

Inyokern Elementary School

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

Beverly Ewbank, Principal

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www.inyokern.ssusd.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Sierra Sands Unified School District

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District Governing Board

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Amy Castillo Covert, Member
Timothy Johnson, Member
Kurt Rockwell, Member
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Resources**
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**Assistant Superintendent, Business
Services**
Shirley Kennedy
**Assistant Superintendent, Curriculum
and Instruction**
Elaine Littleton
Executive Director of SELPA

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

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 at (760) 499-1683 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	39
Grade 1	33
Grade 2	27
Grade 3	29
Grade 4	18
Grade 5	24
Total Enrollment	170

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	5.9
Asian	2.4
Filipino	1.8
Hispanic or Latino	17.6
White	68.2
Two or More Races	0.6
Socioeconomically Disadvantaged	82.4
English Learners	4.7
Students with Disabilities	11.2

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	13-14	14-15	15-16
With Full Credential	6	7	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Inyokern Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	1	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

2014-15 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	100.0	0.0
Districtwide		
All Schools	93.7	6.3
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	92.1	7.9

* 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)

The district chooses 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: April 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures (2008) Adopted in 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin- 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science (2008) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California (2006) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health and Fitness Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 11-20-15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.	
Interior: Interior Surfaces	X			Carpet on South entry is coming up in one classroom. Work order submitted.	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.	
Electrical: Electrical	X			No apparent problems.	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Vinyl floor in restroom cracked. Work order submitted.	
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.	
Structural: Structural Damage, Roofs	X			Leak in NE corner over restroom. Leak in one classroom. Work order submitted.	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.	
Overall Rating	Exemplary	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.
		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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	3.80	26.90	15.40

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	36	50	44
Math	29	34	33

* 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.

2014-15 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	63
All Student at the School	38
Male	--
Female	31
Asian	--
Filipino	--
Hispanic or Latino	--
White	31
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	40
Foster Youth	--

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	62	65	38	66	65	63	59	60	56

* Results are for 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

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	30	29	96.7	21	24	28	28
	4	19	18	94.7	56	22	17	6
	5	29	28	96.6	29	46	21	4
Male	3	30	10	33.3	--	--	--	--
	4	19	10	52.6	--	--	--	--
	5	29	11	37.9	36	45	18	0
Female	3	30	19	63.3	21	21	32	26
	4	19	8	42.1	--	--	--	--
	5	29	17	58.6	24	47	24	6
Black or African American	3	30	1	3.3	--	--	--	--
	4	19	1	5.3	--	--	--	--
American Indian or Alaska Native	3	30	2	6.7	--	--	--	--
Asian	3	30	1	3.3	--	--	--	--
	5	29	2	6.9	--	--	--	--
Filipino	3	30	1	3.3	--	--	--	--
	5	29	1	3.4	--	--	--	--
Hispanic or Latino	3	30	5	16.7	--	--	--	--
	4	19	6	31.6	--	--	--	--
	5	29	4	13.8	--	--	--	--
White	3	30	19	63.3	26	26	26	21
	4	19	11	57.9	55	18	18	9
	5	29	21	72.4	38	48	14	0
Socioeconomically Disadvantaged	3	30	22	73.3	23	27	27	23
	4	19	14	73.7	50	29	21	0
	5	29	22	75.9	27	45	23	5
Students with Disabilities	3	30	3	10.0	--	--	--	--
	4	19	4	21.1	--	--	--	--
	5	29	7	24.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. 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.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

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	30	29	96.7	24	24	41	10
	4	19	18	94.7	22	61	17	0
	5	29	28	96.6	36	50	14	0
Male	3	30	10	33.3	--	--	--	--
	4	19	10	52.6	--	--	--	--
	5	29	11	37.9	36	36	27	0
Female	3	30	19	63.3	32	21	37	11
	4	19	8	42.1	--	--	--	--
	5	29	17	58.6	35	59	6	0
Black or African American	3	30	1	3.3	--	--	--	--
	4	19	1	5.3	--	--	--	--
American Indian or Alaska Native	3	30	2	6.7	--	--	--	--
Asian	3	30	1	3.3	--	--	--	--
	5	29	2	6.9	--	--	--	--
Filipino	3	30	1	3.3	--	--	--	--
	5	29	1	3.4	--	--	--	--
Hispanic or Latino	3	30	5	16.7	--	--	--	--
	4	19	6	31.6	--	--	--	--
	5	29	4	13.8	--	--	--	--
White	3	30	19	63.3	26	32	37	5
	4	19	11	57.9	18	64	18	0
	5	29	21	72.4	43	48	10	0
Socioeconomically Disadvantaged	3	30	22	73.3	23	23	45	9
	4	19	14	73.7	21	57	21	0
	5	29	22	75.9	36	45	18	0
Students with Disabilities	3	30	3	10.0	--	--	--	--
	4	19	4	21.1	--	--	--	--
	5	29	7	24.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. 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.

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 received an Honorable Mention for the 2015 Parent Group of the Year from PTO Today. New members are always welcome to join our PTO.

Parents enthusiastically support such activities as our back-to-school cookie 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	2012-13	2013-14	2014-15
Suspensions Rate	8.80	4.80	1.02
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	8.82	7.72	6.68
Expulsions Rate	0.45	0.22	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	30	25				2	1	2			
1	27	25	22				1	1	1			
2	30	29	27				1	1	1			
3	33	22	29					1	1	1		
4	32	29	18			1	1	1				
5	28	26	24				1	1	1			

Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

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)	0.625
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1.0
Other	1.88

Average Number of Students per Staff Member

Academic Counselor	0
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* 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.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,306	\$40,379
Mid-Range Teacher Salary	\$57,563	\$62,323
Highest Teacher Salary	\$77,941	\$81,127
Average Principal Salary (ES)	\$96,621	\$99,192
Average Principal Salary (MS)	\$98,475	\$91,287
Average Principal Salary (HS)	\$110,862	\$112,088
Superintendent Salary	\$142,368	\$159,821
Percent of District Budget		
Teacher Salaries	33%	36%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6182	492	5690	67266.36
District	◆	◆	4935	\$59,420
State	◆	◆	\$5,348	\$65,267
Percent Difference: School Site/District			15.3	13.1
Percent Difference: School Site/ State			21.3	6.7

* Cells with ◆ do not require data.

Types of Services Funded

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 funds are used to purchase effective research-based supplemental classroom material and computer software.

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.

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.