# **Las Virgenes Unified School District**



# 2007-2008 School Accountability Report Card

6050 N. Calmfield Ave. Agoura Hills, CA 91301 (818) 991-4940 (818) 889-6729 Fax

## **Principal**

Carol Martino
Serving grades K-5th

## **District Administration**

Dr. Donald M. Zimring
Superintendent

Mary Schillinger
Asst. Superintendent, Education

Dr. Dan Stepenosky
Asst. Superintendent, Personnel

Rose Dunn

Director, Elementary Education

Jim Nielsen

Director, Secondary Education

Susie Curtis
Director, Pupil Services

## **Board of Education**

Cindy Iser, President

Dave Moorman, Vice President

Gordon Whitehead, Clerk

Terilyn Finders, Member

Jill Gaines, Member

http://corp.lvusd.org

## **Principal's Message**

This school report is issued annually for each school in the Las Virgenes Unified School District. It provides parents and other interested people a variety of information about the school, its resources, its successes, and areas in which improvements are needed. Fourteen areas selected by the State are addressed within this document, yielding a comprehensive profile of the total school.



We believe that our public schools exist to provide an effective educational program and to offer all students opportunities to develop their capabilities to the maximum of their potential so that they may act constructively as contributing citizens in our changing society. At Sumac, we provide students opportunities to develop their potential intellectually, socially, physically, and emotionally.

As you read our Report Card, you will find a school with a strong academic focus, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, a generous and supportive parent community, and a student body that is interested in performing well.

Sumac was recognized in 1998 as a California Distinguished School. The staff continues to maintain the high standards set by the program.

Yearly, we evaluate and set goals for our programs and ourselves in order to continue to provide a climate of excellence for our children.

## **School Mission Statement**

Sumac is committed to the principle that all students can learn. It is our mission to develop students who are academically and socially prepared for the multi-cultural, technologically-oriented society in which they live, and who possess a high level of self-esteem and personal, social, and civic responsibility. The staff will help each child develop at his or her own rate through a balanced and integrated educational program. We believe that, as partners, parents and staff unite to prepare students to become concerned, caring, and productive citizens. Together we make a winning team.

## **Community & School Profile**

Las Virgenes Unified School District educates nearly 12,000 pre-kindergarten through twelfth grade students on a traditional calendar schedule. Serving students from Calabasas, Agoura Hills, Hidden Hills, and Westlake Village, the district is currently comprised of two comprehensive high schools, one continuation high school, three middle schools, eight elementary schools, one preschool, an alternative learning center, and a home schooling program.

Sumac Elementary is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first.

Located in the northern section of Agoura Hills, Sumac Elementary School served 531 kindergarten through fifth grade students during the 2007-08 school year. The 2007-08 student population consisted of 4.0% "Socioeconomically Disadvantaged," 21.0% "English Learners," and 5.0% "Students with Disabilities." Additional demographics are illustrated in the chart.

## **Discipline & Climate for Learning**

**Student Enrollment by Ethnic Group** 2007-08 Percentage African American 0.6% American Indian 0.6% Asian 5 1% Caucasian 66.9% Filipino 0.4% 17.3% Hispanic or Latino 9.2% Multiple or No Response

The goal of Sumac Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Sumac Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. All schools within the district utilize the Character Counts! program.

The school's Pride program teaches students to peacefully negotiate conflicts themselves rather than avoiding them or relying on others for mediation.

Parents and students are informed of discipline policies at the beginning of each school year through the Student/Parent Handbook and the Minder Binder (3rd-5th). Rules are reinforced at parent-teacher conferences and daily at morning assembly and in classrooms. Infractions of the conduct code result in corrective measures, including parent notification.

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions											
		School		District							
	05-06	06-07	07-08	05-06	06-07	07-08					
Suspensions	12	12	5	632	574	470					
Suspension Rate	2.0%	2.1%	0.9%	5.2%	4.8%	4.0%					
Expulsions	0	0	0	56	53	45					
Expulsion Rate	0.0%	0.0%	0.0%	0.5%	0.4%	0.4%					

#### **Student Recognition**

Schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The following recognition programs are ongoing at the school:

- · Student-of-the-Week
- · Perfect Attendance Awards
- · President's Education Awards
- · Pride Awards for Character
- · Presidential Physical Fitness Award

## Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's academic and extracurricular activities. The following clubs and programs are offered:

- Chorus
- Student Council
- Reading Counts
- Community Outreach
- Recycling Club
- GATE Program
- After School Tutoring
- Book Club

The school's Enrichment Program, offered Monday - Friday after school hours, allows students to diversify their education through the following classes:

- Spanish
- Violins
- Hip Hop
- Drama
- After School TutoringMartial Arts
- Art
- · Music (Keyboarding)
- Science
- Reading Counts
- Tennis
- Basketball

## **School Leadership**

Leadership at Sumac Elementary is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Carol Martino for the past two years. Ms. Martino has 32 years of experience in education.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- · School Site Council
- · Parent Faculty Association
- Bilingual Advisory Committee
- Grade-Level Representatives
- GATE Advisory Committee
- · Student Study Team
- Curriculum Council
- Writing Committee
- Technology Committee
- RTI Committee

## **School Enrollment & Attendance**

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. The chart illustrates the trend in enrollment over the most recent three-year period.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The office staff makes daily phone calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

Enrol	<b>Enrollment Trend by Grade Level</b>										
	2005-06	2006-07	2007-08								
K	79	85	74								
1st	82	71	84								
2nd	98	94	65								
3rd	111	99	90								
4th	103	114	101								
5th	115	100	117								

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

## **Class Size**

The school maintained a schoolwide average class size of 22 students with a pupil-to-teacher ratio of 24:1 in the 2007-08 school year. The table shows the average class size per grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution												
	Classrooms Containing:												
		veraç ass S		1-20 Students			21-32 Students			33+ Students			
	06	07	08	06	07	08	06	07	08	06	07	08	
K	21	21	23	4	2	2	1	2	1	-	-	-	
1	20	19	19	2	3	3	1	-	-	-	-	-	
2	18	19	19	6	5	2	-	1	1	-	-	-	
3	19	19	20	5	5	4	1	-	1	-	-	-	
4	24	28	29	1	1	1	2	3	-	-	-	2	
5	20	24	22	2	1	2	2	1	1	-	-	1	
K-3	1	1	-	1	1	-	-	-	-	-	-	-	
4-8	30	29	33	-	-	-	1	1	-	-	-	1	
Other	16	16	21	2	1	1	-	1	-	-	-	1	

## **Curriculum Improvement**

Las Virgenes School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

# Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Las Virgenes Unified School District thoroughly inspected each of its school sites at the start of the 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. The date of the most recent resolution on the sufficiency of textbooks is September 23, 2008.

Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in December 2008 in regards to the textbooks in use at the school during the current year (2008-09).

	District-	Adopted Text	books	
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes
K-5	English/ Language Arts	Sopris West	2005	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Science	Harcourt School Publishers	2007	Yes
K-5	Science	Houghton Mifflin	2007	Yes
K-5	Science	MacMillan/ McGraw Hill	2007	Yes
K-5	Social Science/ History	Houghton Mifflin	2006	Yes

The school's library, staffed by a full-time Library Clerk, is stocked with more than 16,000 books that are available for students to check out. The school's library also contains a collection of video- and audio-tapes that tie into curricular areas of study. Students visit the library on a weekly basis with their classrooms. Four computer workstations within the library are connected to the Internet so students may access resources and information online.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom contains a minimum of two computers for student use. In addition, the school's two computer labs contain a combined total of 35 Internet-accessible workstations. Students receive computer-assisted instruction use on a weekly basis. Software includes programs to develop keyboarding, data entry, spreadsheet, and word processing skills.

Computer Resources										
	05-06	06-07	07-08							
Computers	151	151	151							
Students per computer	3.9	3.7	3.5							
Classrooms connected to Internet	25	25	25							

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Agoura Hills, Calabasas, Thousand Oaks, Woodland Hills, and Westlake Village which contain numerous computer workstations.

## **Counseling & Support Staff**

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:531.* 

The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff										
	Number of Staff	Full Time Equivalent								
Adaptive PE Specialist	1	0.2								
Counselor	1	0.4								
Health Clerk	1	1.0								
Library Clerk	1	1.0								
Psychologist	1	As Needed								
Resource Specialist Program (RSP) Teacher	2	2.0								
Special Day Class (SDC) Teacher	1	1.0								
Speech and Language Specialist	1	8.0								

The district uses all available resources in the community to assist students in their emotional and academic development including County Mental Health and Child Protective Services. Sumac Elementary partners with Agoura High School through the "Careers in Education" program and Project Socrates. High school students act as teaching aides, assisting students in their studies. Pepperdine University also provides student teachers to help Sumac students in reading.

