Elk Hills Elementary School

School Accountability Report Card, 2009–2010
Elk Hills Elementary School District

>> **An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.**

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2009–2010 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average K–8 school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/ links_2010_en.html

Reports about other schools are available on the **California Department of Education Web site.** Internet access is available in local libraries.

How to Contact Our School

501 Kern St.
Tupman, CA 93276
Principal: Scott Meier
Phone: (661) 765-7431

How to Contact Our District

501 Kern St.
Tupman, CA 93276
Phone: (661) 765-7431
http://www.elkhills.k12.ca.us

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A NOTE ABOUT K–8 SCHOOLS: K–8 schools combine, in effect, an elementary and middle school together. For this reason, schoolwide averages may obscure important differences across grade levels.

Please note that some counties have very few K–8 schools. As a result, when we compare our K–8 school's averages to the averages for K–8 schools in the county, those averages will be less reliable and less consistent than statewide K–8 averages. There were about 750 K–8 schools in California in the 2009–2010 school year.

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» Superintendent's Message

Welcome to Elk Hills Elementary School. Our motto is Where Kids Come First! Elk Hills School is a small K–8 school with a population of approximately 85 students during the 2009–2010 school year. Our school colors are emerald green, black, and silver. We are proud to call ourselves Elks as we strive for excellence every day!

Our small-school setting allows for reduced class sizes and individualized attention for our students. Our students participate in academic, athletic, and social events with other small schools throughout the school year. In addition, all students participate in a variety of grade-level appropriate field trips. Each year we visit a university to support the concept that education is important and all students can obtain success and attend college or other high-level training in their chosen field if they apply themselves.

In 2009–2010, our staff consisted of five full-time teachers who instructed multiple-grade-level classes, a special education teacher/vice-principal, and a superintendent. Additionally, we had a classified support staff including a school secretary; a food services manager; a maintenance, operations, and transportation supervisor; two instructional aides; a school custodian; and several certificated and classified substitutes.

Please come and visit our school! We always welcome visitors, parents, community members, and new volunteers.

Scott Meier, SUPERINTENDENT

Grade range and calendar
K–8
TRADITIONAL

Academic Performance Index
552
County Average: N/A
State Average: 798

Student enrollment
81
County Average: N/A
State Average: N/A

Teachers
6
County Average: N/A
State Average: N/A

Students per teacher
14
County Average: N/A
State Average: N/A

PLEASE NOTE: Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

Major Achievements

- The Board of Trustees, administration, and staff at Elk Hills School are dedicated to strengthening and improving efforts to raise academic achievement for every student. Through the school planning process, staff and parents work to analyze student achievement results and target improvement efforts. The district provided a language arts and mathematics intervention program for qualified students in all grades.

- In 2009–2010 the schoolwide theme for the year was To Boldly Go…. This theme supported our monthly science curriculum K–8 lessons, hands-on lab activities, monthly field trips, and community activities!

- Our students met the Adequate Yearly Progress (AYP) criteria of the federal No Child Left Behind Act. All students are using English/language arts and mathematics curricula approved by the state, and we have had no Williams complaints (which concern the adequacy of resources) filed.

- During the 2009–2010 school year we implemented a technology modernization project that was funded by a locally supported bond program. With the support of a federal e-rate grant, the school is now fully a wireless network environment. Every student has a Macintosh laptop computer and each classroom has an e-beam interactive white board system that turns the white board into a giant computer!

Focus for Improvement

- In 2010–2011 we plan to finalize our bond projects, which include accepting the bid to modernize the remainder of the campuswide roofing project and solar panels project, improve the playground, and create new outdoor learning labs to support life, earth, and physical science curriculum.

- The school will open its new seventh and eighth grade Science, Technology, Engineering, and Mathematics (STEM) lab to support student learning, emphasizing pre-algebra and algebra in a hands-on, career focused program!

- Elk Hills School will continue its focus on our low-performing students in grades two through eight who score at the Below Basic and Far Below Basic proficiency levels. We will continue an intervention plan for students in all grades for language arts and mathematics.

- We will continue to create action plans using assessment results to improve instruction and learning. The staff at Elk Hills meets regularly to discuss student progress and to review and revise quarterly action plans. We will provide staff training in technology and implementing instructional strategies.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Please note that since Elk HIlls is a small school, test scores can vary greatly from year to year, one year showing a large increase, another showing a large decrease. This variation is due to the small populations being tested each year. In our small population a small number of students can make a large difference in testing results. When testing small populations, varied, multiple assessments are a stronger indication of student progress. Teachers share individual growth trends with students' parents multiple times during the school year.

