

## 2020 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.**

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

### [School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

<b>School Name</b>	Inyokern Elementary School
<b>Street</b>	6601 Locust Ave. P.O. Box 1597
<b>City, State, Zip</b>	Inyokern CA, 93527
<b>Phone Number</b>	(760) 499-1683
<b>Principal</b>	Beverly Anne Ewbank
<b>E-mail Address</b>	bewbank@ssusd.org
<b>School Website</b>	<a href="http://inyokern.ssusd.org/">http://inyokern.ssusd.org/</a>
<b>CDS Code</b>	15-73742-6009609
<b>School Logo</b>	Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a> .

### District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

<b>District Name</b>	Sierra Sands Unified School District
<b>Street</b>	113 Felspar
<b>City, State, Zip</b>	Ridgecrest CA, 93555
<b>Phone Number</b>	(760) 499-1600
<b>Superintendent</b>	Dr. Dave Ostash
<b>Web Site</b>	ssusd.org
<b>E-mail Address</b>	superintendent@ssusd.org
<b>District Logo</b>	Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a> .

### **District Governing Board**

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

<b>Member 1</b>	<b>Name:</b> William Farris, President <b>Title:</b>
<b>Member 2</b>	<b>Name:</b> Kurt Rockwell, Vice President <b>Title:</b>
<b>Member 3</b>	<b>Name:</b> Chad Houck, Member <b>Title:</b>
<b>Member 4</b>	<b>Name:</b> Timothy Johnson, Member <b>Title:</b>
<b>Member 5</b>	<b>Name:</b> Michael Scott, Member <b>Title:</b>
<b>Member 6</b>	<b>Name:</b> <b>Title:</b>
<b>Member 7</b>	<b>Name:</b> <b>Title:</b>
<b>Member 8</b>	<b>Name:</b> <b>Title:</b>
<b>Member 9</b>	<b>Name:</b> <b>Title:</b>
<b>Member 10</b>	<b>Name:</b> <b>Title:</b>
<b>Member 11</b>	<b>Name:</b> <b>Title:</b>
<b>Member 12</b>	<b>Name:</b> <b>Title:</b>

## District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

<b>Superintendent</b>	Dr. Dave Ostash
<b>Administrator 1</b>	<b>Name:</b> Pamela Smith <b>Title:</b> Assistant Superintendent, Business Services
<b>Administrator 2</b>	<b>Name:</b> Michelle Savko <b>Title:</b> Assistant Superintendent, Curriculum and Instruction
<b>Administrator 3</b>	<b>Name:</b> Bryan Auld <b>Title:</b> Assistant Superintendent, Human Resources
<b>Administrator 4</b>	<b>Name:</b> Paul Delbick <b>Title:</b> Executive Director of SELPA
<b>Administrator 5</b>	<b>Name:</b> Donnie Morrison <b>Title:</b> Chief Technology Officer

## School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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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 have been 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. During the 2020-21 school year, the ASES program was held virtually.

Beverly Anne Ewbank, Principal

### Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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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. During Distance Learning, we are continuing to encourage parental involvement through online Back to School. Title I, and conference meetings, plus virtual Family Nights and activities. The contact person for parent involvement is our principal, Beverly Ewbank, who can be reached at (760) 499-1683.

### School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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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.

## School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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**Year and month of the most recent FIT report:** 12/7/2020

This section should be kept to 1-2 paragraphs.

### 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 (School Year 2020-21)**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**This data should match the most recent inspection/FIT report for your school.**

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	No apparent problems.

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Interior:</b> Interior Surfaces	<b>Poor</b>	<p>Portable Classroom 15: Water stains on ceiling tiles.</p> <p>Classroom 1: Water stains on ceiling tiles.</p> <p>Classroom 3: Water stain on ceiling tile.</p> <p>Classroom 4: Carpet is tearing next to tile and east and west walls.</p> <p>Classroom 5: Carpet is tearing in front of sink. Water stains on ceiling beams.</p> <p>Classroom 6: Tackable wall separating near door.</p> <p>Classroom 9: Carpet seam has 1/4 inch gap 7 feet long.</p> <p>Classroom 10: Entry carpet is lifting due to water leak, leak is in exterior west wall. Portion of wall on North door crumbling.</p> <p>Classroom 11: Tackable surface near door is ripped. Tackable surface torn by east window, water stains on ceiling tiles.</p> <p>Classroom 12: Three tackable surfaces torn. Water stains on ceiling tiles.</p> <p>Classroom 13: Water stains on ceiling, water damage to tackable wall by door and under West window.</p> <p>Portable Classroom 14: Water stains near AC vent and on a few ceiling tiles.</p> <p>Library: Two carpet seams spread apart but stuck down. Water stains on ceiling tiles.</p> <p>Office: Few water stains on two Tbar panels in nurse's office and ceiling tiles are drooping..</p> <p>Cafeteria: Cabinets could use paint. Damage to North wall.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	No apparent problems.
<b>Electrical:</b> Electrical	<b>Good</b>	No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Portable Classroom 15: North & South wall sinks not draining, problem is under concrete slab.

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	Classroom 13: Water stains on ceiling, water damage to tackable wall by door and under West window. Portable Classroom 15: Roof leaks near bathrooms.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Fair</b>	Grounds (Front Campus) Cracks in concrete and both parking lots. Sidewalk buckling near Room 15. Grounds (Back Campus) Cracks on west playground.
<b>Overall Rating:</b>	<b>Fair</b>	Our school meets some 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 an average of 86.76% on the 8 categories of our evaluation.

## Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
<b>With Full Credential</b>	7	7	7	213
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	3	4	1	34
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	15

## Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> '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.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

### Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2020

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015) Adopted in 2015	Yes	0
Science	FOSS Next Generation Elementary (2019) Adopted in 2020	Yes	0
History-Social Science	California Studies Weekly (2018) Adopted in 2019	Yes	0
Foreign Language			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Health</b>	Health and Fitness Adopted in 2007	Yes	0
<b>Visual and Performing Arts</b>	California Spotlight on Music Adopted in 2007  SRA Art Connections Adopted in 2007	Yes	0
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>			

◆ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9458.62	1849.42	7609.20	60565.00
District	♦	♦	5982.82	\$68,495
Percent Difference: School Site and District	♦	♦	23.9	-12.3
State	♦	♦	\$7,750	\$75,706
Percent Difference: School Site and State	♦	♦	-1.8	-22.2

♦ means data is not required. The fields are intentionally not provided.

**Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

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.

**Professional Development (2018-19, 2019-20 and 2020-21)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	5

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. 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, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

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### Suspensions and Expulsions

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.1	4.6	6.6	7.1	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

### **Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.