Sumac Elementary School offers additional academic assistance to students who are performing below grade-level standards. Students in grades one through five may participate in the Reading Academy, a computer-based program. First through third grade students receive daily phonetic instruction through the "Essential Skills" classroom software program. The school also employs a part-time math teacher who is dedicated to serving at-risk students.

Students with special educational needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team (SST) develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, Resource Specialist Program, and/or sessions with other support staff (e.g., Speech/Language Specialist).

English Learner (EL) students receive specialized services and instruction from appropriately credentialed teachers. English Language Development (ELD) is integrated into classroom curriculum for students in grades two through five. EL students in first grade participate in an immersion class.

The Gifted and Talented Education (GATE) program is offered to students in grades four and five who have been recognized by their teachers as capable of attaining high levels of achievement. GATE students are clustered within their regular classrooms and offered differentiated instruction, as well after-school enrichment.

#### **Data Sources**

Data within the SARC was provided by Las Virgenes Unified School District, retrieved from the 2007-08 SARC template, and/or located on DataQuest (http://data1.cde.ca.gov/dataquest).

DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

### **Student Achievement & Testing**

The district has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement.

In addition to the Standardized Testing and Reporting (STAR) Program, district- and site-developed assessments, the California English Language Development Test (CELDT), and report card grades are used to determine whether students are performing below, at, or above grade-level standards.

## **California Standards Test**

The California Standards Test (CST), a component of the STAR Program, is administered to all second through eleventh grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: "Advanced" (exceeds State Standards), "Proficient" (meets standards), "Basic" (approaching standards), "Below Basic" (below standards), and "Far Below Basic" (well below standards). The combined percentage of students scoring at the "Proficient" and "Advanced" levels in English/Language Arts, Math, and Science (grade 5), for the most recent three-year period, is shown.

	California Standards Test (CST)																										
						Co	ombi	ned <sup>c</sup>	% of	Stud	ents	Scor	ing at	Profi	cient	and	Adv	ance	d Lev	/els							
					La	ngua	ige A	rts										Ma	ath						S	ciend	е
		2			3			4			5			2			3			4			5			5	
	06	07	80	06	07	80	06	07	80	06	07	80	06	07	80	06	07	80	06	07	80	06	07	80	06	07	80
													All	Stude	ents												
School	59	69	63	68	70	67	86	75	71	69	87	70	73	80	76	80	87	80	82	71	66	61	80	62	67	81	77
District	75	73	72	73	71	69	86	88	85	79	83	82	81	80	78	88	86	84	86	87	83	77	78	77	80	83	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	61	70	59	69	71	65	87	74	72	66	91	69	72	80	78	85	86	83	83	61	70	61	84	63	64	89	82
District	70	69	70	69	67	66	85	84	82	76	83	79	82	78	79	89	85	84	87	87	84	78	80	77	82	85	85
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
														emale													
School	55	67	67	69	69	71	85	76	71	71	82	71	74	81	73	76	86	77	81	81	63	61	75	62	69	75	71
District	78	77	74	78	74	72	86	91	86	80	84	86	80	82	75	87	86	85	85	89	81	76	76	79 50	78	79	84
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
School	63	*	*	53	*	*	95	45	*	77	*	*	onomio 80	*	JISAC *	75	ageu *	*	86	36	*	67	*	*	77	*	*
District	78	74	0	75	56	66	93	67	63	82	67	62	85	78	0	90	76	85	90	67	66	78	62	47	83	86	70
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Otato		33	33	22	25	27	00	50	71	20	23	J-1	Hispar				77	31	72	7.0	31	00	50	40	10	22	52
School	42	*	46	31	47	*	60	53	65	56	59	33	50	*	46	38	79	*	53	47	57	56	47	13	67	65	53
District	57	63	53	60	56	64	73	74	72	68	72	65	62	65	56	76	74	74	68	76	68	73	61	54	69	76	74
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
													Ca	ucas	ian												
School	63	70	65	75	77	73	89	80	75	76	91	75	81	83	84	88	89	82	85	76	71	64	86	68	71	84	80
District	77	73	74	74	72	71	87	88	84	80	84	82	83	82	80	89	87	85	87	89	83	77	78	78	80	84	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
													Englis	h Le	arner	s											
School	39	67	53	44	45	54	57	43	52	14	60	24	54	63	53	50	85	69	57	54	57	29	55	33	14	60	43
District	54	56	53	46	52	48	70	65	69	33	59	44	65	59	58	72	84	67	78	78	68	53	63	52	42	60	56
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

