INDIAN VALLEY ELEMENTARY SCHOOL

GRADES K-5
551 Marshall Drive   Walnut Creek, CA 94598
Phone: (925) 944-6828   Fax: (925) 935-1091
Website: www.walnutcreeksd.org/iv

Patricia A. Wool, Ed. D.
Superintendent
Nancy Weatherford
Principal

Principal's Message

Indian Valley School's Mission Statement: "Through the efforts of staff and parents, we dedicate ourselves to providing a stimulating environment that promotes intellectual, social, and personal growth for all children."

Our belief at Indian Valley (IV) School is that school should be a place where children are valued. They are our future. Every person is respected, supported, and safe. Children experience success and feel good about learning. The diversity of our community is valued, as staff works in partnership with the community to reach our educational goals. Indian Valley's Site Plan aligns the school's efforts to maintain the focus on addressing the academic, social, and emotional development of all children. The four major focus areas of the Plan are: 1) We will meet the needs of all students by implementing a standards-based curriculum at all grade levels to develop enthusiastic lifelong learners; 2) We will provide a positive school climate for all children and adults; 3) We will create a community of parents, teachers, and students to foster successful student outcomes for the academic, social, and emotional development of each child; and 4) Technology will support best instructional practices for student engagement and learning.

Indian Valley School is located in Walnut Creek, bordering the open space trails that lead to the top of Mt. Diablo. This California Distinguished School is the focal point of the community, enrolling 385 students in kindergarten through fifth grade.

Our school staff consists of a principal, 21 credentialed teachers; a half-time literacy coach; two SDC teachers; a school secretary; a part-time clerk; one part-time and one full-time custodian; a resource specialist; a speech therapist; one part-time English Language Development (ELD) specialist; one RS paraprofessional; two SDC paraprofessionals; one part-time school psychologist; one part-time counselor; two full-inclusion aides; library/media, science, art, music, and PE specialists; cafeteria manager and assistant; and noon supervisors. In addition to District support personnel, IV has a District music teacher that coordinates the fourth and fifth grade band program. The District also has a school nurse.

School Safety

Indian Valley has a Comprehensive Safety Plan that is updated yearly. The plan includes emergency and disaster preparedness that includes intruder, fire, and earthquake drills and procedures.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2009.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.
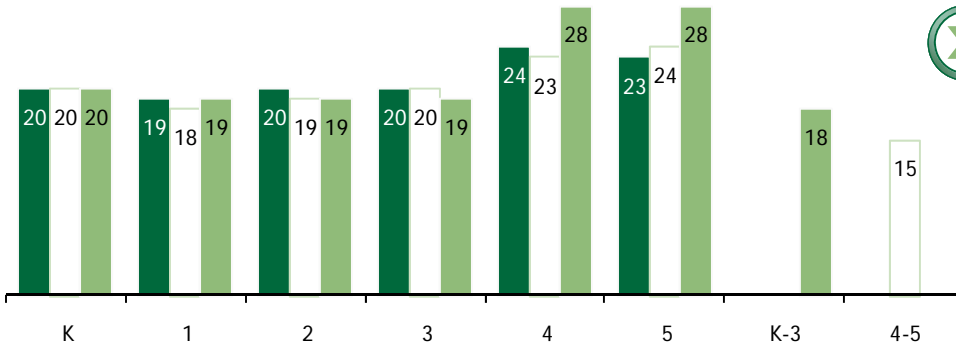
Walnut Creek School District

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Walnut Creek, CA 94597
Phone: (925) 944-6850
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Mission Statement

In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.

Bar graph — Average class size by grade:

Grade	06-07	07-08	08-09
K	20	20	20
1	19	18	19
2	20	19	19
3	20	20	19
4	24	23	28
5	23	24	28
K-3			18
4-5		15	

Class Size

The bar graph displays the three-year data for average class size.

■ 06-07   □ 07-08   ■ 08-09

Class Size Distribution — Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			3		
1	3			4			4		
2	3			3			3		
3	3			3			3		
4		2			2			2	
5		3			2			2	
K-3							1		
4-5				1	1				

Enrollment and Demographics

The total enrollment at the school was 383 students for the 2008-09 school year.
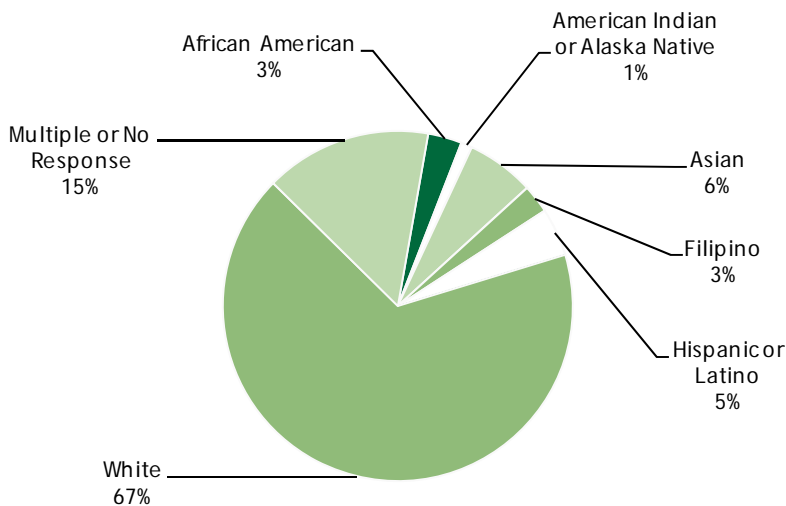
Pie chart — Demographics:
- African American 3%
- American Indian or Alaska Native 1%
- Multiple or No Response 15%
- Asian 6%
- Filipino 3%
- Hispanic or Latino 5%
- White 67%