Elk Hills's API was 552 (out of 1000). This is a decline of 148 points compared with last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2008–2009 test results, we started the 2009–2010 school year with a base API of 700. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all K–8 schools in California, our school ranked 2 out of 10.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2009–2010 school year. Just for reference, 65 percent of K–8 schools statewide met their growth targets.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**No**
Met growth target for prior school year	**Yes**
API score	**552**
Growth attained from prior year	**-148**
Met subgroup* growth targets	**Yes**

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
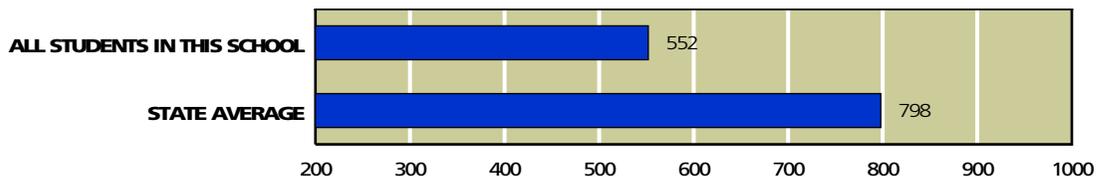N/A - Results not available.

API, Spring 2010

SOURCE: API based on spring 2010 test cycle. State average represents K–8 schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met two out of four criteria for yearly progress. Because we fell short in two areas, we did not make AYP.

To meet AYP, K–8 schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 56.8 percent on the English/language arts test and 58 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 680 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**No**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**No**
Met subgroup* participation rate	**N/A**
Met subgroup* test score goals	**N/A**
Met schoolwide API for AYP	**N/A**
Program Improvement school in 2010	**No**

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

🟢 MET GOAL   🔴 DID NOT MEET GOAL   ━ NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 56.8% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 58% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	🟢	🔴	🟢	🔴

SOURCE: AYP release of October 2010, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average K–8 school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

█ FAR BELOW BASIC　█ BELOW BASIC　█ BASIC　█ PROFICIENT　█ ADVANCED

TESTED SUBJECT	2009–2010 LOW SCORES / HIGH SCORES	2008–2009 LOW SCORES / HIGH SCORES	2007–2008 LOW SCORES / HIGH SCORES
ENGLISH/LANGUAGE ARTS			
Our school Percent Proficient or higher	32%	33%	17%
Average K–8 school Percent Proficient or higher	55%	54%	49%
MATH (excluding algebra)			
Our school Percent Proficient or higher	18%	8%	0%
Average K–8 school Percent Proficient or higher	59%	57%	53%
ALGEBRA			
Our school Percent Proficient or higher	NO DATA AVAILABLE N/A	NO DATA AVAILABLE N/A	NO DATA AVAILABLE N/A
Average K–8 school Percent Proficient or higher	48%	44%	36%
HISTORY/SOCIAL SCIENCE			
Our school Percent Proficient or higher	27%	NO DATA AVAILABLE N/A	NO DATA AVAILABLE N/A
Average K–8 school Percent Proficient or higher	47%	41%	35%
SCIENCE			
Our school Percent Proficient or higher	45%	NO DATA AVAILABLE N/A	NO DATA AVAILABLE N/A
Average K–8 school Percent Proficient or higher	57%	53%	49%

SOURCE: The scores for the CST are from the spring 2010 test cycle. State average represents K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC**   ■ **BELOW BASIC**   ■ **BASIC**   ■ **PROFICIENT**   ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		32%	99%	**SCHOOLWIDE AVERAGE:** About 23 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
AVERAGE K–8 SCHOOL IN THE COUNTY		43%	96%	
AVERAGE K–8 SCHOOL IN CALIFORNIA		55%	96%	

