

Elk Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Elk Hills Elementary School
Street	501 Kern Street
City, State, Zip	Tupman, CA 93276
Phone Number	661-765-7431
Principal	Jeff Tensley
E-mail Address	jetensley@elkhills.org
Web Site	
Grades Served	K-8
CDS Code	15634466009450

District Contact Information	
District Name	Elk Hills Elementary School District
Phone Number	661-765-7431
Superintendent	Jeff Tensley
E-mail Address	jetensley@elkhills.org
Web Site	www.elkhills.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Principal 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 200 students during the 2014-15 school year. Our school colors are hunter green, black, and white. 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 2014-15, our staff consisted of nine 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; five instructional aides; two school custodian; food service aide and several certificated and classified substitutes.

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

Jeff Tensley, PRINCIPAL

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	21
Grade 1	22
Grade 2	17
Grade 3	22
Grade 4	22
Grade 5	30
Grade 6	21
Grade 7	22
Grade 8	16
Total Enrollment	193

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.5
Hispanic or Latino	11.3
White	85.7
Two or More Races	1.5
Socioeconomically Disadvantaged	59.7
English Learners	3.9
Students with Disabilities	12.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	10	10	9	9
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.0	10.0
All Schools in District	90.0	10.0
High-Poverty Schools in District	90.0	10.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 9/1/2015

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 204-15 school year and whether those textbooks covered the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin 2003 K-6 McDougal Little 2002 7-8th	No	0
Mathematics	Go Math By Houghton Mifflin	Yes	0
Science	Harcourt Brace 2002		0
History-Social Science	Houghton Mifflin 2007 K-6th Houghton Mifflin 2006 7-8th		0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. During the summer of 2011-2012, modernization of our roofs began and the project was complete by the start of the 2012–2013 school year. We have no current projects started at this time.

We have one full-time maintenance, operations, and transport supervisor, one full-time bus driver/custodian 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/1/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/1/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/1/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	28	28	44
Mathematics	21	21	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	27	27	100.0	33	26	26	15
	4	31	31	100.0	52	13	26	6
	5	24	23	95.8	52	17	17	13
	6	25	25	100.0	36	28	28	8
	7	18	17	94.4	65	12	18	0
	8	21	21	100.0	67	29	5	0
Male	3		14	51.9	43	29	14	14
	4		17	54.8	65	12	18	0
	5		13	54.2	54	15	23	8
	6		11	44.0	45	27	27	0
	7		10	55.6	--	--	--	--
	8		9	42.9	--	--	--	--
Female	3		13	48.1	23	23	38	15
	4		14	45.2	36	14	36	14
	5		10	41.7	--	--	--	--
	6		14	56.0	29	29	29	14
	7		7	38.9	--	--	--	--
	8		12	57.1	67	33	0	0
Black or African American	4		1	3.2	--	--	--	--
	6		1	4.0	--	--	--	--
American Indian or Alaska Native	4		1	3.2	--	--	--	--
Hispanic or Latino	3		5	18.5	--	--	--	--
	4		3	9.7	--	--	--	--
	5		4	16.7	--	--	--	--
	6		3	12.0	--	--	--	--
	7		3	16.7	--	--	--	--
	8		2	9.5	--	--	--	--
White	3		22	81.5	36	27	23	14
	4		25	80.6	52	12	28	4
	5		18	75.0	50	22	17	11
	6		21	84.0	38	33	19	10
	7		14	77.8	64	14	14	0
	8		19	90.5	63	32	5	0
Two or More Races	4		1	3.2	--	--	--	--
	5		1	4.2	--	--	--	--
Socioeconomically Disadvantaged	3		14	51.9	43	21	21	14

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		20	64.5	45	10	35	5
	5		11	45.8	64	9	9	18
	6		15	60.0	33	20	40	7
	7		11	61.1	82	0	9	0
	8		17	81.0	71	24	6	0
English Learners	3		4	14.8	--	--	--	--
	4		1	3.2	--	--	--	--
	5		1	4.2	--	--	--	--
Students with Disabilities	3		2	7.4	--	--	--	--
	4		7	22.6	--	--	--	--
	5		1	4.2	--	--	--	--
	6		3	12.0	--	--	--	--
	7		5	27.8	--	--	--	--
	8		2	9.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	27	26	96.3	15	23	31	31
	4	31	30	96.8	33	50	17	0
	5	24	23	95.8	39	48	9	4
	6	25	25	100.0	72	12	16	0
	7	18	18	100.0	72	22	0	6
	8	21	21	100.0	71	24	5	0
Male	3		13	48.1	15	31	15	38
	4		16	51.6	38	38	25	0
	5		13	54.2	38	46	8	8
	6		11	44.0	82	18	0	0
	7		10	55.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		9	42.9	--	--	--	--
Female	3		13	48.1	15	15	46	23
	4		14	45.2	29	64	7	0
	5		10	41.7	--	--	--	--
	6		14	56.0	64	7	29	0
	7		8	44.4	--	--	--	--
	8		12	57.1	83	17	0	0
Black or African American	4		1	3.2	--	--	--	--
	6		1	4.0	--	--	--	--
American Indian or Alaska Native	4		1	3.2	--	--	--	--
Hispanic or Latino	3		4	14.8	--	--	--	--
	4		3	9.7	--	--	--	--
	5		4	16.7	--	--	--	--
	6		3	12.0	--	--	--	--
	7		3	16.7	--	--	--	--
	8		2	9.5	--	--	--	--
White	3		22	81.5	18	27	32	23
	4		24	77.4	38	42	21	0
	5		18	75.0	39	50	6	6
	6		21	84.0	76	5	19	0
	7		15	83.3	80	13	0	7
	8		19	90.5	68	26	5	0
Two or More Races	4		1	3.2	--	--	--	--
	5		1	4.2	--	--	--	--
Socioeconomically Disadvantaged	3		13	48.1	23	23	31	23
	4		19	61.3	37	42	21	0
	5		11	45.8	45	45	9	0
	6		15	60.0	67	20	13	0
	7		12	66.7	83	17	0	0
	8		17	81.0	76	18	6	0
English Learners	3		3	11.1	--	--	--	--
	4		1	3.2	--	--	--	--
	5		1	4.2	--	--	--	--
Students with Disabilities	3		2	7.4	--	--	--	--
	4		7	22.6	--	--	--	--
	5		1	4.2	--	--	--	--
	6		3	12.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		6	33.3	--	--	--	--
	8		2	9.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	17	29	25	17	29	25	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	25
All Students at the School	25
Male	38
Female	0
Hispanic or Latino	--
White	27
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	14
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.40	21.70	13.00
7	11.10	11.10	5.60

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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 popcorn sales and Fall/Spring Festivals. 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!

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.88	0.00	2.70	0.88	0.00	2.70	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 CCR Reserve emergency services department to give additional support to our campus in the event of an emergency.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1			19	1			20	1		
1	6	1			20	1			17	1		
2	16	2			13	2			22		1	
3	25		1		16	2			26		1	
4	24		1		25		1		16	1	1	
5	20	1			23		1		24		1	
6	14	1	1		11	2			24		1	
Other	20	1										

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.8	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,145	\$1,823	\$5,322	\$53,505
District	N/A	N/A	\$5,322	\$50,025
Percent Difference: School Site and District	N/A	N/A	0.0	7.4
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	13.5	-7.6

Note: Cells with N/A values do not require data.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,903	\$39,948
Mid-Range Teacher Salary	\$55,921	\$57,401
Highest Teacher Salary	\$71,887	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$101,000	\$112,657
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	6%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 Common Core Standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in Common Core and child development and its application to our school.