

# Valley View Elementary

## Rick Drew, Principal

Principal, Valley View Elementary

### About Our School

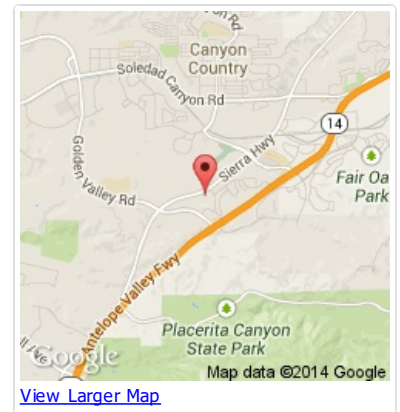
Welcome to Valley View's School Accountability Report Card.

\*\*Spanish version of the School Accountability Report Card will be available at:  
[http://www.sssd.k12.ca.us/valleyview/annual\\_SARC\\_report\\_card/](http://www.sssd.k12.ca.us/valleyview/annual_SARC_report_card/)

### Contact

19414 Sierra Estates Dr.  
Newhall, CA  
91321-2196

Phone: 661-251-2000  
E-mail: [rdrew@sssd.k12.ca.us](mailto:rdrew@sssd.k12.ca.us)



[View Larger Map](#)

## Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Valley View Elementary
<b>Street</b>	19414 Sierra Estates Dr.
<b>City, State, Zip</b>	Newhall, Ca, 91321-2196
<b>Phone Number</b>	661-251-2000
<b>Principal</b>	Rick Drew, Principal
<b>E-mail Address</b>	<a href="mailto:rdrew@sssd.k12.ca.us">rdrew@sssd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19650456071682

District	
<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
<b>Superintendent First Name</b>	Robert
<b>Superintendent Last Name</b>	Nolet
<b>E-mail Address</b>	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>

*Last updated: 1/30/2014*

### School Description and Mission Statement (School Year 2012-13)

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 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 2012-2013 included: 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 with a focus on SELD instruction; (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 differentiated 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 Envision 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 provide 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, STAR, 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 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, 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.

*Last updated: 1/30/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

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, each month at 6:00 p.m. in Room #2. 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. Our School Site Council, who oversees our budget and program, meets monthly on the 1st Wednesday of each month at 3:45 p.m. in Room #2. To academically support our families, we hold annual GATE Parent Nights, ELAC Meetings, Parent Conferences, Back To School Night, Annual Title 1 Meeting, an Art Fair, Information Evenings, and an Open House.

*Last updated: 1/30/2014*

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **Alternate Performance Assessment (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.

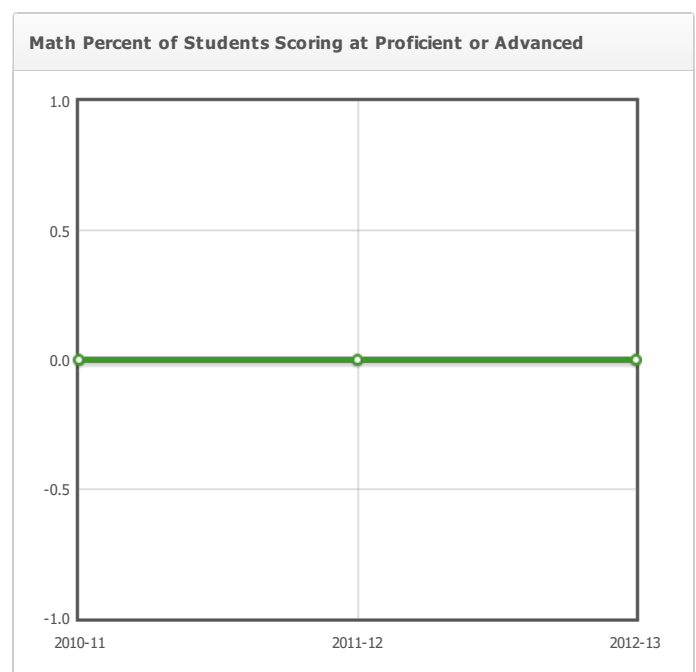
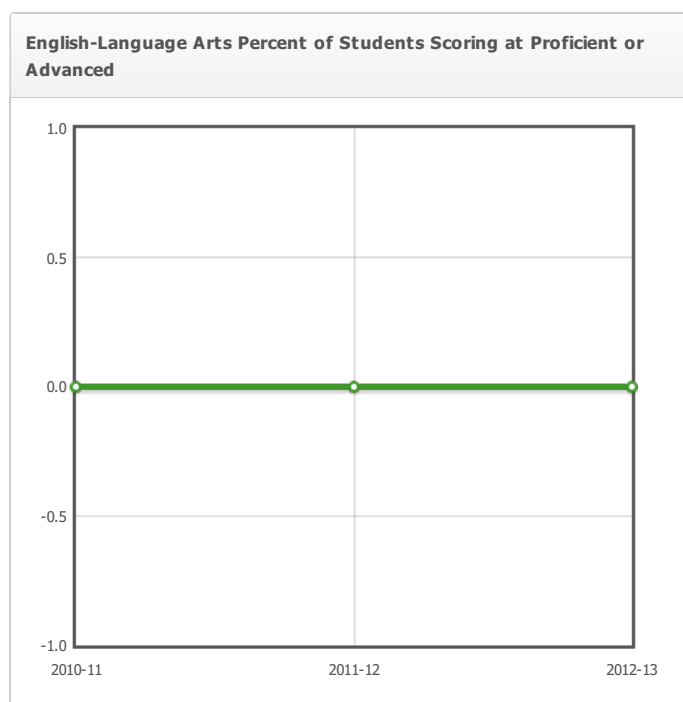
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

