

Indian Valley Elementary School

School Accountability Report Card



GRADES K-5

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Susan Drews, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

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 458 students in kindergarten through fifth grade. Our school is unique because despite our increase in size, students and adults feel known and valued.

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; three SDC paraprofessionals; one part-time school psychologist; one part-time counselor; one part-time occupational therapist; 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.

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 Innisbrook gift wrap 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 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, and the Fall Carnival. Parents generously volunteer their time while striving endlessly to support the school's educational environment.

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. 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.

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Walnut Creek School District

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Patricia A. Wool, Ed. D.
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



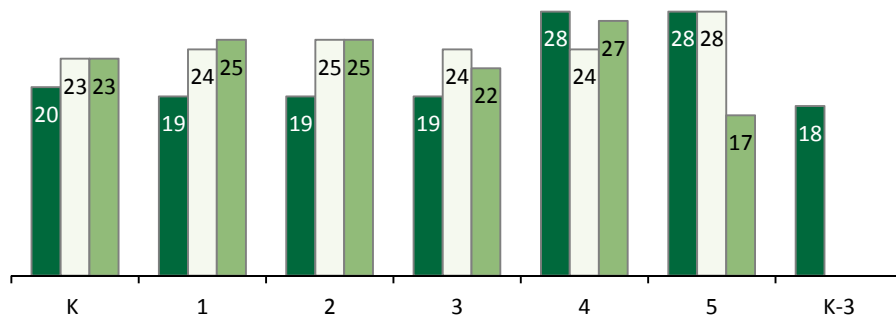
WCSD Mission Statement

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.

Class Size

08-09 09-10 10-11

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

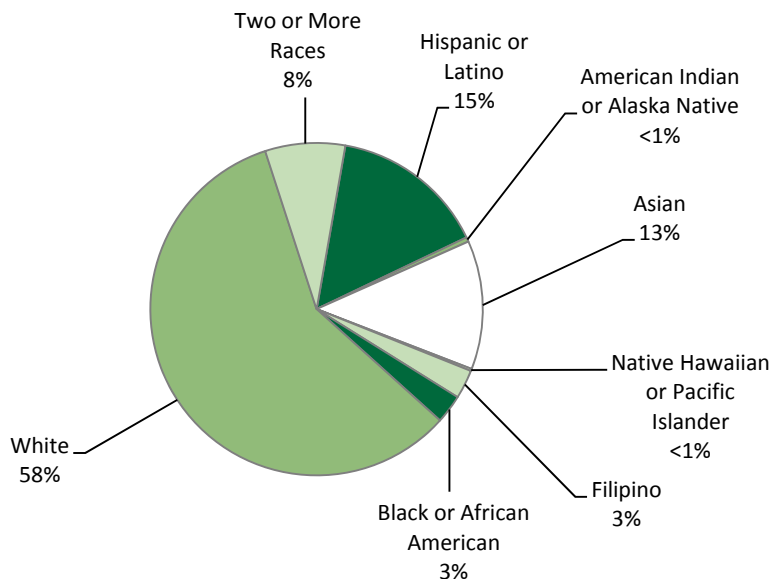


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3				3		2	2	
1	4				3			4	
2	3				3			3	
3	3				2.5		1	3	
4		2			2.5			2	
5		2			2		2	3	

Enrollment and Demographics

The total enrollment at the school was 463 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

Parental Involvement

Continued from page 1

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, contact Jennifer Wickboldt, PTO President, at (925) 944-6828 or Jwickboldt@sbcglobal.net.

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)
- Two reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds

Student Enrollment by Group

Indian Valley ES	
Socioeconomically Disadvantaged	10.2%
English Learners	13.8%
Students with Disabilities	8.0%

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **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
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			09/22/2011
Date of the Most Recent Completion of the Inspection Form			09/22/2011

School Facilities

The Indian Valley School facility houses 20 classrooms, a library media center, a science room, a resource room, a counseling and speech room, and a large multi-use room. The Indian Valley site has Mount Diablo and its open space as the school’s back drop and 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.

Students are not supposed to arrive at school before 8:00 a.m. Students who arrive at school before this time, are seated in our office hallway where we can observe and supervise as needed. At eight o’clock, students are dismissed to go out to the playground where two teachers are on duty to supervise and maintain student safety. Students are picked up from the playground at the end of each recess by their classroom teachers.

During the school day, whether on the playground, in the cafeteria, or in classrooms, during lunch, recess, or class time, students are under adult supervision. These adults are either credentialed teachers or noon supervisors who have received training in school safety and school rules. Supervisors meet with the principal on a regular basis to continue training and to deal with issues which may occur. We also have a number of parent volunteers who are also on campus and provide additional support to district staff.

After school, students are sent to the front of the school to wait for their parents. There are two staff members supervising the parking lot and student pick up. Often, the principal is also out front providing additional support. If students are not picked up when the teachers finish their parking lot duty, students are seated in the office hallway in view of office staff. They have to come into the office and tell us when their parents arrive.

