

# Inyokern Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<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>Email Address</b>	bewbank@ssusd.org
<b>School Website</b>	<a href="http://inyokern.ssusd.org/">http://inyokern.ssusd.org/</a>
<b>County-District-School (CDS) Code</b>	15-73742-6009609

## 2021-22 District Contact Information

<b>District Name</b>	Sierra Sands Unified School District
<b>Phone Number</b>	(760) 499-1600
<b>Superintendent</b>	Dr. Dave Ostash
<b>Email Address</b>	superintendent@ssusd.org
<b>District Website Address</b>	ssusd.org

## 2021-22 School Overview

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	18
Grade 3	22
Grade 4	24
Grade 5	36
Total Enrollment	148

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.7
Black or African American	2
Filipino	1.4
Hispanic or Latino	35.8
Two or More Races	2
White	56.1
English Learners	8.1
Homeless	4.7
Socioeconomically Disadvantaged	82.4
Students with Disabilities	12.2

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.0	83.3	158.4	68.1	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	16.7	10.5	4.5	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	21.0	9.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	20.6	8.9	12115.8	4.4
<b>Unknown</b>	0.0	0.0	22.0	9.5	18854.3	6.9
<b>Total Teaching Positions</b>	6.0	100.0	232.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected**

August 2021

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

## School Facility Conditions and Planned Improvements

### 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.

**Year and month of the most recent FIT report**

12/3/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces			X	Portable Classroom 15: Water stains on ceiling tiles. Classroom 1: Water stains on ceiling tiles and stains on breezeway from leaks. Classroom 3: Water stain on ceiling tile. Classroom 4: Carpet is tearing next to tile and east and west walls. Classroom 5: Carpet is tearing in front of sink. Water stains on ceiling beams. Classroom 6: Tackable wall separating near door. 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. Portion of wall on North door crumbling. Classroom 11: Tackable surface near door is ripped. Tackable surface torn by east window, water stains on ceiling tiles. Classroom 12: Three tackable surfaces torn. Water stains on ceiling tiles.

## School Facility Conditions and Planned Improvements

			<p>Classroom 13: Water stains on ceiling, water damage to tackable wall by door and under west window. Cove base peeling off.</p> <p>Portable Classroom 14: Water stains near AC vent and on a few ceiling tiles. Tear on tackable walls.</p> <p>Library: Two carpet seams spread apart but stuck down. Water stains on ceiling tiles.</p> <p>Cafeteria: Cabinets could use paint. Damage to north wall.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		No apparent problems.
<b>Electrical</b>	X		No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Portable Classroom 15: North & South wall sinks not draining, problem is under concrete slab.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X		<p>Classroom 13: Water stains on ceiling, water damage to tackable wall by door and under West window.</p> <p>Portable Classroom 15: Roof leaks near bathrooms. Stains on breezeway from leaks.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>Grounds (Front Campus) Cracks in concrete and both parking lots. Sidewalk buckling near Room 15.</p> <p>Grounds (Back Campus) Cracks on west playground, sidewalk crumbling near boys restroom. East basketball slab cracked and southwest wooden bench deteriorating.</p> <p>Cafeteria: South exterior window frames falling apart. Wood door frame damaged corners.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	117	107	91.45	8.55	27.1
<b>Female</b>	56	51	91.07	8.93	31.37
<b>Male</b>	61	56	91.8	8.2	23.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	35	35	100	0	20
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	73	64	87.67	12.33	31.25
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	12	85.71	14.29	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	87	81	93.1	6.9	24.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	13	86.67	13.33	0

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	117	107	91.45	8.55	14.02
<b>Female</b>	56	51	91.07	8.93	7.84
<b>Male</b>	61	56	91.80	8.20	19.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	35	35	100.00	0.00	8.57
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	73	64	87.67	12.33	17.19
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	12	85.71	14.29	16.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	87	81	93.10	6.90	11.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	13	86.67	13.33	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	17.65	N/A	23.93	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	56	51	91.07	8.93	17.65
<b>Female</b>	30	28	93.33	6.67	14.29
<b>Male</b>	26	23	88.46	11.54	21.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	14	14	100.00	0.00	7.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	39	34	87.18	12.82	23.53
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	40	38	95.00	5.00	13.16
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 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 PBIS and PeaceBuilders program by running a student store where students can redeem PBIS Rewards points and 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. During non-pandemic times, parents are welcome to volunteer in our classrooms, on field trips, as coaches, and in the library. During Distance Learning and pandemic times, 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	209	196	40	20.4
Female	104	98	21	21.4
Male	105	98	19	19.4
American Indian or Alaska Native	4	4	1	25.0
Asian	0	0	0	0.0
Black or African American	7	6	3	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	64	62	9	14.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	126	116	26	22.4
English Learners	14	14	1	7.1
Foster Youth	0	0	0	0.0
Homeless	15	13	6	46.2
Socioeconomically Disadvantaged	163	157	37	23.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	28	27	9	33.3

