Valley View Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

Rick Drew, Principal
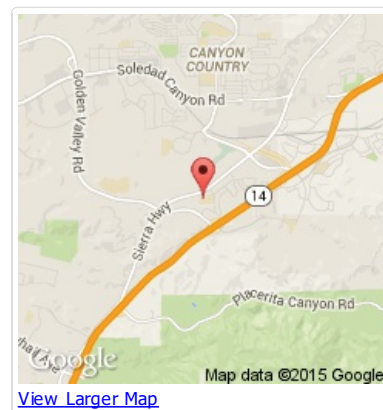
Principal, Valley View Elementary

About Our School

Welcome to Valley View's School Accountability Report Card.

Contact

19414 Sierra Estates Dr.
Newhall, CA
91321-2196

Phone: 661-251-2000
E-mail: rdrew@sssd.k12.ca.us

View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	Valley View Elementary
Street	19414 Sierra Estates Dr.
City, State, Zip	Newhall, Ca, 91321-2196
Phone Number	661-251-2000
Principal	Rick Drew, Principal
E-mail Address	rdrew@sssd.k12.ca.us
Web Site	http://valleyview.sssd.k12.ca.us
County-District-School (CDS) Code	19650456071682

District	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Web Site	http://www.sssd.k12.ca.us
Superintendent First Name	Catherine
Superintendent Last Name	Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

Valley View Community School has an A.P.I. of 816 which represents a 12 point growth over the previous year and the highest A.P.I. in our school's history. The most recent state information - 2012-2013 California Standardized Test results indicate Valley View made excellent positive A.P.I. growth in these subgroups: Socioeconomically Disadvantaged +28 points; Hispanic/Latino + 36 points; and, English Learners +42 points. Valley View serves a student population of 625 students. 56.7% participate in the free/reduced lunch program, which makes us a school wide Title 1 program. 235 students are English Learners who speak thirteen languages, reflecting the culturally diverse nature of our student body. 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 49 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 work 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. 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 2014-2015 include: 1) Increasing proficiency of all students in the area of English Language Arts with the focus on Reading Comprehension; (2) Increasing the number of students that are proficient in Math; (3) Increasing English Language Learner 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.•Implementing the RtI model daily as the vehicle to deliver differentiate language arts instruction. During RTI, students are grouped according to ability and the adult to student   ratio is lowered to support those in greater need of intervention.   This targeted, direct instruction allows for   greater time on task and for teachers to provide the proper support for all students.• Continuing the full implementation of the Math Expressions Math Series• Providing English Language Development instruction at students' identified level of proficiency. • Promoting continued educational growth for students, parents, and staff that create a community of lifelong learners.• Ensuring 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 bi-monthly 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 School Site Council. 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 sent 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 two staff meetings per month are dedicated to collaborative grade level planning to evaluate assessment results, design instruction and discuss best practices for student achievement. All English Learners will receive 30 minutes of Systematic English Language Development instruction on a daily basis as part of Valley View's Program for English Learners. Instruction will be targeted to students' identified English proficiency level and be provided by the homeroom teacher and grade level team. In addition to SELD, English in a Flash, a web-based ELD program that provides systematic practice opportunities will be used to provide additional support to students. 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 participate in lesson extensions that are differentiated across the curriculum. This differentiation is delivered within the regular classroom during the school day. GATE student progress is monitored through benchmark assessments, the state test, completion of a project for the District GATE Night and students individual Differentiated Learning Plans. Parents are an important part of Valley View Community School. Parents are encouraged to attend monthly PTA meetings (the first 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, GATE Parent Night, ELAC meetings and additional 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 Music, Science Lab instruction, school assemblies, Red Ribbon Week, and 6th grade activities. 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 and new projector for assisting teachers to address multiple modalities. The school's Computer Lab is equipped with 35 computers, in addition to a teacher's station. All students make weekly visits to the computer lab to assess their learning and work on class projects. In addition, to the computer lab, Valley View, also has a Science Lab. Students at every grade level have weekly scheduled visits to the Science Lab to have hands on experiences. 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.

