

**Elkhorn Elementary 2007-08
School Accountability Report Card**

Reported for School Year 2007-08

Published During 2008-09

ELKHORN SCHOOL



OCELOTS

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Elkhorn Elementary School serves a rural, residential community in the northern section of North Monterey County Unified School District.

Elkhorn School is proud of our collaborative efforts to increase student achievement. Staff members meet regularly to seek ways to improve our school programs. Teachers also meet in grade level groups to examine student work, discuss instructional challenges, devise strategies and develop action plans to meet our goals. District curriculum coaches provide staff development and support to all teachers.

Elkhorn School is proud to offer a successful After School Program. Approximately 60% of students participate in classes that provide remedial instruction for targeted students, as well as a variety of enrichment classes.

The community believes in an enriched basic curriculum that prepares students for the rigors of an information society.

We believe that our quality program is the result of community and parent support, excellent educators, and a commitment that each child has the right and ability to learn.

We believe in continuing education for staff, students, and parents to meet ongoing educational and social changes.

We believe in a school-wide team, culture, and community that is committed to and engaged in increasing achievement for all students

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

There are many opportunities for parents to get involved at Elkhorn School through our Parent Teacher Group, English Learner Advisory Committee, and School Site Council. Parents can also volunteer in classrooms and attend fieldtrips.

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Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	83
Grade 1	83
Grade 2	91
Grade 3	85
Grade 4	76
Grade 5	80
Grade 6	87
Total Enrollment	585

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.37 %	White (not Hispanic)	17.44 %
American Indian or Alaska Native	0.51 %	Multiple or No Response	
Asian	3.08 %	Socioeconomically Disadvantaged	60.00 %
Filipino	2.74 %	English Learners	54.00 %
Hispanic or Latino	74.70 %	Students with Disabilities	12.00 %
Pacific Islander	0.17 %	N/A	N/A

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9.0	5			18.0	4			20.0	4		
1	20.0	3	1		20.0	4			20.0	3		
2	19.0	3			19.0	4			20.0	4		
3	20.0	4			20.0	4			18.0	4		
4	30.0		3		32.0		2		32.0		2	
5	30.0		3		30.0		2		27.0		3	
6	30.0		3		30.0		3		29.0		3	
K-3	19.0	3			18.0	2			20.0	2		
3-4	30.0		1									
4-8					31.0		2		24.0		1	

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Elkhorn Elementary provides a safe and positive learning environment for all students. The school discipline plan is reviewed annually with students and parents for clarity and fairness. A school safety plan has been developed by staff in case of emergencies. Elkhorn is working with the North Monterey Fire Department in establishing a district wide Emergency Operational Plan. Elkhorn Staff has been trained on procedures to carry out the plan. Teachers also have student accountability boards that help them keep track student locations when they are not in their classroom.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	36	33	44	408	576	576
Rate of Suspensions	0.05	0.05	0.08	0.08	0.11	0.11
Number of Expulsions	0	1	0	11	11	11
Rate of Expulsions	0	0.002	0	0.002	0.002	0.002

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

There is adequate adult supervision at all times when students are present on the site. All public access points are controlled, and visitors are directed to the office. Each classroom meets or exceeds the state's square footage requirement of 960 square feet, and there are adequate classrooms for the school's enrollment. Elkhorn has recently undergone modernization. All wiring and plumbing has been brought up to current code, and HVAC systems have been replaced. All restrooms are clean and function properly. The school has a regular cleaning schedule, and the principal coordinates any additional cleaning that may be needed with the custodians.