#### **Physical Fitness**

In the spring of each year, the school is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Upper Body Strength

- Body Composition
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2007-08 school year, 46.1% of the school's fifth grade students either met or exceeded state fitness standards.



## **Academic Performance Index**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1.000, with a statewide target of 800.

Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

## **Adequate Yearly Progress**

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/ Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- · API as an additional indicator.
- · Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site.

Results of school and district performance are displayed in the

Federal	
Intervention	<b>Program</b>

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

YP standards, including additional tutoring and replacing of staff. Students would also t their AYP, and the former school would be required to provide the transportation to									
Adequate Yearly Progress (AYP)									
	Sch	nool	Dis	trict					
Made AYP Overall	Y	es	Yes						
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics					
Participation Rate	Yes	Yes	Yes	Yes					
Percent Proficient	Yes	Yes	Yes	Yes					
API School Results	Y	es	Yes						
Graduation Rate	N	/A	Yes						

**API School Results** 

All Students

Socioeconomically Disadvantaged

Hispanic or Latino

Caucasian

Students with Disabilities

**English Learners** 

06-07

9

26

21

60

07-08

9

6

-17

-21

-2

2008 API

Growth

Score

871

886

806

05-06

9

7

12

140

38

10

27

Statewide Rank

**Actual Growth** 

Actual Growth

Actual Growth

Actual Growth

Actual Growth

Actual Growth

Similar Schools Rank

Federal Intervention Programs										
	School	District								
Program Improvement (PI) Status	Not in PI	Not in PI								
First Year in PI	-	-								
Year in PI (2008-09)	-	-								
# of Schools Currently in PI	-	0								
% of Schools Identified for PI	-	0.00%								

## School Facilities & Safety

Originally constructed in 1975, Sumac Elementary School is situated on 11.5 acres. The campus consists of 17 permanent classrooms, nine portable classrooms, a library, a multi-purpose room, one computer lab, and one playground.

The most recent modernizations to the facilities occurred in 2005 and included construction of a new auditorium (multipurpose room) and remodeling of the office and classrooms in the main building.

In 2008-09, the Las Virgenes Community Learning Center (LVCLC) was opened on Sumac's campus. The facility is a newly renovated building on site, and houses 85 students.

#### School Safety

The safety of students and staff is a primary concern of Sumac Elementary School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, with the most recent updates occurring in October 2008. Any revisions made to the plan are reviewed immediately with the staff.

Key elements of the Safety Plan focus on the following:

- · Disaster response procedures
- · Schoolwide dress code
- · Suspension & expulsion policies
- · School rules & procedures
- · Child abuse reporting procedures
- · Sexual harassment policy
- · Current status of school crime
- · Teacher notification of dangerous pupils procedures
- · Safe ingress & egress of pupils, parents, & school employees

The chart displays the results of the most recent school facilities inspection, provided by the district on January 23, 2009.

School Facility Conditions											
Date of Last Inspection: 12/17/2008											
Overall Summary of School Facility Conditions: Good											
Items Inspected		ty Comp stem Sta		Deficiency & Remedial Actions Taken or Planned							
	Good	Fair	Poor								
Gas Leaks	Х										
Mechanical Systems	Х										
Windows/Doors/Gates/ Fences (Interior and Exterior)	Х										
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		Х		P7 - Flooring and walls are being removed and replaced due to dry rot/mold.							
Hazardous Materials (Interior and Exterior)		Х		P7 - Flooring and walls are being removed and replaced due to dry rot/mold.							
Structural Damage		Х		5							
Fire Safety	Х			P7 - Flooring and wallls are being removed and replaced							
Electrical (Interior and Exterior)	Х			due to dry rot/mold.							
Pest/Vermin Infestation		Х		K2 - Evidence of rodents.							
Drinking Fountains (Inside and Outside)	Х			Traps are set at night.							
Restrooms	Х										
Sewer	Х										
Roofs (observed from the ground, inside/outside the building)	Х										
Playground/School Grounds	Х										
Overall Cleanliness	Х										

