

Inyokern Elementary School

6601 Locust Ave. P.O. Box 1597 • Inyokern CA, 93527 • (760) 499-1683 • Grades K-5

Beverly Anne Ewbank, Principal

bewbank@ssusd.org

www.inyokern.ssusd.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Sierra Sands Unified School District

113 Felspar
Ridgecrest CA, 93555
(760) 499-1600
ssusd.org

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School Description

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. 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, located on campus, is the only preschool in our community 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, Gold Ribbon Award, 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, STEAM activities, and standards-based enrichment activities until 6 p.m. each school day.

Beverly Anne 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	29
Grade 1	27
Grade 2	32
Grade 3	31
Grade 4	30
Grade 5	38
Total Enrollment	187

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	3.2
Asian	0.5
Filipino	2.1
Hispanic or Latino	28.3
White	64.2
Two or More Races	0.5
Socioeconomically Disadvantaged	79.7
English Learners	4.3
Students with Disabilities	12.3
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Inyokern Elementary	17-18	18-19	19-20
With Full Credential	9	7	7
Without Full Credential	1	3	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sierra Sands Unified	17-18	18-19	19-20
With Full Credential	◆	◆	216
Without Full Credential	◆	◆	47
Teaching Outside Subject Area of Competence	◆	◆	20

Teacher Misassignments and Vacant Teacher Positions at Inyokern Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Benchmark Advance (2017) Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Go Math! Houghton Mifflin- 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>California Science (2008) Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>California Studies Weekly (2018) Adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Health</p>	<p>Health and Fitness Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Visual and Performing Arts</p>	<p>California Spotlight on Music Adopted in 2007</p> <p>SRA Art Connections Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Poor	Portable Classroom 15: Roof leaks near bathrooms, stains on ceiling tiles, north and south wall sinks not draining, problem is under concrete slab. Classroom 1 Water stains on ceiling tiles Classroom 4: Carpet is tearing next to tile and east and west walls. Classroom 5: Carpet is tearing in front of sink. Classroom 9: Carpet seam has 1/4 inch gap 7 feet long. Classroom 10: Entry carpet is lifting due to water leak, leak is in exterior west wall. Classroom 11: Tackable surface near door is ripped. Classroom 12: Three tackable surfaces torn. Classroom 13: Water stains on NE ceiling. Portable Classroom 14: Water stains near AC vent and on a few ceiling tiles, seam cove base coming off east wall. Library: Two carpet seams spread apart but stuck down. Office: Few water stains on two Tbar panels in nurse's office and ceiling tiles are drooping.. Cafeteria: Cabinets could use paint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	Classroom 13: Water stains on NE ceiling. Portable Classroom 15: Roof leaks near bathrooms, stains on ceiling tiles, north and south wall sinks not draining, problem is under concrete slab.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grounds (Front Campus) Cracks in concrete and both parking lots. Grounds (Back Campus) Cracks on west playground.
Overall Rating	Good	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	37	30	48	51	50	50
Math	25	26	32	36	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.9	18.6	18.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.00	30.10
Male	42	42	100.00	16.67
Female	61	61	100.00	39.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.00	26.92
White	65	65	100.00	32.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	24.71
English Learners	--	--	--	--
Students with Disabilities	18	18	100.00	5.56

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.00	26.21
Male	42	42	100.00	23.81
Female	61	61	100.00	27.87
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.00	23.08
White	65	65	100.00	26.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	22.35
English Learners	--	--	--	--
Students with Disabilities	18	18	100.00	22.22

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 PBIS and 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. 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, reinforcing activities for students showing strong characters, 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 State priority: School Climate (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. Volunteer must follow the District Volunteer Protocol Procedures before they can volunteer at Inyokern school activities or in the classrooms.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.5	6.1	4.6
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	6.6	7.1
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	187.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.7
Other	

* 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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		2		23		2		29		1	
1	27		1		26		1		27		1	
2	21		1		24		1		22		1	
3	22		2		23		1		21	1	1	
4	27		1		31		1	1	30		1	
5	33			1	27		1		19	2		
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2017-18, 2018-19, and 2019-20 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$46,208
Mid-Range Teacher Salary	\$64,078	\$72,218
Highest Teacher Salary	\$89,299	\$92,742
Average Principal Salary (ES)	\$98,718	\$134,864
Average Principal Salary (MS)	\$106,825	\$118,220
Average Principal Salary (HS)	\$117,016	\$127,356
Superintendent Salary	\$160,000	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7151.55	1107.99	6043.56	55591.73
District	N/A	N/A	\$,5478.68	\$63,270.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.8	-12.9
School Site/ State	-21.6	-27.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The Title I allocation funds the site project teacher and the Collaboration and Intervention Model. Our project teacher works with small groups of at-risk students and is an integral part of our Targeted Assistance Groups (SMART Time), which are offered Monday through Thursday every week. Our computer aide, funded through the district's Local Control and Accountability Plan (LCAP), provides weekly computer classes for each class and small-group targeted intervention classes using evidence-based programs. Our counselor, funded through the district's LCAP offers social skills groups, teaches Second Step, and offers crisis intervention to students in special circumstances. Our Title I funds are used to purchase effective evidence-based supplemental classroom materials and programs.

Our hardworking PTO sponsors fundraisers as well as our fall festival. 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.