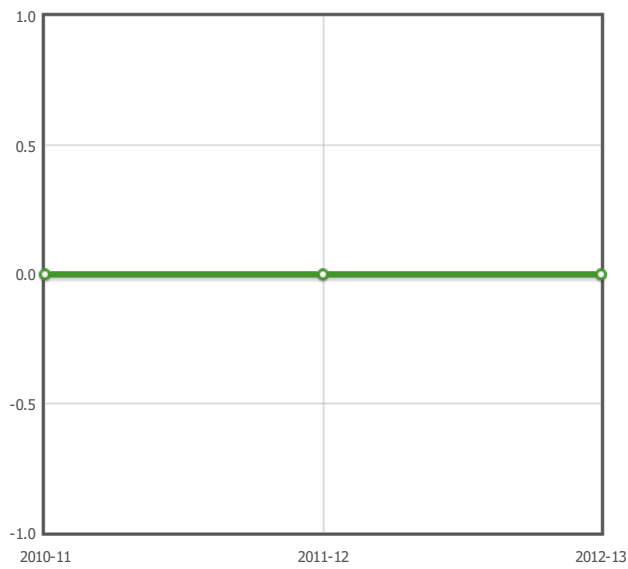
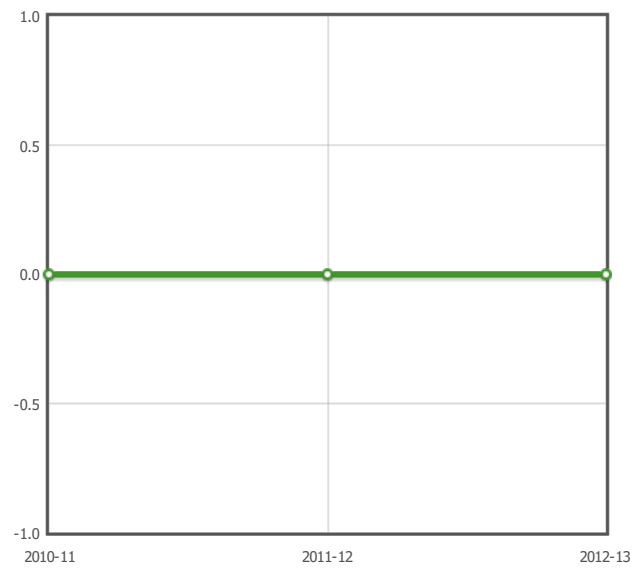
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/30/2014

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65%	67%	65%	N/A
All Students at the School	58%	55%	51%	N/A
Male	56%	58%	46%	N/A
Female	60%	53%	56%	N/A
Black or African American	59%	57%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	91%	82%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	48%	47%	34%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	72%	70%	68%	N/A
Two or More Races	94%	82%	N/A	N/A
Socioeconomically Disadvantaged	52%	50%	46%	N/A
English Learners	35%	39%	18%	N/A
Students with Disabilities	44%	38%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 1/30/2014

## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	22.5%	32.5%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 11/27/2013*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010-11	2011-12	2012-13
Statewide	5	5	5
Similar Schools	2	5	3

*Last updated: 11/27/2013*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	17	-4	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	-4	36
Native Hawaiian or Pacific Islander			
White	9	-5	-7
Two or More Races			
Socioeconomically Disadvantaged	18	14	28
English Learners	28	3	42
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: 11/27/2013*



## Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	391	816	3,847	847	4,655,989	790
Black or African American	33	838	269	810	296,463	708
American Indian or Alaska Native	3		13	857	30,394	743
Asian	15	921	183	942	406,527	906
Filipino	5		80	917	121,054	867
Hispanic or Latino	223	776	1,727	798	2,438,951	744
Native Hawaiian or Pacific Islander	1		18	882	25,351	774
White	94	859	1,346	890	1,200,127	853
Two or More Races	17	936	211	907	125,025	824
Socioeconomically Disadvantaged	241	795	1,813	793	2,774,640	743
English Learners	168	778	1,144	792	1,482,316	721
Students with Disabilities	47	663	454	708	527,476	615

*Last updated: 11/27/2013*

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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 API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

*Last updated: 11/27/2013*

## Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

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	44.4%

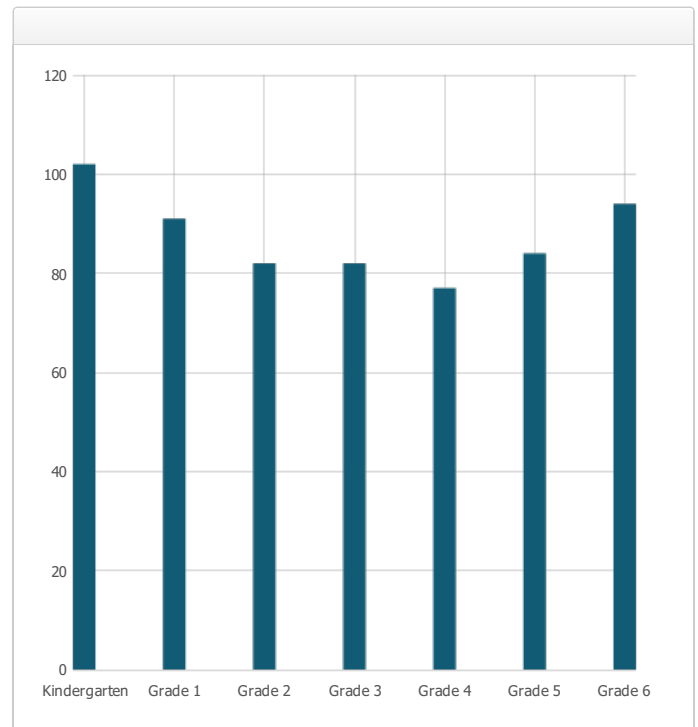
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*Last updated: 11/27/2013*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

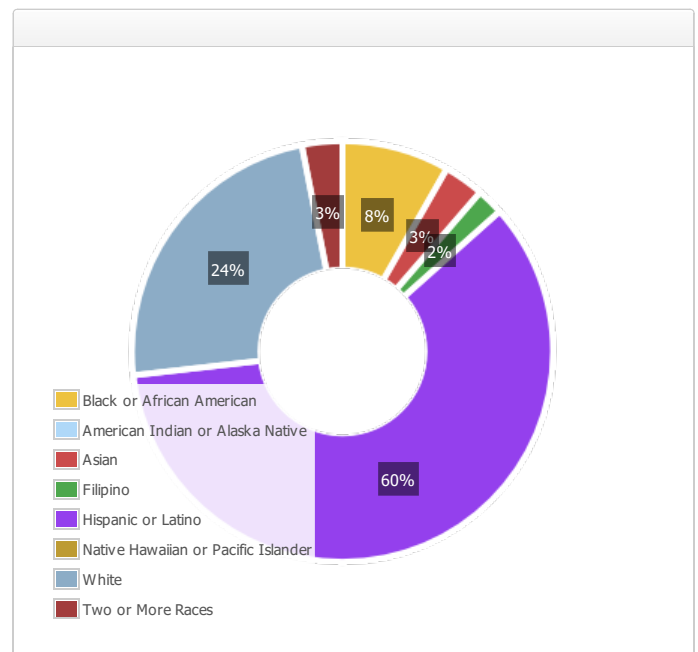
Grade Level	Number of Students
Kindergarten	102
Grade 1	91
Grade 2	82
Grade 3	82
Grade 4	77
Grade 5	84
Grade 6	94
Total Enrollment	612