Subgroup Test Scores

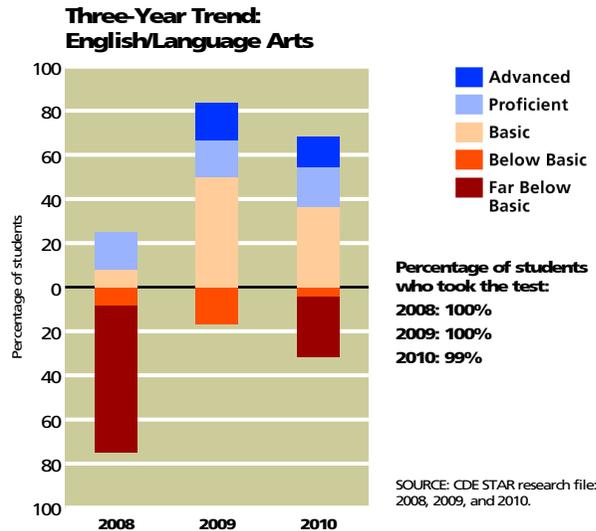**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC**   ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE	N/A	31	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE	N/A	35	
English proficient	NO DATA AVAILABLE	N/A	61	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	5	
Low income	NO DATA AVAILABLE	N/A	46	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	19	
Learning disabled	NO DATA AVAILABLE	N/A	11	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE	N/A	55	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2008: 100%
2009: 100%
2010: 99%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC　■ BELOW BASIC　■ BASIC　■ PROFICIENT　■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			18%	93%	**SCHOOLWIDE AVERAGE:** About 41 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
AVERAGE K–8 SCHOOL IN THE COUNTY			41%	90%	
AVERAGE K–8 SCHOOL IN CALIFORNIA			59%	88%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC　■ PROFICIENT AND ADVANCED

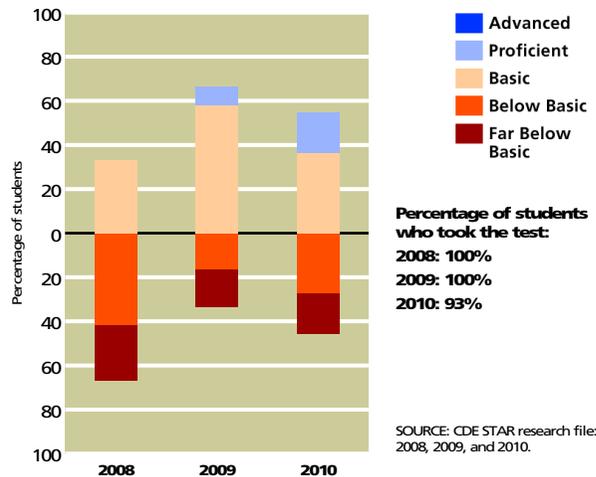| GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	30	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	32	
English proficient	NO DATA AVAILABLE		N/A	57	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	5	
Low income	NO DATA AVAILABLE		N/A	43	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	18	
Learning disabled	NO DATA AVAILABLE		N/A	11	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	51	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

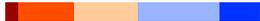### Three-Year Trend: Math

Legend: ■ Advanced　■ Proficient　■ Basic　■ Below Basic　■ Far Below Basic

Percentage of students who took the test:
2008: 100%
2009: 100%
2010: 93%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE	N/A	18%	**SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K–8 SCHOOL IN THE COUNTY		42%	21%	
AVERAGE K–8 SCHOOL IN CALIFORNIA		48%	37%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE	N/A	1	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE	N/A	3	
English proficient	NO DATA AVAILABLE	N/A	4	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	N/A	
Low income	NO DATA AVAILABLE	N/A	3	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	1	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE	N/A	4	

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N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

About 18 percent of our seventh and eighth grade students took the algebra CST, compared with 37 percent of all K–8 school students statewide. You can review the **math** standards on the CDE's Web site.

History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		27%	100%	**SCHOOLWIDE AVERAGE:** About 20 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
AVERAGE K–8 SCHOOL IN THE COUNTY		32%	99%	
AVERAGE K–8 SCHOOL IN CALIFORNIA		47%	99%	