Spanish version of the SARC can be found at: http://valleyview.sssd.k12.ca.us/pages/ValleyViewCommunity/School_Info/Annual_SARC_Report_Card

Last updated: 1/28/2015

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	112
Grade 1	77
Grade 2	87
Grade 3	85
Grade 4	83
Grade 5	72
Grade 6	87
Total Enrollment	603
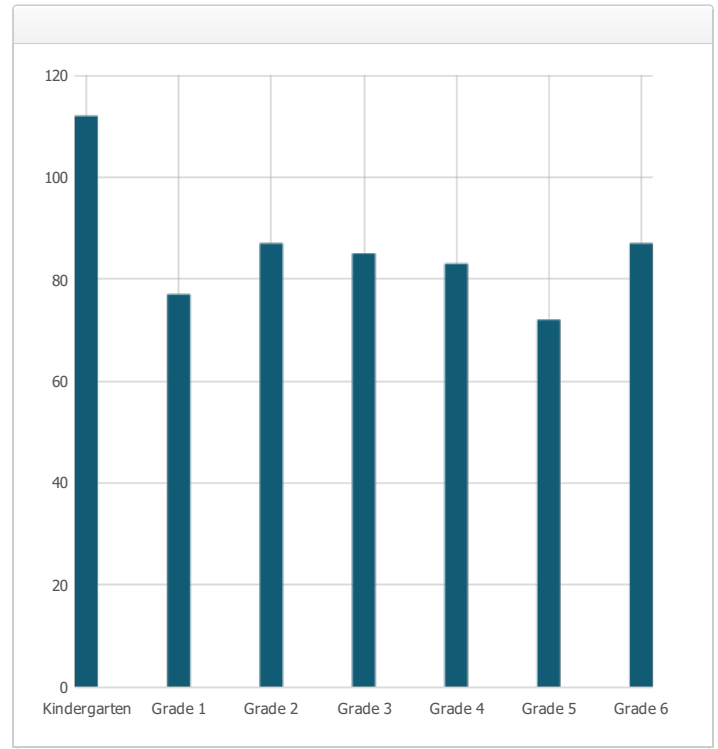
Last updated: 1/20/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	1.0
Asian	3.3
Filipino	3.3
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0.2
White	19.9
Two or More Races	2.5
Socioeconomically Disadvantaged	61.7
English Learners	35.5
Students with Disabilities	12.3
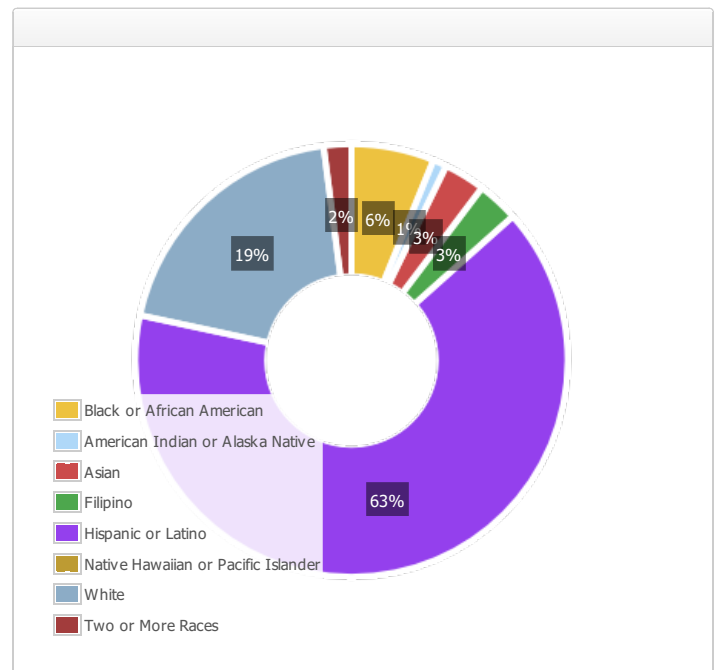
Last updated: 1/20/2015