"Our belief at Indian Valley (IV) School is that school should be a place where children are valued. They are our future. Every person is respected, supported, and safe."

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements			
	Repair Status		
Items Inspected	**Good**	**Fair**	**Poor**
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓		
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓		
Electrical: Electrical Systems (interior and exterior)	✓		
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓		
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓		
Structural: Structural Condition, Roofs Repair Needed and Action Taken or Planned: Roof needs repair or replacement. Repair areas required. Repairs will be made in July 2010.	✓		
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓		

Overall Summary of Facility Conditions				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 1, 2009, and the inspection form was most recently completed on October 1, 2009.
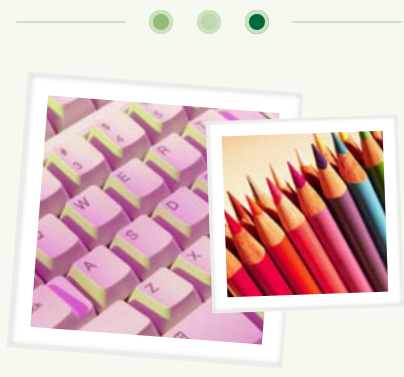
School Facilities

The Indian Valley School facility houses 20 classrooms, a library media center, an art room, a science room, a resource room, a counseling and speech room, and a large multi-use room. The Indian Valley site, which Mount Diablo and its open space serve as the school's backyard, is a source of pride in the Walnut Creek community. The school was built in 1958 and was renovated eight years ago. The facility is safe, structurally sound, and designed to support student learning. Outdoor learning areas provide beautiful, picturesque places for students, staff, and parents to gather to extend learning outdoors. The city of Walnut Creek renovated an area that provides a well-groomed grass field for student athletic use. Students work in well lighted, heated, and cooled classrooms. The entire site is well maintained to provide a positive teaching and learning environment. Every classroom has a telephone with access to an outside line, Internet access, a docucamera and projector, and a TV/VCR unit. All classrooms have computers and three have Smartboards. Furnishings are in good repair. The library provides 28 computers for daily student use. The library houses approximately 14,000 books, including a variety of technological reference materials.

Types of Services Funded

The following Federal and State funded programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- One reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Art, Music, PE Grant (one-time funds)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds

School Facilities

Continued from page 3

The classrooms, common areas, and grounds are kept clean and in excellent repair by 1.5 full-time equivalent (FTE) site custodians and District maintenance staff. All student toilet/restrooms, as well as the four adult restrooms, have been remodeled to ensure excellent repair and working order. All restrooms are cleaned daily. Custodial staff is on duty from 6:30 A.M. to 6:00 P.M. Monday through Friday cleaning the entire facility. The on-site daycare facility has its own cleaning staff. The daycare is in good repair and uses the school's restroom facilities that are adjacent to the daycare.

This last summer the District renovated the playground using Measure C bond funds. New play equipment and foam ground cover upgraded the play area and redid the soccer and baseball fields by planting new turf and an irrigation system.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted $282,588 for the Deferred Maintenance Program. This represents 1.2% of the District's general fund budget.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall *Algebra*	2009
Science	Pearson Scott Foresman	2008
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	**Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified in January 2010.

Textbooks and Instructional Materials

The State of California requires that each child have a current, Standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign language texts are also up to date. Thus, all textbooks in the Walnut Creek School District are current, Standards-based, and State adopted from the most recent State-approved list consistent with the content and cycles of the Curriculum Frameworks, and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The District has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at http://nces.ed.gov/nationsreportcard/.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
Average Scale Score	Grade 4	Grade 8	Grade 4	Grade 8
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
State Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Indian Valley ES			Walnut Creek SD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	75%	85%	85%	79%	80%	80%	43%	46%	50%
Mathematics	81%	86%	79%	77%	78%	75%	40%	43%	46%
Science	67%	93%	84%	74%	78%	80%	38%	46%	50%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
	Spring 2009 Results		
Group	English-Language Arts	Mathematics	Science
Male	82%	78%	78%
Female	89%	82%	92%
Economically Disadvantaged	64%	54%	❖
English Learners	59%	55%	❖
Students with Disabilities	67%	41%	67%
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	79%	86%	❖
Filipino	❖	❖	❖
Hispanic or Latino	86%	86%	❖
Pacific Islander	❖	❖	❖
White	86%	79%	89%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks — Three Year Comparison			
	2006	**2007**	**2008**
Statewide API Rank	10	10	10
Similar Schools API Rank	8	8	10

Academic Performance Index Growth

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		**2009 Growth API Score**
	06-07	**07-08**	**08-09**	
All Students at the School	-22	25	5	918
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-27	21	0	920
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Indian Valley ES		Walnut Creek SD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Indian Valley ES	Walnut Creek SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	6.6%
Five of Six Standards	24.6%
Six of Six Standards	55.7%

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	Walnut Creek SD	Indian Valley ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	165	20	22	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Indian Valley ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Indian Valley ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◈	◈
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◈ Information not available.