Last updated: 1/30/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	8.0
American Indian or Alaska Native	0.5
Asian	3.3
Filipino	2.8
Hispanic or Latino	58.0
Native Hawaiian or Pacific Islander	0.3
White	23.5
Two or More Races	3.6
Socioeconomically Disadvantaged	58.3
English Learners	41.5
Students with Disabilities	7.4



Last updated: 1/30/2014

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	4	2		5.1	9			20.0	2	3	
1	15.6	5			13.6	5			13.0	5	2	
2	21.3	2	2		23.0		3		14.0	3	3	
3	14.3	4	2		21.5	3	1		16.0	2	3	
4	24.4	1	4		19.8	2	2		19.0	2	2	
5	21.8	2	2		21.5	2	2		21.0	2	1	1
6	27.7		3		23.3	1	2		24.0	1	3	
Other												

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

*Last updated: 11/27/2013*

## School Safety Plan (School Year 2012-13)

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, 2013

Areas of Desired Change and Action for 2012/2013

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

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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

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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 2013.

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:

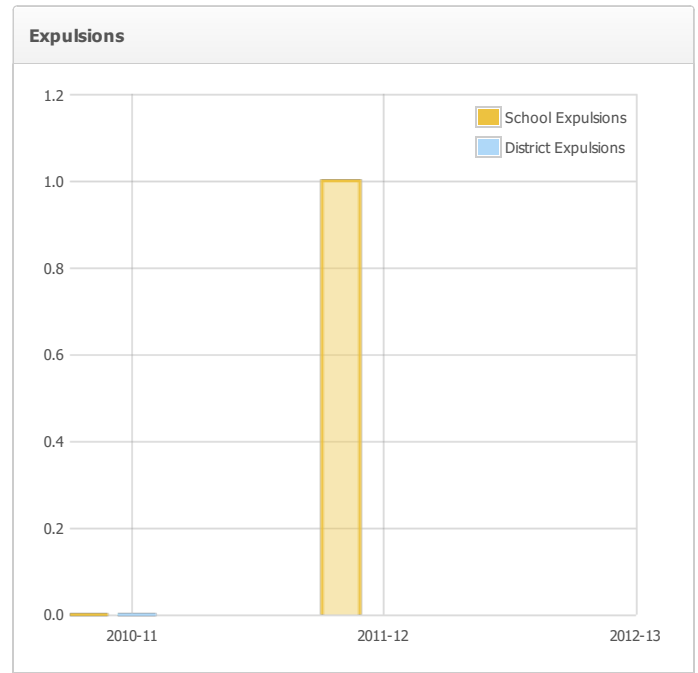
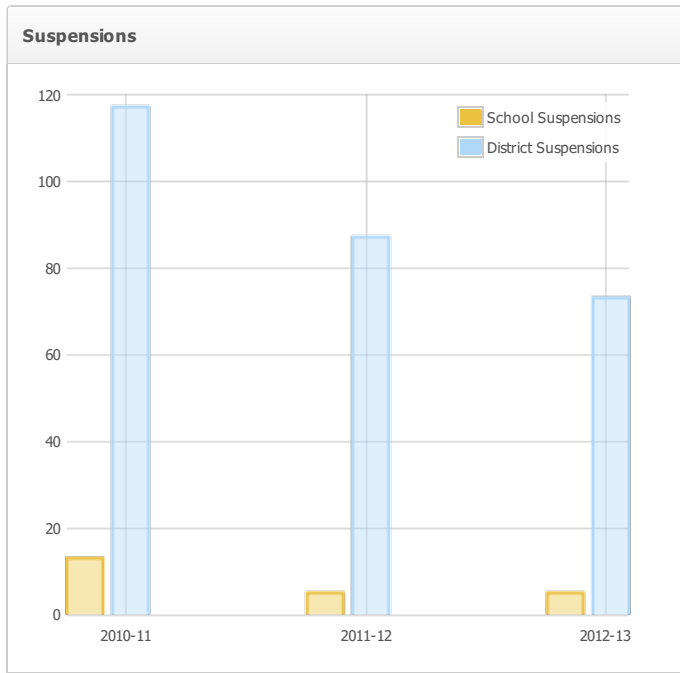
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*Last updated: 1/30/2014*

## Suspensions and Expulsions

	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	13.00	5.00	5.00	117.00	87.00	73.00
Expulsions		1.00				

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



*Last updated: 11/27/2013*



## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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 4 classrooms, the 500 & 600 Building clusters 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. We have a ¼ 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.