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	30	33	31	256
Without Full Credential	1	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
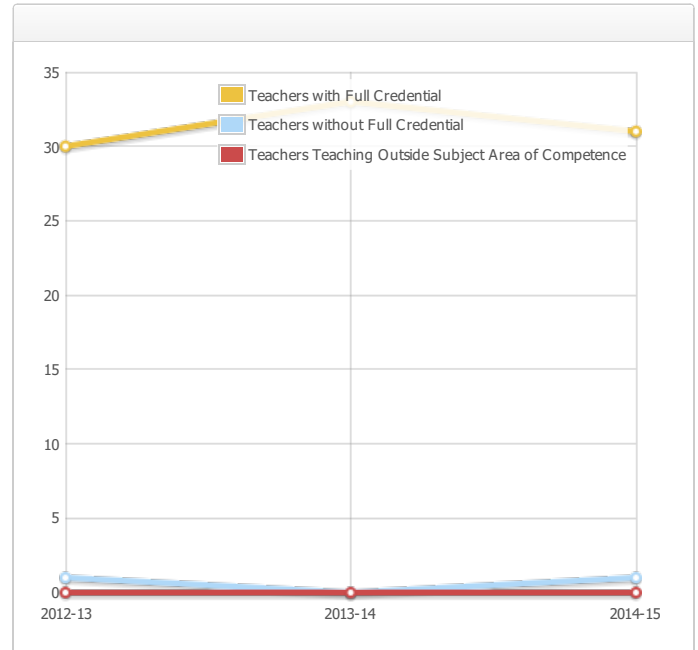
Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1
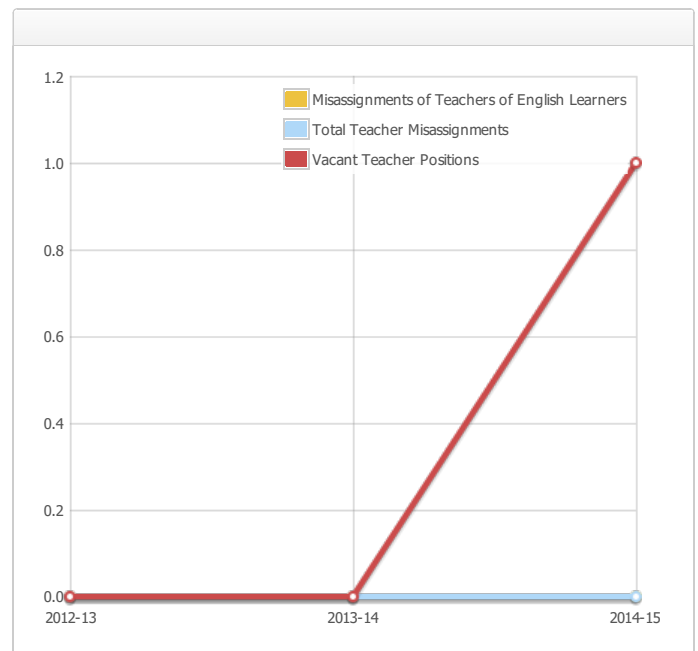
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/20/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) (Adopted 2003) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Math Expressions (K-6)	Yes	0.0
Science	Scott Foresman California Science (3-6) Houghton Mifflin California Science (K-2) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
History-Social Science	Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/28/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Valley View Community School campus' includes a Main Building with general education classrooms, Special Education classrooms for Speech & Language pathology and therapy; and, RSP, the Administrative Office, a Computer Lab, Science Lab and two teacher and parent work rooms. Additionally, there is a Library Building, the 200 Building that has a cluster of four classrooms, the 500 & 600 Building rows (with a total of eleven re-locatable classrooms), and our Annex Building which houses five Special Day Classes, two general education Kindergarten classes and the California Children Services Medical Therapy Unit. We have a ¼ mile track, baseball field, basketball and volleyball courts. Playground equipment for transitional kindergarten and kindergarten and 1st-6th graders complete our outdoor P.E. facilities. Finally, we have our Multi Purpose Room for events and student lunch service. The school was originally built in 1965 and modernized during 2006-07. Our Annex Building and Library and Adminstrative facility will again be modernized starting in February 2015.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Dated HVAC units are repaired as needed. All HVAC units of the Administrative building will be replaced as part of the 2014 - 2016 reconstruction projects.
Interior: Interior Surfaces	Good	Interior surfaces are repaired and or repainted/resurfaced as needed (except for cosmetic only of the Library - which will be demolished in our reconstruction). All interior surfaces of the Administrative building will be resurfaced as part of the 2014 - 2016 reconstruction project.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Overall Cleanliness is always maintained at a very high level to protect and serve all students (and especially, our medically fragile students).
Electrical: Electrical	Good	All electrical equipment is always maintained in perfect working condition for all students and staff and visitor safety and use.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Always maintained at a very high level for student, staff and visitor use.
Safety: Fire Safety, Hazardous Materials	Good	Always maintained at a very high level for all students, staff and visitors' safety.
Structural: Structural Damage, Roofs	Good	Any "structural damage" would be immediately repaired. Our roof systems are repaired/resurfaced as needed (except for cosmetic only of the Library and or Annex - which will both be demolished in our reconstruction). Again, all roof surfaces of the Administrative building will be replaced or resurfaced as part of the 2014 - 2016 reconstruction project.