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	4.57	0.00	7.08	0.17	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.20	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.38	5.69	2.45
<b>Expulsions</b>	0.00	0.13	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 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. During non-pandemic times, 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.

### D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		1	
1	27		1	
2	22		1	
3	21	1	1	
4	30		1	
5	19	2		
6				



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2		
1	24		1	
2	25		1	
3	27		1	
4	32		1	
5	28		1	
6				
Other	10	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	24		1	
2	18	1		
3	22		1	
4	24		1	
5	36			1
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	148

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9360.23	3190.83	6169.40	60990.88
District	N/A	N/A	6068.19	\$69,041
Percent Difference - School Site and District	N/A	N/A	1.7	-12.4
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-31.1	-23.3

## 2020-21 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 throughout 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,804	\$48,119
<b>Mid-Range Teacher Salary</b>	\$71,419	\$74,665
<b>Highest Teacher Salary</b>	\$100,190	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$112,109	\$118,542
<b>Average Principal Salary (Middle)</b>	\$108,689	\$125,068
<b>Average Principal Salary (High)</b>	\$128,061	\$133,516
<b>Superintendent Salary</b>	\$167,000	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	31%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2019-20 school year, 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2021-22 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	5	3

# Sierra Sands Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Sierra Sands Unified School District
<b>Phone Number</b>	(760) 499-1600
<b>Superintendent</b>	Dr. Dave Ostash
<b>Email Address</b>	superintendent@ssusd.org
<b>District Website Address</b>	ssusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2699	2429	90.00	10.00	38.79
<b>Female</b>	1315	1194	90.80	9.20	42.24
<b>Male</b>	1383	1234	89.23	10.77	35.50
<b>American Indian or Alaska Native</b>	25	23	92.00	8.00	45.45
<b>Asian</b>	64	60	93.75	6.25	73.33
<b>Black or African American</b>	145	114	78.62	21.38	25.00
<b>Filipino</b>	46	42	91.30	8.70	69.05
<b>Hispanic or Latino</b>	816	727	89.09	10.91	29.01
<b>Native Hawaiian or Pacific Islander</b>	18	18	100.00	0.00	38.89
<b>Two or More Races</b>	113	106	93.81	6.19	40.95
<b>White</b>	1472	1339	90.96	9.04	42.47
<b>English Learners</b>	159	141	88.68	11.32	12.23
<b>Foster Youth</b>	22	12	54.55	45.45	16.67
<b>Homeless</b>	120	88	73.33	26.67	20.45
<b>Military</b>	86	77	89.53	10.47	58.44
<b>Socioeconomically Disadvantaged</b>	1668	1499	89.87	10.13	31.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	413	333	80.63	19.37	14.16

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2699	2418	89.59	10.41	24.54
<b>Female</b>	1315	1186	90.19	9.81	23.06
<b>Male</b>	1383	1231	89.01	10.99	26.00
<b>American Indian or Alaska Native</b>	25	22	88.00	12.00	31.82
<b>Asian</b>	64	60	93.75	6.25	61.67
<b>Black or African American</b>	145	117	80.69	19.31	11.97
<b>Filipino</b>	46	44	95.65	4.35	46.51
<b>Hispanic or Latino</b>	816	723	88.60	11.40	14.74
<b>Native Hawaiian or Pacific Islander</b>	18	18	100.00	0.00	11.11
<b>Two or More Races</b>	113	106	93.81	6.19	28.30
<b>White</b>	1472	1328	90.22		28.33
<b>English Learners</b>	159	142	89.31	10.69	6.43
<b>Foster Youth</b>	22	12	54.55	45.45	0.00
<b>Homeless</b>	120	80	66.67	33.33	17.50
<b>Military</b>	86	77	89.53	10.47	36.36
<b>Socioeconomically Disadvantaged</b>	1668	1486	89.09	10.91	17.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	413	339	82.08	17.92	9.14