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School Facilities

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If students are not picked up in a reasonable time, we bring them into the office and contact their parents or one of their emergency contacts to come and pick them up.

The Walnut Creek School District 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 docuscanner 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.

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 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.

In 2009, the District renovated the playground and sports field using Measure C bond funds. New play equipment and rubber ground cover upgraded the play area. The District upgraded the soccer and baseball fields by planting new turf and installing an irrigation system. In 2010, our kitchen was totally renovated.

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 2011-12 school year, the District budgeted \$86,000 for the Deferred Maintenance Program. This represents 0.35% of the District’s general fund budget.

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, mathematics, and health. 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.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Pearson Scott Foresman	2010
Science	Pearson Scott Foresman	2008
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Indian Valley ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Indian Valley ES	
Currency of Textbook Information	
Data Collection Date	10/2011



California Physical Fitness Test

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	22.9%
Five of Six Standards	48.6%
Six of Six Standards	4.3%

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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			WCSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	85%	82%	84%	80%	80%	80%	49%	52%	54%
Mathematics	79%	86%	85%	75%	79%	79%	46%	48%	50%
Science	88%	90%	97%	82%	84%	84%	50%	54%	57%

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

Percentage of Students Scoring at Proficient or Advanced Levels			
Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	80%	79%	84%
All Students at the School	84%	85%	97%
Male	84%	85%	97%
Female	85%	84%	97%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	83%	90%	❖
Filipino	91%	91%	❖
Hispanic or Latino	80%	77%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	86%	88%	100%
Two or More Races	89%	84%	❖
Socioeconomically Disadvantaged	77%	63%	❖
English Learners	52%	67%	❖
Students with Disabilities	60%	54%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ 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 aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

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

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	10	10	10
Similar Schools API Rank	10	9	9

API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API 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 API 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.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Indian Valley ES — Actual API Change		
	Indian Valley ES		WCSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	279	932	2,582	905	4,683,676	778	5	5	9
Black or African American	10	■	76	813	317,856	696	■	■	■
American Indian or Alaska Native	1	■	13	863	33,774	733	■	■	■
Asian	22	953	288	943	398,869	898	■	■	■
Filipino	11	926	94	926	123,245	859	■	■	■
Hispanic or Latino	32	898	309	818	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	1	■	13	808	26,953	764	■	■	■
White	183	942	1,720	918	1,258,831	845	0	10	9
Two or More Races	19	921	65	918	76,766	836	■	■	■
Socioeconomically Disadvantaged	33	861	322	799	2,731,843	726	■	■	■
English Learners	27	835	278	793	1,521,844	707	■	■	■
Students with Disabilities	40	809	320	724	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

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

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Indian Valley ES		WCSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 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	WCSD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 1
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	16.7%	

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.

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

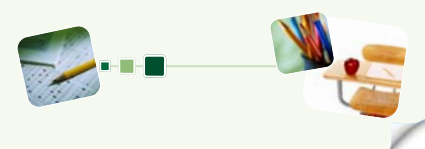
Professional Development

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 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. The Math Department chair has an additional preparation period 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), Brain Research, SVMII (Silicon Valley Math), Middle School Conference, Reading Recovery and Technology. 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 four 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. In recent years, we have focused on math.



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				
	WCSD	Indian Valley ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	159	21	20	23
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		
	09-10	10-11	11-12
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 2010-11 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%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

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 December, 2011.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff FTE	
Social/Behavioral or Career Development Counselors	0.29
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.33
Resource Specialist (non-teaching)	1.00

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.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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.

District Salary Data		
Category	WCSD	Similar Sized District
Beginning Teacher Salary	\$41,750	\$41,183
Mid-Range Teacher Salary	\$61,959	\$63,647
Highest Teacher Salary	\$79,143	\$80,955
Average Principal Salary (Elementary School)	\$114,899	\$102,400
Average Principal Salary (Middle School)	\$119,997	\$106,158
Superintendent Salary	\$185,250	\$151,742
Teacher Salaries — Percent of Budget	45%	41%
Administrative Salaries — Percent of Budget	6%	6%

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	Annual Average Teacher Salary
Indian Valley ES	\$5,178	\$66,154
WCSD	\$836	\$64,021
California	\$5,455	\$61,647
School and District — Percent Difference	+83.9%	+3.2%
School and California — Percent Difference	-5.3%	+6.8%

School Financial Data

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

School Financial Data	
Indian Valley ES	
Total Expenditures Per Pupil	\$5,184
Expenditures Per Pupil From Restricted Sources	\$6
Expenditures Per Pupil From Unrestricted Sources	\$5,178
Annual Average Teacher Salary	\$66,154



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			
	08-09	09-10	10-11
Suspension Rates	0.008	0.005	0.012
Expulsion Rates	0.000	0.000	0.000
WCSD			
	08-09	09-10	10-11
Suspension Rates	0.043	0.041	0.046
Expulsion Rates	0.000	0.000	0.000

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

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