External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All playgrounds, grounds, windows, doors, gates, and fences are immediatly repaired if needed. Our current playground area will be expanded and enhanced substantially with the addition of fencing and access gates as part of the 2014 - 2016 reconstruction project.

Overall Facility Rate - Most Recent Year

Overall Rating	Good

Last updated: 1/20/2015

External: Playground/School Grounds, Windows/Doors/Gates/Fences   Good

All playgrounds, grounds, windows, doors, gates, and fences are immediatly repaired if needed. Our current playground area will be expanded and enhanced substantially with the addition of fencing and access gates as part of the 2014 - 2016 reconstruction project.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	64	51	68	73	65	76	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/20/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	68
Male	71
Female	65
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	64
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/20/2015

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	59%	60%	58%	62%	65%	65%	54%	56%	55%
Mathematics	57%	53%	55%	64%	65%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/20/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	6
Similar Schools	5	3	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/20/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	17	-4	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	-4	35
Native Hawaiian or Pacific Islander			
White	9	-5	-8
Two or More Races			
Socioeconomically Disadvantaged	18	14	24
English Learners	28	3	41
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/20/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.2%	39.1%	23.2%

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.

Last updated: 1/20/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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 Wednesday of every month at 6:00 p.m. in Room #16 (Science Lab Room). The PTA sponsors such events as: Fall Festival; Snow Day/Holiday Breakfast; Family Concert Nights, Book Fairs and our annual "Spring Spectacular Festival." The PTA hosts a number of Family Fundraiser nights throughout the year to support our school-wide Arts Rotation program every Friday. Our School Site Council, who oversees our budget and program, meets monthly on the first Wednesday of each month at 3:45 p.m. in Room #16. To academically support our families, we hold annual GATE Parent Nights, School Site Council meetings, ELAC Meetings, Parent Conferences, Back To School Night, Annual Title 1 Meeting, Math Night, Information Evenings, and an Open House.

State Priority: Pupil Engagement

Last updated: 1/28/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Completion of High School Graduation Requirements

|	Graduating Class of 2013		
Group	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	5.00	5.00	10.00	84.00	73.00	55.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10