#### **Cleaning Process**

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Las Virgenes Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order



process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

#### **Deferred Maintenance Budget**

The State School Deferred Maintenance Budget Program 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 the following:

- Roofing
- · Heating/Air conditioning
- · Interior/exterior painting

- Plumbing
- Electrical systems
- Floor systems

For the 2008-09 school year, Las Virgenes Unified School District has budgeted \$1,291,434 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. The district's governing board has adopted a five-year deferred maintenance plan for all schools. Sumac Elementary is scheduled to receive re-painting, flooring upgrades, canopy expansion, portable removal, and cement/asphalt work between 2007 and 2012.

## **Teacher Evaluation & Professional Development**

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsors staff development days annually where teachers are offered a broadbased variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

## **Teacher Assignment**

Las Virgenes Unified School District recruits and employs only the most qualified credentialed teachers. During the 2007-08 school year, Sumac Elementary School staffed 24 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.



Teacher Credential Status										
		District								
	05-06	06-07	07-08	07-08						
Fully Credentialed	33	28	24	490						
Without Full Credentials	0	0	0	10						
Working Outside Subject	0	0	0	0						

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching EL students) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

For the 2008-09 school year, the most current available data are reported.

Misassignments/Vacancies					
	06-07	07-08	08-09		
Misassignments of Teachers of English Learners	4	0	0		
Misassignments of Teachers (other)	0	0	0		
Total Misassignments of Teachers	4	0	0		
Vacant Teacher Positions	0	0	0		

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- · Possession of a Bachelor's Degree
- · Possession of an appropriate California teaching credential
- · Demonstrated competence in core academic subjects

#### **Teacher & Administrative Salaries**

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Average Salary Information Teachers - Principal - Superintendent 2006-07				
	District	State		
Beginning Teachers	\$38,514	\$39,708		
Mid-Range Teachers	\$63,562	\$63,805		
Highest Teachers	\$80,939	\$82,081		
Elementary School Principals	\$101,735	\$102,166		
Middle School Principals	\$112,616	\$107,816		
High School Principals	\$117,937	\$116,474		
Superintendent	\$175,000	\$183,478		
Salaries as a Percentage of Total Budget				
Teacher Salaries	41.3%	40.6%		
Administrative Salaries	4.6%	5.2%		

## **School Site Teacher Salaries**

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2006-07 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 10,000 and 19,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries				
School & District				
School	\$65,611			
District	\$63,419			
Percentage of Variation	3.46%			
School & State				
All Unified School Districts	\$63,458			
Percentage of Variation	3.39%			

### **District Expenditures & Revenue Sources**

Based on 2006-07 audited financial statements, Las Virgenes Unified School District spent an average of \$7,643 to educate each student. The chart below provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil				
School				
Total Expenditures Per Pupil	\$7,351			
From Restricted Sources	\$2,610			
From Unrestricted Sources	\$4,741			
District				
From Unrestricted Sources	\$4,741			
Percentage of Variation between School & District	0.0%			
State				
From Unrestricted Sources	\$5,300			
Percentage of Variation between School & State	10.55%			

In addition to general state funding, Las Virgenes Unified School District received state and federal categorical funding for the following support programs:

Title I

Special Education

Staff Development

- Regional Occupational Program
- Special Education Transportation
- Home-to-School Transportation
- Drug/Alcohol/Tobacco Funds
- Class Size Reduction
- Gifted & Talented Pupils
- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Educational Technology Assistance Grants
- Vocational & Applied Technology Education Act

### **Parent & Community Involvement**

Parents and the community are very supportive of the educational program at Sumac Elementary School. Parents are welcome to volunteer in the classroom, library, and office. Other opportunities for involvment include classroom volunteer program, School Site Council, and Parent-Faculty Association (PFA).

Numerous programs and activities are enriched by the generous contributions from the PFA, Washington Mutual, Wells Fargo, and the Las Virgenes Education Foundation.

### **Contact Information**

Parents who wish to participate in the school's leadership teams, committees, activities, or become volunteers may contact the office at (818) 991-4940, or visit the district's website at http://corp.lvusd.org/.

