

Linns Valley-Poso Flat Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Linns Valley-Poso Flat Elementary School
Street	158 White River Road
City, State, Zip	Glennville, CA 93226
Phone Number	(661) 536-8811
Principal	Tammy Pritchard
E-mail Address	tapritc@zeus.kern.org
Web Site	linnsvalleyschooldistrict.org
Grades Served	K-8
CDS Code	15635866009724

District Contact Information	
District Name	Linns Valley-Poso Flat Union School District
Phone Number	661-536-8811
Superintendent	Russ Bigler
E-mail Address	rubigler@kern.org
Web Site	http://kcsos.kern.org/linnsvalley

School Description and Mission Statement (Most Recent Year)

Mission Statement

Linns Valley-Poso Flat School is committed to the development of a total school community where parents, students and staff work together to create a safe and active learning environment for all students. This will be accomplished by maintaining high academic expectations, emphasizing self-worth; stressing a safe and orderly environment and fostering an atmosphere where students are welcomed and encouraged to strive for success and to reach his/her fullest potential.

School Profile

Linns Valley-Poso Flat School contains 350 square miles in northeast Kern County. It is a rural school district located approximately 45 minutes northeast of Bakersfield in Glennville, California. The district services grades transitional kindergarten through eighth grade. The current enrollment is 26 students with an average ADA of 25. The school supports cultural awareness on a daily basis through its diverse literature selections.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	9
Grade 1	3
Grade 2	3
Grade 3	6
Grade 4	2
Grade 5	5
Grade 6	5
Grade 7	1
Grade 8	6
Total Enrollment	40

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7.5
Hispanic or Latino	10
White	75
Two or More Races	7.5
Socioeconomically Disadvantaged	55

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	2	2	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 2015-2016

Linns Valley-Poso Flat Union School District held a Public Hearing on April 11, 2014, and determined that the school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the county office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten-5th - Mcmillan/McGraw Hill (Adpoted 2009) 6th-8th - Pearson Literature	Yes	0
Mathematics	K-7th: Go Math!,Houghton, Mifflin 8th; Algebra Readiness and Algebra 1, Glencoe McGraw-Hill	Yes	0
Science	K-5th: Macmillan/McGraw Hill (Adopted in 2008) 6th-8th: Prentice Hall (Adopted 2008)	Yes	0
History-Social Science	Kindergarten-6th: Macmillan/McGraw-Hill (Adopted 2006) 7th-8th: Glencoe, McGraw-Hill (Adopted 2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Linns Valley School District was originally constructed in 1860 and is comprised of three classrooms, one multipurpose room, one library/computer lab, one staff lounge, and one playground with two playground structures.