*Last updated: 1/30/2014*

### School Facility Good Repair Status (School Year 2013-14)

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

### Overall Facility Rate (School Year 2012-13)

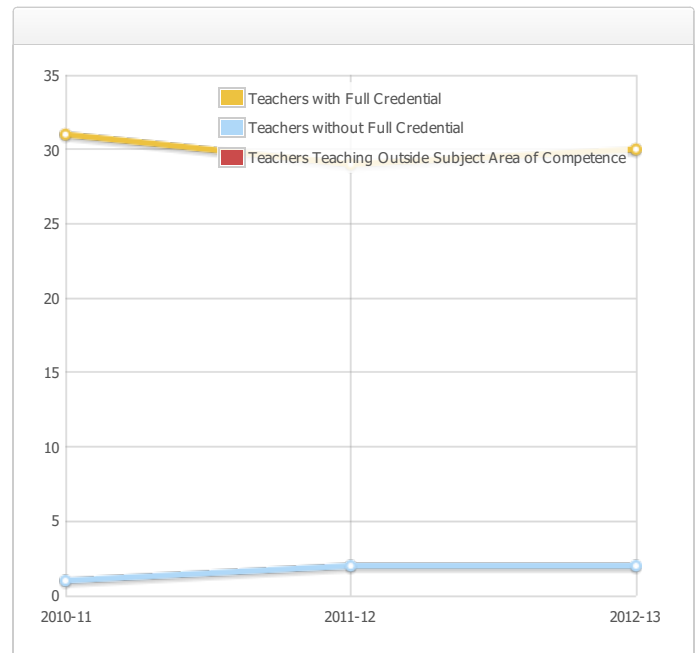
Overall Rating	Good
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*Last updated: 1/30/2014*

# Teachers

## Teacher Credentials

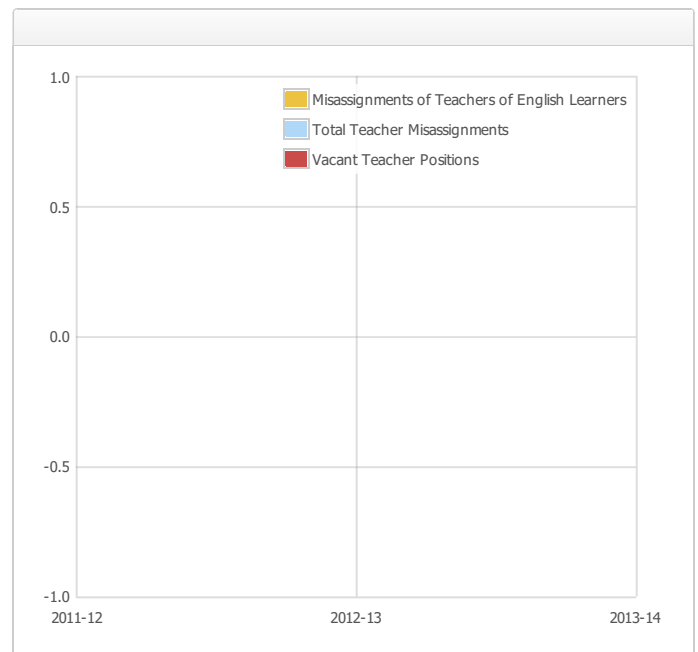
Teachers	School				District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	31	29	30	246	
Without Full Credential	1	2	2	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)					



Last updated: 1/30/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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: 1/30/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District	100	

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: 1/30/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: Cells shaded in black or 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: 11/27/2013*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

Core Curriculum Area	Textbooks and instructional materials	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	Pearson enVision Math (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***		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: 1/30/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,327	\$583	\$4,744	\$74,774
District	N/A	N/A	\$8,252	\$76,105
Percent Difference – School Site and District	N/A	N/A	36.00%	3.00%
State	N/A	N/A	\$5,537	\$70,193
Percent Difference – School Site and State	N/A	N/A	15.00%	6.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/22/2014*

