

# Walnut Valley Unified School District Vejar Elementary School

Grades K through 5  
Kaye Ekstrand, Principal



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## 2007-08 School Accountability Report Card

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Walnut Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 01/2009. Those to prepare the school facilities section were acquired in 10/2008.*

## Principal's Message

I invite you to explore Vejar Elementary School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Vejar Elementary School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Vejar Elementary School is quite proud of its rigorous academic program, strong character education program, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

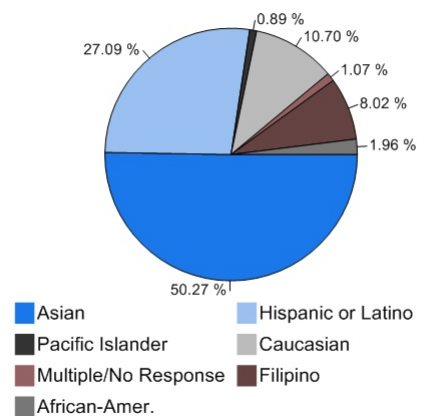
## Mission Statement

The mission of Walnut Valley Unified School District is to be recognized as a premier educational community by focusing on students and providing them with a high quality education to become critical thinkers who are independent, caring members of our changing society.

## School Profile

Vejar Elementary School is located in the southwestern region of Walnut and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2007-08 school year, 561 students were enrolled, including 12% in special education, 11% qualifying for English Language Learner support, and 18% qualifying for free or reduced price lunch. Vejar Elementary School achieved a 2008 Academic Performance Index (API) score of 867 and met all 2008 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity  
2007-08 Enrollment: 561



## Student Achievement

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at Vejar Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### Physical Fitness

In the spring of each year, Vejar Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 24.1% of the grade five students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Vejar Elementary School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	70	69	69	70	71	73	42	43	46
Math	75	76	77	68	68	69	40	40	43
Science	47	65	71	69	72	78	35	38	46
Social Science				63	66	67	33	33	36

### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Vejar Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*		81	76	45	*	67
Math	*		87	79	58	*	73
Science			80	*	52		75
Social Science							

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Vejar Elementary School						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Language Arts	64	74	34	42	15		
Math	75	79	49	59	29		
Science	73	70	33	54	29		
Social Science							

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	9	9	9
Similar Schools Rank	1	2	1

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	867	10	7	-11
<b>Ethnic Subgroups</b>				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	924	8	10	-16
Filipino	*	*	*	*
Hispanic or Latino	764	2	25	-21
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
<b>Other Subgroups</b>				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	752	*	*	-2
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's

standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	YES	WVUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	Yes
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	Yes

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Vejar Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program

Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	YES	WVUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd, school newsletters, flyers, the school website, and the school marquee. Contact the school office at (909) 594-1434 for more information on how to become involved in your child's learning environment.

## Opportunities to Volunteer

Classroom Helper  
Office Helper  
Vejar Community Club

## Committees

School Site Council  
English Learner Advisory Council  
Vejar Community Club  
Parent Groups  
Latino Parent Partnership

## School Activities

Back to School Night  
Open House  
Student Performances  
Kindergarten Orientation  
Multi Cultural Events  
Parent Involvement Evenings  
Fall Festival  
Science Fair

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Vejar Elementary School's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest

priority. In the last 12 months, campus improvements included the installation of new playground equipment.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Vejar Elementary School. The day custodian is responsible for:

- Restroom Cleaning
- Cafeteria Cleanup/Setup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Restroom Cleanup
- Office Area Cleaning
- Cleaning Desktops and Whiteboards

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1966
Acreage	10
Square Footage	43,282
Quantity	
Permanent Classrooms	17
Portable Classrooms	13
Restrooms (student use)	11
Libraries	1
Staff Lounges	1
Multipurpose Rooms	1
Music Lab	1
Technology Lab	1

### Deferred Maintenance

Vejar Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Vejar Elementary School received \$102,285 in deferred maintenance funds.

