

Inyokern Elementary School

6601 Locust Ave. • Inyokern CA, 93527 • (760) 499-1683 • Grades K-5

Beverly Ewbank, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Sierra Sands Unified School District

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Principal's Message

Inyokern Elementary School is an integral part of the high-desert community of Inyokern, California. The school was established in 1913, and the first permanent buildings were erected in 1935. At that time the principal lived in a house on the school grounds.

We have grown to be an award-winning school that truly serves the students in our small desert community. "A Valley Tradition of Excellence" is our school motto. One way that we achieve excellence is by offering a wealth of year-round educational opportunities for students from 3 to 11 years of age. Inyokern State Preschool is the only preschool in our community, it is located on campus and provides an excellent preschool education to qualifying students. The preschool is licensed for 20 students and is offered in the morning each weekday. Our elementary school educates students from transitional kindergarten through fifth grade.

Our success with elementary school students has been validated by awards we have received. We are a No Child Left Behind Blue Ribbon School, a California Distinguished School, and a Title I Academic Achievement Award School. Through the After School Education and Safety (ASES) Grant from the State of California, we offer a free after school program to elementary school students. Parents can enroll their students in this wonderful program to receive homework assistance, tutoring, STEM activities, and standards-based enrichment activities until 6 p.m. each school day.

Beverly Ewbank, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (760) 499-1683.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	30
Gr. 1	25
Gr. 2	29
Gr. 3	22
Gr. 4	29
Gr. 5	26
Total	161

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.9
Asian	1.2
Filipino	0.0
Hispanic or Latino	23.0
Native Hawaiian/Pacific Islander	0.0
White	71.4
Two or More Races	0.0
Socioeconomically Disadvantaged	79.5
English Learners	6.2
Students with Disabilities	13.7

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			
Inyokern Elementary School	12-13	13-14	14-15
Fully Credentialed	9	6	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	202
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Inyokern Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	90.54	9.46
High-Poverty Schools	91.24	8.76
Low-Poverty Schools	89.58	10.42

* 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 2014-15)

We choose our textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School district holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Treasures (2008) Adopted in 2010
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Go Math! Houghton Mifflin Harcourt Adopted in 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Science (2008) Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History-Social Science for California (2006) Adopted in 2006
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Health and Fitness Adopted in 2007
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

Inyokern School began by moving three one-room schoolhouses to our current site 100 years ago. The first permanent buildings were erected in 1935. Inyokern Elementary has completed its modernization process that updated the entire facility. The focus of the modernization was to add extra classrooms, increase the size of our school library; and upgrade the classrooms, office, cafeteria, and playgrounds.

We have a playground for our primary grades and a separate playground for the intermediate grades. Both playgrounds have age appropriate equipment and balls for student use.

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 is staffed with a part-time library specialist and part-time computer specialist – both jobs are filled by the same person so there is continuity for students. She provides standards-based instructional activities and book checkout for all classes. The library is open to all students during the school day and remains open 45 minutes after school to allow parents and individual students the opportunity to check out books, do research, or take Accelerated Reader quizzes.

Each week classes spend scheduled library time in our media center.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 10-22-14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		North wall sink not draining. Problem is under concrete slab.
Interior: Interior Surfaces	[X]	[]	[]		No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		No apparent problems.
Electrical: Electrical	[X]	[]	[]		No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		No apparent problems.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		No apparent problems.
Structural: Structural Damage, Roofs	[X]	[]	[]		No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		No apparent problems.
Overall Rating	Exemplary [X]	Good []	Fair []	Poor []	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	76	63	65	69	68	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	51	64	72	54	59	59	54	56	55
Math	53	65	78	52	53	54	49	50	50
HSS				48	54	56	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	7	8
Similar Schools	7	9	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.9	18.5	

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	66	
All Student at the School	65	
Male	69	
Female	62	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White	71	
Two or More Races		
Socioeconomically Disadvantaged	61	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	29	44	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	8	44	28
Two or More Races			
Socioeconomically Disadvantaged	55	37	39
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

Our SSC gives input about school concerns and approves our annual budget and plan. The PTO is also a vital part of our school. It assists with our PeaceBuilders program by running a student store where students can redeem PeaceBuilder reward tokens. Our PTO also financially supports field trips, assemblies, and special class projects. Our PTO just received the 2014 Outstanding Parent Group at a Small School award from PTO Today. New members are always welcome to join our PTO.

Parents enthusiastically support such activities as our back-to-school ice cream social, the fall carnival, pride days, track and field day, FAME (Fine Arts & Mini Experiences) days, as well as family nights. We update our parent-involvement policy annually. Parents are welcome to volunteer in our classrooms, on field trips, as coaches, and in the library. The contact person for parent involvement is our principal, Beverly Ewbank, who can be reached at (760) 499-1683.

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.

School Safety Plan

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. A copy is kept in the office for anyone in the community who wants review it. The plan is shared with all staff. We practice general safety, fire, earthquake, lockdown, and evacuation, drills regularly. Emergency equipment is supplemented as needed.

Students report that they feel safe at school. Staff members monitor students before, immediately after, and during the school day. They also monitor bus loading and assist students at the gate and crosswalk. Visitors are expected to sign in at the office and wear a visitor's badge during their stay.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	8.3	8.8	4.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1.0
Other	1.4
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	26	18	30	0	1		1	1	1	0		
Gr. 1	24	19	25	0	1		1	1	1	0		
Gr. 2	25	30	29	0			1	1	1	0		
Gr. 3	32	33	22	0			1		1	0	1	
Gr. 4	28	32	29	0			1	1	1	0		
Gr. 5	34	28	26	0			0	1	1	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6185	683	5502	61982
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			20.5	3.9
Percent Difference: School Site/ State			-0.6	-1.9

Types of Services Funded at Inyokern Elementary School

A combination of federal Title I and School and Library Block Improvement Grant (SLBIG) funds pay for our project teacher, computer aide, and counselor. Our project teacher works with small groups of at-risk students and is an integral part of our Targeted Assistance Groups (TAG), which are offered Monday through Thursday every week. Our computer aide teaches weekly computer classes for each class and she also offers small-group targeted intervention classes using highly effective computer programs. Our counselor offers social skills groups, teaches Second Step and Steps to Respect to all students, and offers crisis intervention to students in special circumstances. Our Title I and SLBIG funds are used to purchase effective research-based supplemental classroom material and computer software and hardware.

Our hardworking PTO sponsors fundraisers as well as our fall festival. It asks staff members for a wish list and fulfills as many wishes as possible. The PTO has funded assemblies, field trips, and the purchase of school improvement items.

Each year Kiwanis sponsors a walk-a-thon, and a portion of the money is given back to the classrooms.

Professional Development provided for Teachers at Inyokern Elementary School

Teachers and administrators participate in staff development activities throughout the year. Teacher training has emphasized language arts, mathematics, technology, and English Language development instructional strategies. The district offered various staff development opportunities in 2013-14, including training to help teachers strengthen their understanding and teaching of the CCSS. Due to this collaborative effort district-wide, teachers are able to reflect on student achievement through the use of data from the Illuminate database. This was done by grade level. Regular onsite collaborative meetings were also held.