### Types of Services Funded (Fiscal Year 2012-13)

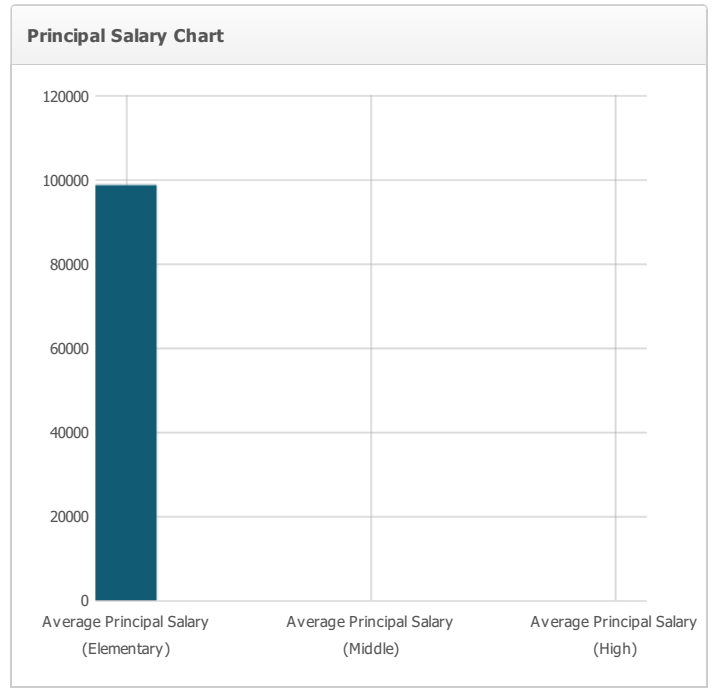
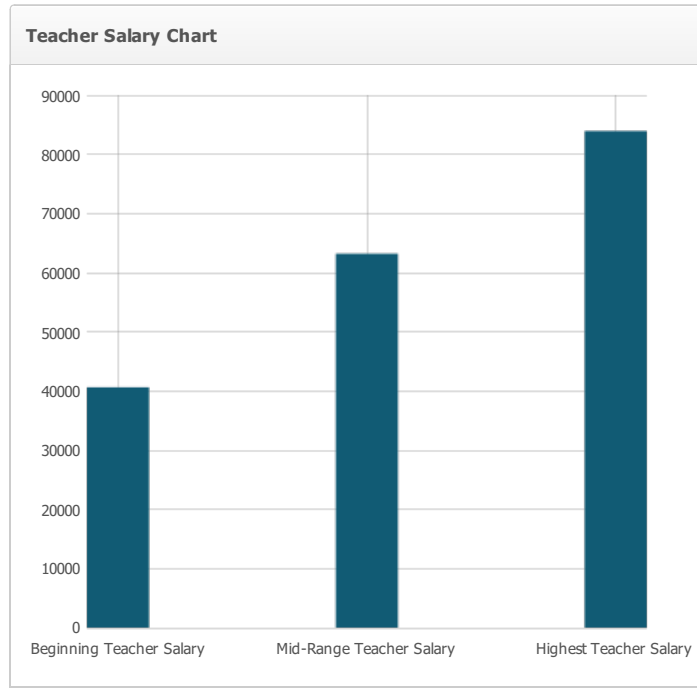
Categorical dollars support training for teachers in working with special populations of students (English Language Learners - ELL, Socio-Economically Disadvantaged) and teacher trainings. Funds were also allocated to implement "Response to Intervention" (RtI) an intervention program that provides targeted 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: 1/22/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,634	\$41,451
Mid-Range Teacher Salary	\$63,210	\$67,655
Highest Teacher Salary	\$83,938	\$85,989
Average Principal Salary (Elementary)	\$98,651	\$108,589
Average Principal Salary (Middle)	\$00	\$111,643
Average Principal Salary (High)	\$00	\$110,257
Superintendent Salary	\$160,123	\$182,548
Percent of Budget for Teacher Salaries	40.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/22/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).



# Instructional Planning and Scheduling

## Professional Development

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

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 2012-2013 school year all teachers were provided with the opportunity to attend in-services, 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 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: 1/30/2014*