Cleaning Process

The custodial staff consists of one full time person. The custodial staff follows a schedule to ensure that the cleaning of the school is maintained; providing a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2016, January				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 2016, January				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	0	0	44
Mathematics	0	0	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	4	4	100.0	--	--	--	--
	4	2	2	100.0	--	--	--	--
	5	5	4	80.0	--	--	--	--
	6	3	3	100.0	--	--	--	--
	8	5	5	100.0	--	--	--	--
Male	3		3	75.0	--	--	--	--
	4		1	50.0	--	--	--	--
	5		1	20.0	--	--	--	--
	6		1	33.3	--	--	--	--
	8		4	80.0	--	--	--	--
Female	3		1	25.0	--	--	--	--
	4		1	50.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		2	66.7	--	--	--	--
	8		1	20.0	--	--	--	--
Black or African American	3		1	25.0	--	--	--	--
	5		1	20.0	--	--	--	--
	6		1	33.3	--	--	--	--
Hispanic or Latino	3		1	25.0	--	--	--	--
	6		1	33.3	--	--	--	--
White	3		1	25.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		1	50.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		1	33.3	--	--	--	--
	8		5	100.0	--	--	--	--
Two or More Races	3		1	25.0	--	--	--	--
	4		1	50.0	--	--	--	--
Socioeconomically Disadvantaged	3		4	100.0	--	--	--	--
	4		2	100.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		1	33.3	--	--	--	--
	8		3	60.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	4	4	100.0	--	--	--	--
	4	2	2	100.0	--	--	--	--
	5	5	4	80.0	--	--	--	--
	6	3	3	100.0	--	--	--	--
	8	5	5	100.0	--	--	--	--
Male	3		3	75.0	--	--	--	--
	4		1	50.0	--	--	--	--
	5		1	20.0	--	--	--	--
	6		1	33.3	--	--	--	--
	8		4	80.0	--	--	--	--
Female	3		1	25.0	--	--	--	--
	4		1	50.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		2	66.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		1	20.0	--	--	--	--
Black or African American	3		1	25.0	--	--	--	--
	5		1	20.0	--	--	--	--
	6		1	33.3	--	--	--	--
Hispanic or Latino	3		1	25.0	--	--	--	--
	6		1	33.3	--	--	--	--
White	3		1	25.0	--	--	--	--
	4		1	50.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		1	33.3	--	--	--	--
	8		5	100.0	--	--	--	--
Two or More Races	3		1	25.0	--	--	--	--
	4		1	50.0	--	--	--	--
Socioeconomically Disadvantaged	3		4	100.0	--	--	--	--
	4		2	100.0	--	--	--	--
	5		3	60.0	--	--	--	--
	6		1	33.3	--	--	--	--
	8		3	60.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	--	--	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
Black or African American	--
White	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Linns Valley-Poso Flat School involves parents by inviting them to the following: Back To School Night, Parent-Teacher Conferences, beginning of the year dinner and planning night, board meetings, community meetings, School Site meetings, LCAP meetings and end of the year award meetings which allows parents an opportunity to become familiar with their student's curriculum as well as the opportunity to discuss areas of strengths and weaknesses and any other concerns they may have. Parents often volunteer their time in and out of the classroom. They work in the classroom with the teacher, they work outside of the classroom making copies, correcting, or whatever the needs are that can be fulfilled by a parent volunteer. They help with various activities such as Spooktacular Night, Movie Nights, Winter Program, Dr Seuss Day, and many other school activities.

Linns Valley is part of a small schools' consortium where we participate in various competitive sport activities. We sponsor the annual Softball Tournament in May of each year. Parents help with this event by donating food, working in the snack bar, keeping score, and supporting the team.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	0.00	0.00	0.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Linns Valley-Poso Flat School. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in June 2011 by the School Principal. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

Fire and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Visitors must check in at the office and sign in the visitor log book before proceeding into the main campus and entering the classrooms. Teachers are trained in procedures for the event of an intruder. Teachers and support staff are required to wear their school ID badges and carry cell phones. The badge enables teachers to be quickly identified by responders and the cell phones provide immediate contact with other staff and emergency officials in time of need.

The School Safety Plan is being updated for the school year 2016-2017. Staff will be given a copy of the updated plan and will be trained accordingly prior to the first day of school. A copy of this plan will be kept in the office as well as the staff lounge.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	5	1			2	1			5	2		
1	3	1			5	1			3	1		
2	1	1			3	1			3	1		
3	5	1			1	1			6	1		
4					5	1			2	1		
5	3	1			1	1			5	1		
6	5	1			2	1			5	1		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,241	\$3,979	\$8,262	\$42,150
District	N/A	N/A	\$8,262	
Percent Difference: School Site and District	N/A	N/A	0.0	-2.9
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	54.5	-28.8

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, Linns Valley-Poso Flat Elementary receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title II
- Title V

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	42113.	\$39,948
Mid-Range Teacher Salary	47317.	\$57,401
Highest Teacher Salary	56525.	\$73,183
Average Principal Salary (Elementary)	NA	\$94,578
Average Principal Salary (Middle)	NA	\$97,400
Average Principal Salary (High)	NA	
Superintendent Salary	57275.	\$112,657
Percent of Budget for Teacher Salaries	21%	35%
Percent of Budget for Administrative Salaries	3%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicates three days to staff development annually for the past three years. Topics for staff development during the 2014-2015 school year included: recognizing and reporting child abuse/neglect, Language Arts - Phonics, and a Math conference. Staff has also been trained in identifying at risk students and reporting procedures. A three day Common Core training was offered to and attended by each teacher.