Suspensions

Expulsions
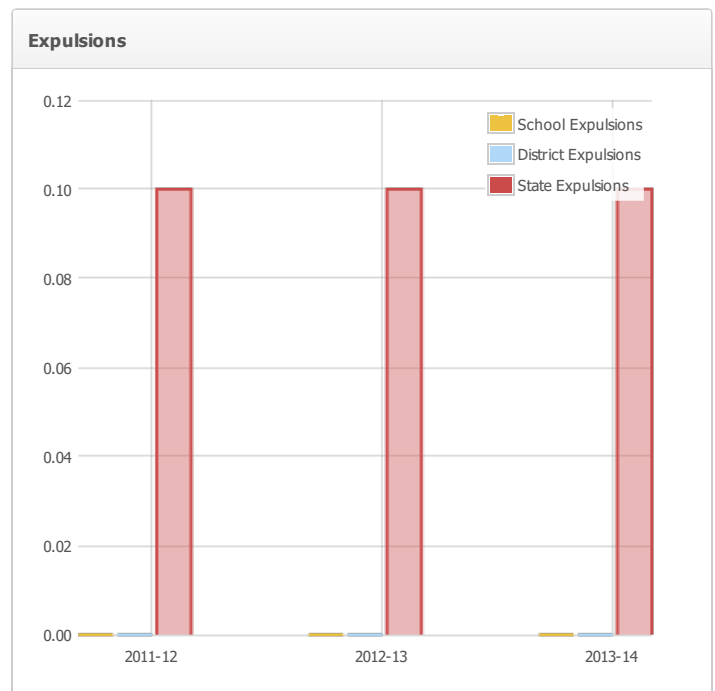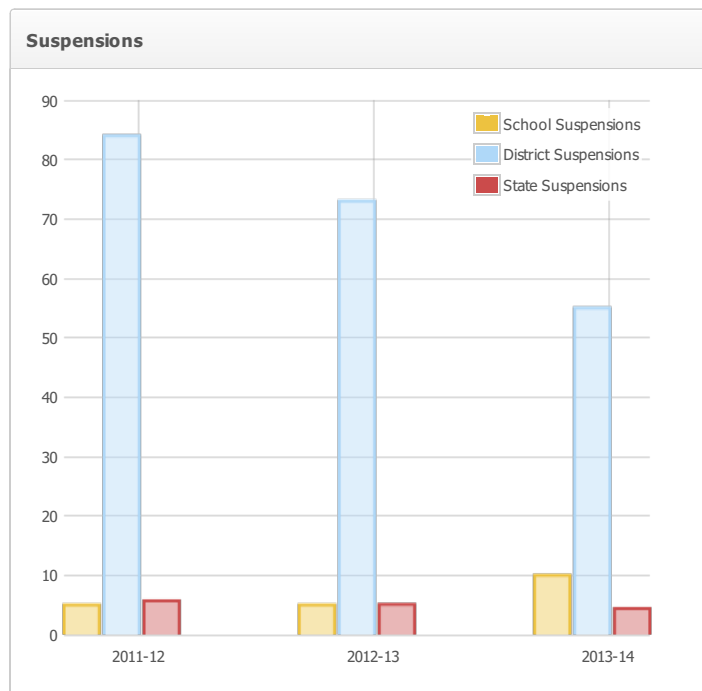
Last updated: 1/20/2015

School Safety Plan - Most Recent Year

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.

Date Plan was last updated: March 1, 2014

Areas of Desired Change and Action for 2013/2014

The School Climate – assuring each student a safe , respectful, accepting and emotionally nurturing

environment & providing each student resiliency skills

Areas needing improvement or change

Students to respect the rights and property of others/ to report bullying

The safety of students in unstructured play on the yard at recess

Possible causes of safety concerns in this area.

The need for continued clear expectancies for student behavior.

Continue to support the reporting of bullying by targets.

Also, a continued need for correct modeling of proper play and to provide additional structured recess activities.

Desired Actions

Continue reinforcement of our "Viking Virtues

Maintain consistency of positive rewards and consequences provided by Yard Supervisors
(e.g. "Caught Being Good" slips).

