in the Same Category
Beginning Teacher Salary	\$41,527.00	\$41,988.00
Mid-Range Teacher Salary	\$64,599.00	\$68,649.00
Highest Teacher Salary	\$85,783.00	\$87,156.00
Average Principal Salary (Elementary)	\$100,558.00	\$109,026.00
Average Principal Salary (Middle)	\$0.00	\$112,489.00



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Average Principal Salary (High)	\$0.00	\$113,872.00
Superintendent Salary	\$157,183.00	\$181,890.00
Percent of Budget for Teacher Salaries	39.7%	42.11%
Percent of Budget for Administrative Salaries	4.2%	5.52%

## VI. 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 availability), the types of software programs available on a workstation, and the ability to print documents.