Subgroup Test Scores

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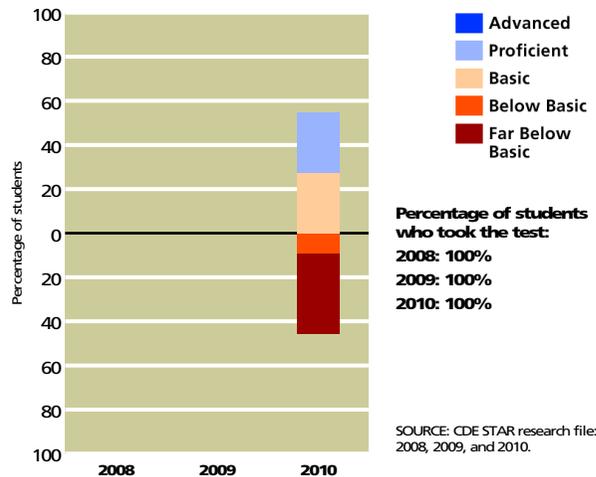■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE	N/A	4	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE	N/A	7	
English proficient	NO DATA AVAILABLE	N/A	10	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	1	
Low income	NO DATA AVAILABLE	N/A	8	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	3	
Learning disabled	NO DATA AVAILABLE	N/A	2	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE	N/A	9	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **history/social science standards** on the CDE's Web site.

Three-Year Trend: History/Social Science

■ **Advanced**
■ **Proficient**
■ **Basic**
■ **Below Basic**
■ **Far Below Basic**

Percentage of students who took the test:
2008: 100%
2009: 100%
2010: 100%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		45%	100%	**SCHOOLWIDE AVERAGE:** About 12 percent fewer students at our school scored Proficient or Advanced than at the average K–8 school in California.
AVERAGE K–8 SCHOOL IN THE COUNTY		40%	96%	
AVERAGE K–8 SCHOOL IN CALIFORNIA		57%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

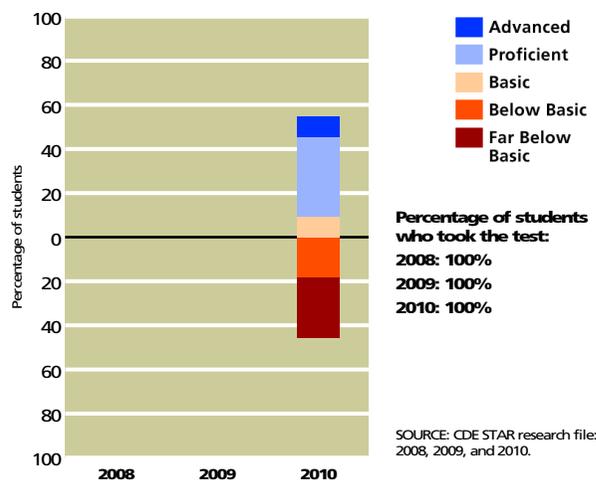■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE	N/A	8	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE	N/A	13	
English proficient	NO DATA AVAILABLE	N/A	19	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	2	
Low income	NO DATA AVAILABLE	N/A	14	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	7	
Learning disabled	NO DATA AVAILABLE	N/A	3	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE	N/A	18	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent K–8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our fifth and eighth graders took the California Standards Test in this subject. You can read the **science standards** on the CDE's Web site.

Three-Year Trend: Science

■ **Advanced**
■ **Proficient**
■ **Basic**
■ **Below Basic**
■ **Far Below Basic**

Percentage of students who took the test:
2008: 100%
2009: 100%
2010: 100%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Other Measures of Student Achievement

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests to assess our students' progress. We assess English Learners yearly using the California English Language Development Test. We send home progress reports midquarter and report cards at the end of each quarter. We hold parent-teacher conferences at the end of the first and third quarters for all students and as needed throughout the year.

STUDENTS

Ethnicity

Most students at Elk Hills identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Hispanic/Latino students, the second–largest ethnic group at Elk Hills. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	5%	5%	6%
Asian American/ Pacific Islander	0%	3%	11%
Hispanic/Latino	22%	53%	44%
White/European American/ Other	73%	39%	38%

SOURCE: CBEDS census of October 2009. County and state averages represent K–8 schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $40,793 a year (based on a family of four) in the 2009-2010 school year. At Elk Hills, 70 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	70%	N/A	56%
Parents with some college	57%	44%	58%
Parents with college degree	21%	16%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 57 percent of the students at Elk Hills have attended college and 21 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 35 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	14	N/A	N/A
Combination first & second grade	13	N/A	N/A
Combination third & fourth grade	15	N/A	N/A
Combination fifth & sixth grade	18	N/A	N/A
Combination seventh & eighth grade	19	N/A	N/A

SOURCE: This information provided by the school district.

Safety

Staff members monitor the school grounds before, during, and after school as well as at recess and lunchtime. We provide everyone who is responsible for supervising students with a campus radio during their duty. Buses are equipped with radio communication as well. Teachers regularly review the rules for safe, responsible behavior in school and on the playground.