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧

✧ Not applicable.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/ Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.6

Professional Development

All professional growth is determined by the schoolwide and District strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders and the work is based on site-based needs assessments.

As a "community of learners," each staff member participates in personal growth and also in collegial study. As each school identifies an area of the curriculum to improve, staff members meet by grade level or departments to study the test scores or student behaviors and determine how to improve them through research and improved practice. At the K-5 level, teachers meet as a grade level group each week for 2.25 hours to study on a regular basis throughout the year. An instructional coach who also provides individual coaching facilitates two meetings per month. At the intermediate level, staff development activities are planned for "late start Wednesdays" each week, as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues' work.

Individual teachers attend workshops and classes and read on their own to keep their skills current with research about learning. Some examples are attendance at various conferences: Gifted and Talented Education (GATE) National Convention (Confratute), Reading Recovery, technology, math, and Mosaic of Thought comprehension strategies. Teachers attend training sessions in Junior Great Books, differentiated instruction, Special Education, School Assistance programs, and in all the core curricular areas. Beginning teachers participate in a two-year induction program with an on-site mentor who is trained through the Santa Cruz New Teacher Center.

For the past four years, we have had five days each school year dedicated to staff and professional development. The District ensures that the agendas for these professional growth days are tied to areas defined by the strategic plan. For 2008-09, the District focus areas were writing and Narrowing the Achievement Gap.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Indian Valley ES			Walnut Creek SD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.011	0.008	0.008	0.068	0.047	0.043
Expulsion Rate	0.000	0.000	0.000	0.001	0.000	0.000

Parental Involvement

Indian Valley School has an active Parent Teacher Organization, with membership including both parents and staff who play a major role in site-based decision making. The Parent Teacher Organization has raised over $100,000 from various fundraising activities, including Innisbrrok giftwrap fundraiser, e-Scrip sales, and the annual auction. These funds help support the library/media center; the science program; the visual and performing arts program; the computer program; the PE program, the counseling position, the Civic Arts drama program, enrichment assemblies; the LifeSkills Program; supplementary classroom materials/equipment/books; publication of the school newsletter, *Smoke Signals*; and playground equipment and furniture.

The Parent Teacher Organization organizes family oriented activities such as the yearly Auction, the Book Faire, Numberama, Spell-a-bration, Family Involvement Nights, International Night, Visiting Author and Artist Days, Book Exchanges, Welcome Back Days, the Fall Carnival, and School Beautification Days. Parents generously volunteer their time while striving endlessly to support the school's educational environment.

Parental Involvement

Continued from left

In addition to our parent community, Indian Valley School has partnerships with other community businesses and government agencies. Our school has a collaborative and ongoing alliance with the city of Walnut Creek. We have maintained a 16-year relationship with the Civic Arts Program for providing dramatic arts lessons. The city of Walnut Creek also provides the DARE program. Community agencies are involved in a wide range of activities, including tutoring by the Diablo Valley Assistance League, and donating books by the Rotarians, City Council, and Accenture, IV's Junior Achievement sponsor. Over 200 businesses donate to our school fundraisers.

Parents may also participate on our Indian Valley Academic Advisory Council (IVAAC), which meets monthly. Parents and staff members oversee the Site Plan and guarantee that the School Improvement funds are aligned with the Plan. We address all components of our plan and target ways to increase and sustain academic gains for all students.

For more information on how to become involved, please contact Karen Stankus at (925) 933-3553.

District Financial Data

District Salary Data		
Category	Walnut Creek SD	Similar Sized District
Beginning Teacher Salary	$41,750	$41,031
Mid-Range Teacher Salary	$61,959	$63,366
Highest Teacher Salary	$79,143	$80,596
Average Principal Salary (Elementary School)	$114,899	$100,937
Average Principal Salary (Middle School)	$119,997	$105,066
Superintendent Salary	$180,500	$147,438
Teacher Salaries — Percent of Budget	44.7%	40.6%
Administrative Salaries — Percent of Budget	6.0%	6.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Indian Valley ES
Total Expenditures Per Pupil	$6,193
Expenditures Per Pupil From Restricted Sources	$1,659
Expenditures Per Pupil From Unrestricted Sources	$4,535
Average Teacher Salary	$63,277

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Indian Valley ES	$4,535	$63,277
Walnut Creek SD	$6,643	$64,575
California	$5,512	$63,421
School and District — Percent Difference	-46.5%	-2.1%
School and California — Percent Difference	-21.6%	-0.2%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.