Ongoing training of Yard
Duty Start "TRRFCC" (Trustworthy, Respectful, Responsible, Fair, Caring, and
good Citizens) to reinforce positive behavior for the whole class - before school, at recess, and at lunch

Develop "Guardian of Bullying" group sponsored by Mrs. Guidroz and led by School Counselor Aria
Malek

Continue Ultimate Recess Challenges with help of YMCA counselors

Continue PTA sponsored Intramural Basketball contests (4th-6th graders) - "March Madness Tournament

Continue to support "Go" (asian chess -like game) instruction at ALL Lunch Recesses (Wednesdays) at MPR Indoor Stage. Organize intramural tournament with sister school "Sulphur Springs Community School."

Develop the use of iPad to share Keenan Safe School Video segments as part of logical consequences

EVIDENCE - Results of Action Plan:

Report in December 2013 to PTA & SSC & Safety Committee

The Physical Environment - assuring
each student a safe physical environment

• Areas needing improvement or change

Vehicle, bicycle, and pedestrian traffic safety

• Possible causes of safety concerns in this area:

The need to continually educate, remind and enforce our Valet Lane (drop off & pick up) student
procedures to new students, parents & staff.

Need for additional safety markers/ signs

Need for traffic safety education

• Desired Actions

Students will be dropped off and picked up in a safe and orderly fashion through teacher supervision and
regular parent communication

Ask Valley View PTA to continue support incentives, rewards & recognition of student valet
volunteerism and to increase the number of participants

Improved communication of Valet Procedures and expectations and support to parents (e.g. "NO Cell Phones"
area) with First Day Packet information (to be sent home by teachers each August)

EVIDENCE: Results of Action Plan:

report in December 2013 to PTA & SSC & Safety Committee

The Standardized Emergency Management Systems

• Areas needing improvement or change

Keeping staff and parents aware of procedures in case of an
emergency.

If a crisis situation was to occur, the special education department or designee would mobilize the school psychologists to assist staff and students.

- Possible causes of safety concerns in this area

Food products and water supplies need to be rotated and replenished.

New staff and current staff need to be instructed to review disaster plan and procedures.

- Desired Actions

Keep a current inventory and water supply.

Participate in a formal Disaster Drill. (at least one will be an "earthquake" scenario) in October 2014.

Staff will practice evacuating the building with monthly fire drills & a minimum of three "3-N-1" disaster/fire/lock down scenarios.

EVIDENCE - Results of Action Plan:

report in December 2014 to PTA & SSC & Safety Committee

Last updated: 1/28/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	N/A	N/A

Last updated: 1/20/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement *	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/20/2015

Average Class Size and Class Size Distribution (Elementary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	5.1	9	0	0	20.0	2	3		12.0	6	3	
1	13.6	5	0	0	13.0	5	2		13.0	6		
2	23.0	0	3	0	14.0	3	3		12.0	5	2	
3	21.5	3	1	0	16.0	2	3		12.0	5	2	
4	19.8	2	2	0	19.0	2	2		21.0	1	3	
5	21.5	2	2	0	21.0	2	1	1	14.0	3	2	
6	23.3	1	2	0	24.0	1	3		22.0	2	2	
Other												

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

Last updated: 1/20/2015

	2011-12				2012-13				2013-14			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

* 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.

Last updated: 1/20/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5,232	$643	$4,589	$67,132
District	N/A	N/A	$5,611	$68,577
Percent Difference – School Site and District	N/A	N/A	19.00%	2.00%
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	2.00%	5.00%

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

Last updated: 1/20/2015

## Types of Services Funded (Fiscal Year 2013-14)

Categorical dollars support training for teachers in working with special populations of students (English Language Learners - ELL, Socio-Economically Disadvantaged) and teacher trainings. Funds were also allocated to implement "Response to Intervention" (RtI) an intervention program that provides targeted instruction in reading comprehension. In order to meet the needs of these students the adult to student ratio is lowered and aides are used during this RtI time. Instructional Aide support was also used to assist these students in the computer and science lab.