We have a closed campus that is fully fenced. Visitors must enter the school through the entrance gate. All campus visitors must sign in at the office, where they are issued a badge to wear throughout their stay.

We revise our School Safety Plan regularly. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with staff and make it available for parents. We conduct fire drills monthly and earthquake drills yearly. We also participate in the countywide emergency drill. In addition, our bus drivers are fully certified in current first aid and CPR practices.

We are in close communication with the local sheriff, fire departments, and ambulance services to better prepare for an emergency response. In addition to local government agencies, we are connected with the Oxy Oil Reserve emergency services department to give additional support to our campus in the event of an emergency.

Discipline

We have a firm but fair student management conduct code. The classroom rules and consequences for breaking rules are printed in our school agenda and parent/student handbook. The California Education Code is a direct reference for any disciplinary action we take. The laws of the state of California and the policies and regulations of the Elk Hills School District govern all disciplinary procedures. The handbook addresses our schoolwide expectations and we review them in schoolwide student assemblies throughout the year. It is the responsibility of every student to become familiar with and follow school and class rules and expectations.

On the positive side of student management, we participate in the Character Counts program and provide character education in our classrooms and on our playgrounds. We honor students weekly for being "caught with character."

Homework

We encourage parents to help their children complete any homework assigned by the teacher and send it back to school when it is due. Homework may consist of reading, unfinished class work, math problems, and/or assignments in reading and writing. We encourage parents to supervise homework, since studies show that children learn when doing homework. Our Web site includes tips and articles on the best ways for parents to be involved in their children's homework.

Schedule

The school year begins in the middle of August and ends in the last week of May. It includes 180 days of instruction. Classes begin at 8:30 a.m. and end at 3 p.m. We have minimum days (1:30 p.m. release) approximately two Wednesdays of each month for teacher planning and collaboration. We offer students breakfast before school. Office hours are from 7:30 a.m. to 4 p.m. and the school phone number is (661) 765–7431.

Parent Involvement

We have many ways for parents to participate in their student's life at our school, and we depend on parents to keep our programs running smoothly. Parents can join our Parent Teacher Organization and School Site Council, which work with administrators and teachers to help make schoolwide decisions. Room parents organize our parent volunteers to help in the classroom and chaperone on field trips. We participate in several small school and sporting activities. Each January we host a basketball tournament and many parents are needed. The parent group also organizes and volunteers for our school fund–raising activities such as pie sales and cookbook sales. We ask all parents to attend Back–to–School Night in the fall, Open House in the spring, and parent–teacher conferences in November and March. We always welcome new volunteers!

LEADERSHIP, TEACHERS, AND STAFF

Leadership

In 2009–2010, Dr. Meier completed his first year as the new superintendent in Elk Hills School District. He has a doctorate degree in educational leadership, an administrative services credential, and a multiple-subject teaching credential. Dr. Meier has served for over 30 years in education in many different teaching and administrative roles at the elementary, high school, and university levels.

Many groups help to make decisions that affect our school. The Parent Teacher Organization, School Site Council, and Student Council provide input into the many important instructional, budgetary, and schoolwide activities decisions for Elk Hills School District.

We have a special partnership and relationship with Occidental Petroleum Corporation and Hydrogen Energy Corporation, which sponsored special events, provided science fair judges, and supported our curriculum-based theme learning trips in science. Occidental Petroleum also provides special activities for our students at the holidays and sponsors our school yearbook.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching	Percentage of algebra and science courses taught by a teacher who lacks the appropriate credential for the course	0%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as **out-of-field**. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2010–2011 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low–income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low–income students. About 70 percent of the state's schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low–income students. About 19 percent of the state's schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	N/A
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	N/A

SOURCE: Data is from the California Department of Education, SARC research file.

The average percentage of courses in our district not taught by a "highly qualified" teacher is zero percent, compared with one percent statewide.

Staff Development

Our teachers attend three days of staff training before school begins in August and up to three days during the school year as needed. These days are devoted to aligning our curriculum to the California Content Standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and its application to our school.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2009-2010	3.0
2008–2009	3.0
2007–2008	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

Administration informally and/or formally evaluates all teachers each year. At the beginning of each year, it meets with the teachers to agree on goals and conducts one to two formal and several informal, spontaneous observations during the year. The overall evaluation is in accordance with Education Code and the guidelines of the California Standards for the Teaching Profession.