### Facilities Inspection

The district's maintenance department inspects Vejar Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Vejar Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, September 11, 2008. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, September 11, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

#### Rating Description

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas and the playground. Noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Vejar Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Vejar Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was

reviewed by school staff in September 2008 and updated in September 2008. Staff responsibilities and safety plan updates were discussed with staff in September 2008.

## Classroom Environment

### Instructional Time

All instructional time offered at Vejar Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Vejar Elementary School offered 180 days of instruction comprised of 172 regular days and 8 modified days. Modified days were used for parent conferences and professional development.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	46,500	36,000
1-3	54,140	50,400
4-5	54,140	54,000

### Discipline & Climate for Learning

Vejar Elementary School's discipline policies are based upon Building Moral Intelligence by Dr. Michele Borba, which is used as a guide to develop school rules, develop behavior management programs, establish character education programs, encourage good decision making, encourage positive choices in behavior, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Vejar Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include a warning, a referral, notifying parents, in-house suspension, and an invitation to the Response to Intervention Team.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher, in the student handbook, and at schoolwide assemblies led by administrators. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in morning announcements, in class, and at monthly spirit days.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each month. Vejar Elementary School sponsors the following behavioral incentive: VIP of the month.

Extracurricular and enrichment programs held after school create increased interest in

school. Vejar Elementary School offers Chess Masters, Fun Club, Young Rembrandts, Ceramics, and Spanish.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Vejar Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support implementation of new programs and alignment of curriculum to state content standards. Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as state assessment results, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2007-08 school year, Vejar Elementary School held three (3) staff development days devoted to:

- The Big Idea
- Elementary Science Adoption
- Elementary Social Studies Adoption
- Leadership
- Bag Ladies
- Dr. Hollie's Culturally Responsive Training
- Math Articulation
- Science Adoption
- Nancy Fetzer Writing for Teachers
- Anti-Defamation League Training
- Michelle Borba's The Five Building Blocks of Resilience and Self-esteem
- Frostig: Literacy
- Frostig: Success Attributes Institute

Vejar Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

All textbooks used in the core curriculum at Vejar Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 03, 2008, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. WVUSD 09-01 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a

textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Walnut Valley Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
<b>English Language Development</b>		
2002	Hampton Brown, <i>ESL Library-Super Classroom Sets</i>	K-5
<b>History-Social Science</b>		
2007	Harcourt School Publishers, <i>Reflections: California Series</i>	K-5
<b>Language Arts</b>		
2003	Houghton Mifflin, <i>A Legacy of Literature</i>	K-5
<b>Math</b>		
2004	Harcourt Brace, <i>Harcourt Math</i>	K-5
<b>Science</b>		
2007	Harcourt School Publishers, <i>Harcourt Science</i>	K-5

### School Leadership

Vejar Elementary School's principal works closely with the Educational Learning Specialist, school leadership team, and teaching staff in providing a well-balanced, standards-based curriculum. Principal Kaye Ekstrand is responsible for the day-to-day operations of the school and overall instructional program. The principal and Educational Learning Specialist work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the principal is the Leadership Team, comprised of the principal, educational learning specialist, teacher representatives, and special education representatives. The Leadership Team meets monthly throughout the year to discuss curricular strategies, evaluate student performance, and identify staff development needs.

Principal Kaye Ekstrand has been in the educational field for 19 years and serving Vejar Elementary School for four years (as of 2007-08). Previous positions held in other schools include: classroom teacher and Early Learning Specialist. Principal Kaye Ekstrand holds a bachelor's degree in Child Development, a master's degree in Curriculum