Last updated: 1/20/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,411	$41,507
Mid-Range Teacher Salary	$62,862	$67,890
Highest Teacher Salary	$83,477	$86,174
Average Principal Salary (Elementary)	$98,174	$109,131
Average Principal Salary (Middle)	$00	$111,937
Average Principal Salary (High)	$00	$109,837
Superintendent Salary	$160,123	$185,462
Percent of Budget for Teacher Salaries	39.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
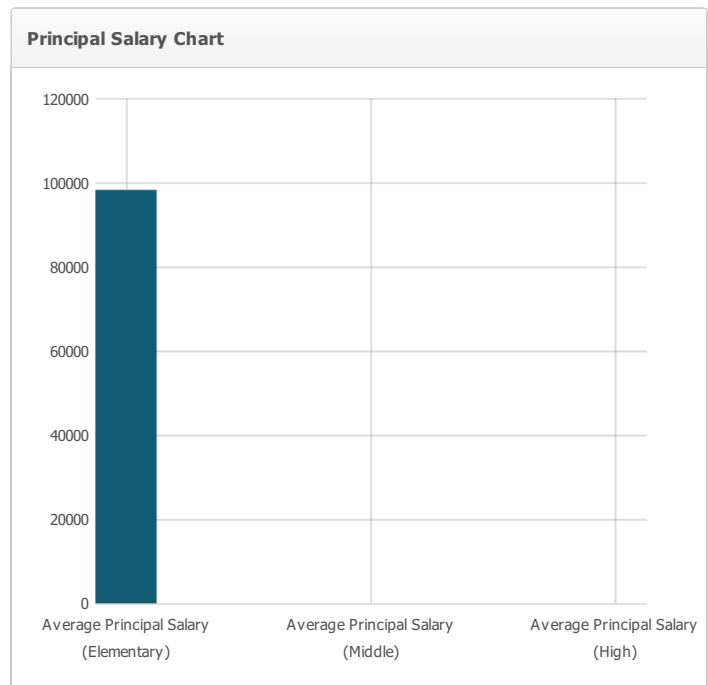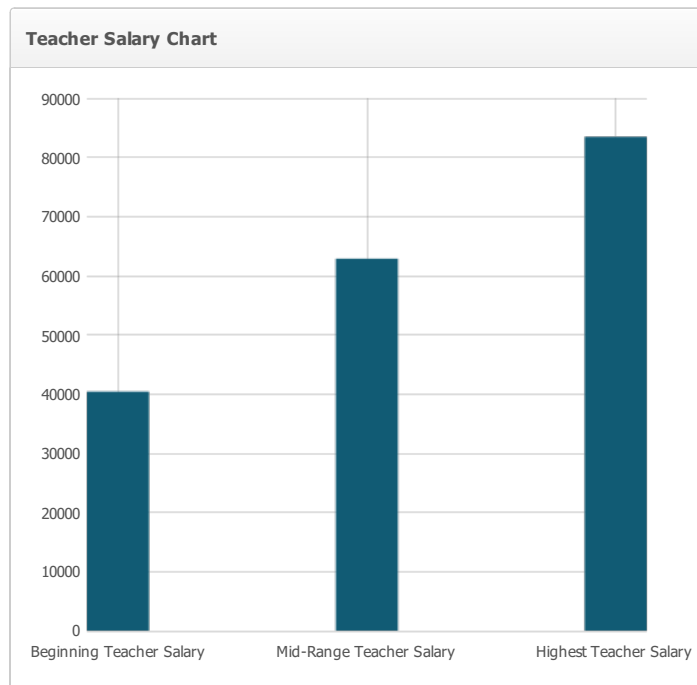
Last updated: 1/20/2015

Professional Development – Most Recent Three Years

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 2013-2014 school year all teachers were provided with the opportunity to attend in-services, actively participate in Professional Learning Communities, Common Core ELA trainings, Instructional Technology trainings and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include Response to Instruction and grade level collaboration planning, site-based training, and independent planning. Numerous staff meetings

focus on analyzing student performance of state and local assessments and designing instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on Reading Comprehension using RtI (Response to Intervention), continuing the implementation of EnVision Math, continuing to develop our writing program, Systematic English Language Development, and Diversity.

Last updated: 1/28/2015