During the observation, the administrator notes the students' level of engagement, the organization of the classroom, the effectiveness of the lesson under way and strategies being used to guide student learning. The administrator regularly checks the teacher's lesson plans and student work as well. These factors help determine areas where a teacher needs additional support, which might be training in a specific area or working with a mentor. We pair beginning teachers with mentor teachers and enroll them in our Beginning Teacher Support and Assessment program for new teachers at our school.

Substitute Teachers

The Kern County Superintendent of Schools (KCSOS) office provides a list of qualified substitute teachers. All of the substitute teachers have fingerprint clearance through the KCSOS office. When possible, we hire substitutes who are familiar with our school and who have been specifically requested by our teachers. If a teacher is absent on short notice, an administrator may take over the class. Teachers leave detailed lesson plans for our substitutes to follow, and we experience a minimal loss of learning time.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

In 2009–2010, we provided a before-school tutoring program for students who need additional help with their class work and homework. A nurse from the Kern County Superintendent of Schools conducts vision, hearing, and scoliosis screenings every year.

Gifted and Talented Education (GATE)

Although, we currently do not have a formal GATE program at Elk Hills School, we strongly believe that all students are gifted and talented in different ways. The school assesses all students to find the best modalities and ways that our student learn and retain information. Some students learn best through a hands-on approach, while others may best learn through music or auditory instruction. Teachers target many different modalities and strategies to meet student needs in the classroom. Teachers recognize that some students are capable of advanced performance and work with them to meet their academic needs.

Special Education Program

Elk Hills Elementary is part of a Special Education Local Plan Area (SELPA) through the Kern County Superintendent of Schools office. The SELPA ensures that programs are available for all students with disabilities, from birth to age 22. Programs within the SELPA must provide any needed services for any student with an exceptional need. SELPA staff assists with placing students in appropriate programs within the SELPA, and provides technical assistance and administrative support to enable the district to meet legal requirements.

The SELPA responsibility is met through a network of cooperative agreements among districts and agencies. The SELPA office coordinates this network and provides a focal point for the student/family seeking information and services.

In the 2009–2010 school year Elk Hill School operated a district Resource Specialist Program (RSP) for students with Individualized Education Programs (IEPs). The district's program employs an RSP teacher and an RSP instructional aide. The district continues to receive support from the Kern County Superintendent of Schools for a speech teacher who is assigned to our school on a part-time basis and other staff to improve services for students with disabilities.

English Learner Program

Elk Hills School District has five teachers certified in Cross-cultural Language and Academic Development (CLAD) who work with our English Learners in the classroom according to skill level. All of our teachers have attended a seminar that addresses ways to present subject matter to English Learners, and we plan further training.

RESOURCES

Buildings

In 2009 Elk Hills School completed the extensive part of the modernization bond project. The renovated buildings included the auditorium, all current classrooms in use, library, computer lab, administration, teacher's lounge, staff and student rest rooms, cafeteria, and gymnasium. The project was funded by a bond measure as well as funds from the Office of Public School Construction.

We have one full-time maintenance, operations, and transportation supervisor and a part-time custodian who keep our facilities clean. Each classroom, the rest rooms, and the cafeteria are cleaned every day. District maintenance staff members pick up litter, remove graffiti, and maintain the landscaping weekly.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC) and were brought about by the Williams legislation. You can look at the six-page **Facilities Inspection Tool** used for the assessment on the Web site of the OPSC.

Library

Our library has been completely remodeled and has many fiction, nonfiction, and reference books at several reading levels. Our library clerk and parent volunteers staff the library when classes are scheduled for their weekly visits to check out books. They also order new library books and prepare them to be added to the collection.

Computers

In 2009–2010, the Board of Trustees set a district goal to become a high-technology/high-touch school to support student learning. Our school made great strides to implement the new schoolwide technology plan. We purchased Macintosh laptop computers for each student to use for research, writing, presentations, data collection, and software programs in all subject areas. Our teachers and instructional aides receive training to support the new student one-to-one laptop program.

Our school now has a wireless network, and students and staff have network access everywhere on campus. All teachers have a laptop computer and access to email and the Internet. They use computers to record grades and to correspond via email with parents and colleagues. The school has a contract with the Kern County Superintendent of Schools technology department for basic maintenance of our computer systems.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2010–2011 school year and whether those **textbooks** covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

In 2009–2010 we used state and federal funds designated for particular purposes to help pay for our intervention program and our instructional aides. They both provide direct instruction with small groups of children who are not performing at grade level in reading and/or mathematics. The school also purchased supplemental materials for our English Learners with funding from Title III, another federal program that supports students with limited English proficiency.