*For the Annual Report for North Monterey County Unified School District click on the following link:
<http://www.nmcusd.org/pdfs/SARCs/Williams%20PD1.pdf>

School Facility Good Repair Status. (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	—	✓	—	
Mechanical Systems	—	✓	—	
Windows/Doors/Gates (interior and exterior)	—	✓	—	
Interior Surfaces(walls, floors and ceilings)	—	✓	—	
Hazardous Materials (interior and exterior)	—	✓	—	
Structural Damage	—	✓	—	
Fire Safety	—	✓	—	
Electrical (interior and exterior)	—	✓	—	
Pest/Vermin Infestation	—	✓	—	
Drinking Fountains (inside and outside)	—	✓	—	
Restrooms	—	✓	—	
Sewer	—	✓	—	
Playground/School Grounds	—	✓	—	
Roofs	—	✓	—	
Overall Cleanliness	✓	—	—	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

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Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	—	—	✓	—

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	33	32	32	220
Without Full Credential	1	1	0	14
Teaching Outside Subject Area of Competence		0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	88.5	11.5
All Schools in District	93.5	6.5
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.57	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.71	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SRA/McGraw-Hill Open Court Houghton_Mifflin Lectura ELD Material:Hampton Brown into English, Phonics and Friends, English AT your Command	0
Mathematics	Houghton-Mifflin Mathematics Houghton -Mifflin Matematicas	0
Science	McGraw-Hill Science Mc-Graw-Hill Ciencias	0
History-Social Science	Harcourt School Publishers-Reflections Harcourt School Publishers-Reflexiones	0
Foreign Language	No foreign language is taught.	0
Health	There is no district-adopted health curriculum.	0
Science Laboratory Equipment (grades 9-12)	n/a	0
Visual and Performing Arts	There is no district-adopted visual and performing arts curriculum.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,337	\$3,145.00	\$5,192	\$58,984
District	N/A	N/A	\$5,247	\$0
Percent Difference – School Site and District	N/A	N/A	1 %	0 %
State	N/A	N/A	\$5,300	\$59,271
Percent Difference – School Site and State	N/A	N/A	2 %	0 %

Types of Services Funded (fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

- *Assistant Principal/BRT
- *Title 1 Staff
- *Teacher Collaboration
- *After School Program
 - *Math
 - *Writing
 - *ELD
- *Teachers' Stipends for Noon Time Activities
- *Teacher Trainings/Workshop
- *Substitutes
- *Parent Education

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,026	\$37,916
Mid-Range Teacher Salary	\$49,733	\$58,151
Highest Teacher Salary	\$81,848	\$75,396
Average Principal Salary (Elementary)	\$91,628	\$91,086
Average Principal Salary (Middle)	\$91,628	\$95,220
Average Principal Salary (High)	\$109,304	\$101,661

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Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$147,000	\$136,091
Percent of Budget for Teacher Salaries	36.7 %	38.5 %
Percent of Budget for Administrative Salaries	5.8 %	5.8 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	32	31	29	32	32	32	42	43	46
Mathematics	33	43	36	26	28	25	40	40	43
Science	17	9	21	24	28	32	35	38	46
History-Social Science				24	21	25	33	33	36

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian	58	67	*	
Filipino	58	50		
Hispanic or Latino	22	33	12	
White (not Hispanic)	46	46	45	
Male	24	37	25	
Female	32	35	17	
Economically Disadvantaged	24	32	12	
English Learners	14	28	0	
Students with Disabilities	6	7	13	
Students Receiving Migrant Education Services	20	35	0	

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	39.2
7	0
9	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	3	3	3
Similar Schools	5	5	7

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note, "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	29	13	-19	699
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	31	17	-21	677
Pacific Islander				
White (not Hispanic)	22	12	-18	754
Socioeconomically Disadvantaged	39	8	-20	666
English Learners	N/A	22	-15	661
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2008-2009	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus for staff development in North County is to improve grade level curriculum to meet the state standards. Two annual staff development days focus on developing classroom strategies for teachers to improve student learning. Teachers are provided additional opportunities to attend workshops that enhance student achievement. Each Friday is a minimum day for students at Elkhorn Elementary School. This time is set aside for teacher planning, as well as individual parent conferences.