Suspensions & Expulsions			
	VES		
	05-06	06-07	07-08
Suspensions (#)	0	0	0
Suspensions (%)	0.00 %	0.00 %	0.00 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
WVUSD Elementary Schools			
Suspensions (#)	1	0	0
Suspensions (%)	0.02 %	0.00 %	0.00 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.8	5		
1	20.0	4		1
2	36.2	4		
3	19.5	4		
4	27.7		3	
5	27.8	1	5	
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.5	4		
1	17.8	5		
2	20.3	3	1	
3	19.2	5		
4	33.7			3
5	33.3			3
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.3	3		
1	21.5	3	1	
2	18.3	6		
3	19.8	4		
4	35.0			3
5	35.0			3

and Instruction, a Clear Multiple Subject Teaching Credential and a Clear Administrative Services Credential.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 4 through 5 who have been identified as academically gifted through state assessments. Students receive differentiated instruction from class teacher. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Vejar Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from class teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by home room teacher with bilingual aide support. Vejar Elementary School's teachers utilize Hampton Brown's Into English series, a state-approved reading intervention program and textbook adoption. Vejar Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Vejar Elementary School's special education program is staffed by special education teachers. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class, in the resource room or in the special day classroom. A portion of instruction may be provided in one of two special day classes. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Vejar Elementary School takes advantage of the district's participation in the East San Gabriel Valley

Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Vejar Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Response to Intervention Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Reading Recovery
- Math Lab
- Writing Lab
- VESLL (Vejar Extended School Literacy Lab)
  
- Word Study Lab
- Push-in teachers

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

## Professional Staff

### Substitute Teachers

A pool of substitutes is available through a district pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)
- A 30-day substitute permit

### Teacher Evaluations

Evaluation procedures and criteria for Vejar Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years.

Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to prepare an improvement plan in collaboration with the school administrator; teacher's evaluations are conducted annually until a satisfactory evaluation is obtained. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

### Counseling & Support Staff

Vejar Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Vejar Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Speech/Language/Hearing Specialist*	2	2.0
Counselor	1	0.2
Nurse*	1	0.1
Psychologist	1	1.0
Resource Specialist (non-teaching)	1	1.0

\*as needed  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2007-08 school year, Vejar Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. All of Vejar Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by

NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Vejar Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.5 %	0.5 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	99.8 %	0.2 %

Teacher Credentials & Assignments				
	VES			WVUSD
	05-06	06-07	07-08	07-08
Total Teachers	30	29	27	673
Teachers with full credentials	29	28	27	658
Teachers without full credentials	1	1	0	15
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	1	1	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	8
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	8
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	VES	WVUSD
	08-09	08-09
Total teacher misassignments	0	10
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	10
Teacher vacancies	0	0

Teacher Education Levels 2007-08		
	VES	WVUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	33.3 %	36.4 %
Master's degree	25.9 %	29.7 %
Bachelor's degree plus 30 or more semester hours	37.0 %	28.7 %
Bachelor's degree	3.7 %	4.5 %
Less than Bachelor's degree	0.0 %	0.0 %

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	WVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,760	\$39,708
Mid-Range Teacher Salary	\$65,840	\$63,805
Highest Teacher Salary	\$84,540	\$82,081
Superintendent Salary	\$199,989	\$183,478
<b>Average Principal Salaries:</b>		
Elementary School	\$108,238	\$102,166
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	43.7%	40.6%
Administrative Salaries	4.6%	5.2%

### Expenditures Per Student

For the 2006-07 school year, Walnut Valley Unified School District spent an average of \$6,863 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Walnut Valley Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Safety
- School & Library Improvement Block Grant

- Special Education
- Special Education Transportation
- Staff Development
- Targeted Instruction Improvement Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational and Applied Technology

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	VES	WVUSD	% Diff. School & Dist.	State Avg., Dist. Type	% Diff. School & State
ADA*	541	15205	N/A	N/A	N/A
Total**	\$6,755	\$7,362	91.75	N/A	N/A
Restr.†	\$1,632	\$1,851	88.17	N/A	N/A
Unrestr.††	\$5,122	\$5,511	92.95	\$5,300	96.65
Avg. Teacher Salary	\$68,556	\$69,437	98.73	\$63,458	108.03

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Vejar Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Vejar Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Vejar Elementary School is Walnut Library, located at 21155 La Puente Road, Walnut.

Hours: T-Th 1-8: Fri. & Sat. 10-5  
Phone Number: (909) 595-0757  
Number of Computers Available: 6  
Printers Available: Yes