Each year the student body raises funds for field trips, library books, and special assemblies through our annual Fall Festival, bake sale, cookie dough fund-raiser, and small-schools snack bars sales.

Spending per Student (2008–2009)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 67 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	$10,100	$10,100	0%	$5,653	79%
Restricted funds ($/student)	$3,216	$3,216	0%	$3,083	4%
TOTAL ($/student)	$13,316	$13,316	0%	$8,736	52%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2008–2009)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	$288,864	$86,497	$375,361	42%
Other staff salaries	$50,178	$58,051	$108,229	12%
Benefits	$139,597	$47,426	$187,023	21%
Books and supplies	$32,547	$10,895	$43,442	5%
Equipment replacement	$0	$0	$0	0%
Services and direct support	$167,526	$13,236	$180,761	20%
TOTAL	$678,712	$216,105	$894,817	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2008–2009)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 5 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$75,072	$75,072	0%	$72,020	4%
Retirement benefits	$7,741	$7,741	0%	$5,840	33%
Health and medical benefits	$26,028	$26,028	0%	$9,324	179%
Other benefits	N/A	N/A	N/A	$384	N/A
TOTAL	$108,842	$108,842	0%	$87,568	24%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2008–2009)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	$375,361	69%
Retirement benefits	$38,705	7%
Health and medical benefits	$130,141	24%
Other benefits	N/A	N/A
TOTAL	$544,208	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2010. The CDE may release additional or revised data for the 2009–2010 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2009 census); Language Census (March 2010); California Standards Tests (spring 2010 test cycle); Academic Performance Index (November 2010 growth score release); Adequate Yearly Progress (October 2010).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2010–2011. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2008–2009	2009–2010	2010–2011
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	4	5	6
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Wednesday, February 09, 2011.

Teacher Misassignments

A "misassigned" teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2008–2009	2009–2010	2010–2011
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Wednesday, February 09, 2011.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%

NOTES: This report was completed on Wednesday, February 09, 2011. This information was collected on Wednesday, August 25, 2010.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	**Good**	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
A. SYSTEMS	**Good**	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)	**Good**	No apparent problems.
C. CLEANLINESS	**Good**	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	**Good**	No apparent problems.
E. RESTROOMS/FOUNTAINS	**Good**	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		One drinking foundation is not currently working properly and will be repaired.
F. SAFETY	**Good**	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		MOT Dept.: A few used oil containers and old paint can need to be properly disposed by summer.
G. STRUCTURAL	**Good**	
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		No apparent problems.

AREA	RATING	DESCRIPTION
Roofs		Some small leaks in board room, cafeteria office, Rooms 1 & 13. Planned for next phase of modernization.
H. EXTERNAL	**Good**	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	**N/A**	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Wednesday, February 09, 2011 by Scott Meier (Superintendent). The facilities inspection occurred on Tuesday, February 01, 2011. There were no other inspectors used in the completion of this form.   The Facilities Inspection Tool was completed on Tuesday, February 01, 2011.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	81
Black/African American	5%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	22%
Pacific Islander	0%
White (not Hispanic)	73%
Two or more races	0%
Socioeconomically disadvantaged	64%
English Learners	7%
Students with disabilities	19%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2009. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	15
Grade 1	13
Grade 2	6
Grade 3	8
Grade 4	10
Grade 5	8
Grade 6	4
Grade 7	16
Grade 8	1
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2009.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2007–2008	2008–2009	2009–2010
English	12	11	19
History	N/A	N/A	19
Math	N/A	N/A	19
Science	N/A	N/A	19

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2007–2008			2008–2009			2009–2010		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	1	0	0	1	0	0	5	0	0
History	0	0	0	0	0	0	5	0	0
Math	0	0	0	0	0	0	5	0	0
Science	0	0	0	0	0	0	5	0	0

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
GRADE LEVEL	**FOUR OF SIX STANDARDS**	**FIVE OF SIX STANDARDS**	**SIX OF SIX STANDARDS**
Grade 5	N/A	N/A	N/A
Grade 7	25%	8%	17%
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information was the most recent available, for the 2008–2009 school year. Data is reported by Educational Data Systems.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2009–2010 school year, we had 12 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2009–2010	15	15	15
2008–2009	0	0	9
2007–2008	6	6	8
Expulsions per 100 students			
2009–2010	0	0	0
2008–2009	0	0	0
2007–2008	3	3	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent K–8 schools only.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential,
for both our school and the district. We also present three years' of data about the number of teachers who lacked the
appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2007–2008	2008–2009	2009–2010	2009–2010
With full credential	4	6	6	6
Without full credential	1	0	0	0
Teaching out of field	N/A	N/A	0	0

SOURCE: Information provided by the school district.

<div style="background:blue; color:white; text-align:center">**STUDENT PERFORMANCE**</div>

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades two through eight; science in grades five and eight; and history/social science in grade eight. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
English/ language arts	28%	38%	21%	28%	38%	21%	46%	50%	52%
History/social science	N/A	N/A	27%	N/A	N/A	27%	36%	41%	44%
Mathematics	20%	32%	12%	20%	32%	12%	43%	46%	48%
Science	17%	38%	43%	17%	38%	43%	46%	50%	54%

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most recent testing period.

	STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT SUBGROUP	**ENGLISH/LANGUAGE ARTS 2009–2010**	**HISTORY/ SOCIAL SCIENCE 2009–2010**	**MATHEMATICS 2009–2010**	**SCIENCE 2009–2010**
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	23%	N/A	23%	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	21%	N/A	9%	38%
Two or more races	N/A	N/A	N/A	N/A
Boys	10%	N/A	10%	N/A
Girls	31%	N/A	14%	38%
Socioeconomically disadvantaged	13%	N/A	9%	36%
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	18%	N/A	0%	N/A
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at **http://www.cde.ca.gov/ta/ac/ap/**.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all K–8 schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all K–8 schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2007–2008	2008–2009	2009–2010
Statewide rank	1	1	2
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from December 2010.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

	ACTUAL API CHANGE			API
SUBGROUP	2007–2008	2008–2009	2009–2010	2009–2010
All students at the school	-12	+101	-148	552
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL	DISTRICT	STATE
All students	552	562	767
Black/African American	N/A	N/A	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	890
Filipino	N/A	N/A	851
Hispanic or Latino	N/A	N/A	715
Pacific Islander	N/A	N/A	753
White (non Hispanic)	N/A	N/A	838
Socioeconomically disadvantaged	N/A	N/A	712
English Learners	N/A	N/A	692
Students with disabilities	N/A	N/A	580
Two or more races	N/A	N/A	807

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests
(b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
(c) an API of at least 680 or growth of at least one point

AYP for the District

Whether the district met the federal requirement for AYP overall,
and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	No

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2010.

Intervention Program: District Program Improvement (PI)

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)
and for each grade span or on the same indicator (API or graduation rate). After entering PI,
districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2010.

DISTRICT EXPENDITURES

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2009–10 data in most cases. Therefore, 2008–09 data are used for report cards prepared during 2010–11."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2008–2009			
Total expenses	$881,323	N/A	N/A
Expenses per student	$12,241	$8,275	$8,736
FISCAL YEAR 2007–2008			
Total expenses	$914,532	N/A	N/A
Expenses per student	$16,044	$8,267	$8,594

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2008–2009

This table reports the salaries of teachers and administrators in our district for the 2008–2009 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	N/A	$38,905
Midrange teacher's salary	N/A	$56,504
Highest-paid teacher's salary	N/A	$71,750
Average principal's salary (middle school)	N/A	$95,666
Superintendent's salary	N/A	$111,055
Percentage of budget for teachers' salaries	22%	38%
Percentage of budget for administrators' salaries	15%	7%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
K-6th HM Reading: A Legacy of Literature	Language Arts	2003	2003
7-8th McDougal Littel Reading/Language Arts Program	Language Arts	2002	2002
K-6th Harcourt Math	Math	2002	2002
8th Prentice Hall Algebra 1, Calif. Edition	Math	2002	2002
7-8th Prentice Hall Pre-Algebra, Calif. Edition	Math	2002	2002
6-8th Grade Holt, Rinehart, and Winston	Science	2008	2008
K-5th Grade Harcourt Brace Science	Science	2008	2008
K-6th Houghton Mifflin Social Studies	Social Studies	2007	2007
7-8th McDougal Littel	Social Studies	2006	2006