

Elk Hills Elementary School

Grades K-8
CDS Code 15-63446-6009450

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Superintendent/Principal
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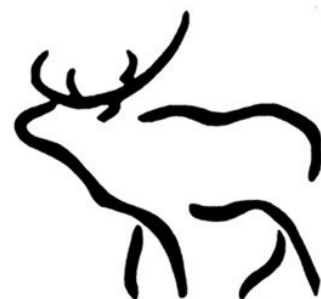
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Elk Hills Elementary School District

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Principal's Message

Welcome to Elk Hills Elementary School. Elk Hills School is a small, rural K-8 school with a population of approximately 190 students. Our districtwide focus is college and career in the 21st century. The Elk Hills community is also guided by The E.L.K.S. Way which underscores the importance of Excellence, Leadership, Kindness and Social Awareness.

The school's teacher to student ratio and small school setting allows for individualized attention on both academic and social/behavior needs. Our students participate in academic, athletic, and social events with other small schools throughout the school year. In addition, all students participate in a variety of grade-level appropriate field trips helping extend the learning beyond the school setting. Aligned to our college and career focus, each grade also participates in a college trip starting with our kindergarten class ensuring all students access experiences that will help inspire a promising future.

School Mission Statement

In partnership with families and the community the Elk Hills School District (EHSD) provides a 21st century rigorous academic environment with a personalized, nurturing, and high relational approach that is second-to-none; thereby, transforming the lives of learners so that each student is well prepared to pursue college and career.

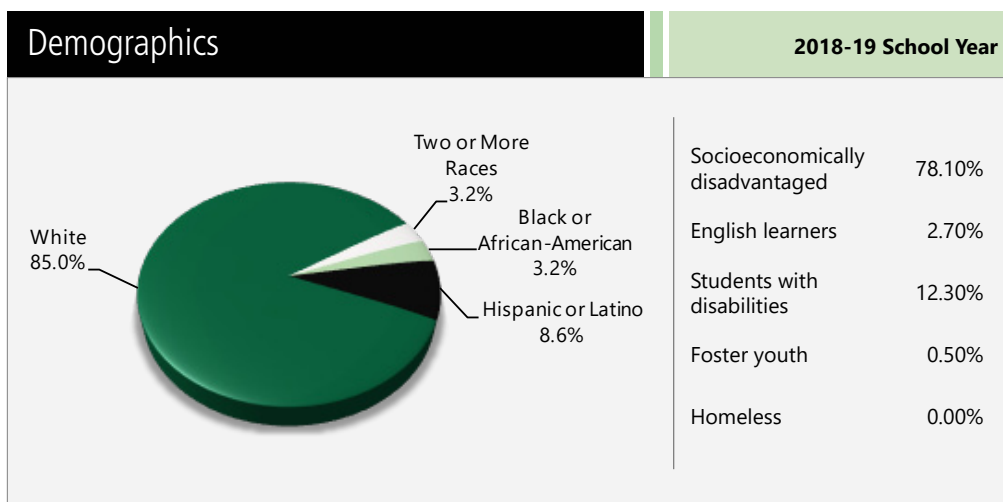
School Vision Statement

Elk Hills School District graduates embrace learning and innovation and are empowered, confident, thoughtful citizens participating and leading in a globalized, diverse democracy.



Enrollment by Student Group

The total enrollment at the school was 187 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

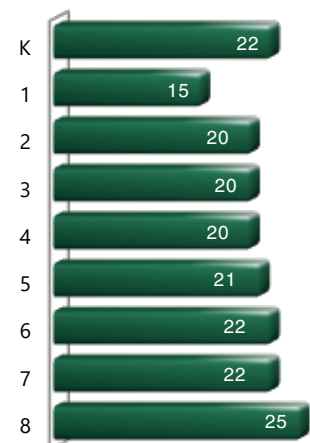
Where Kids Come First!



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



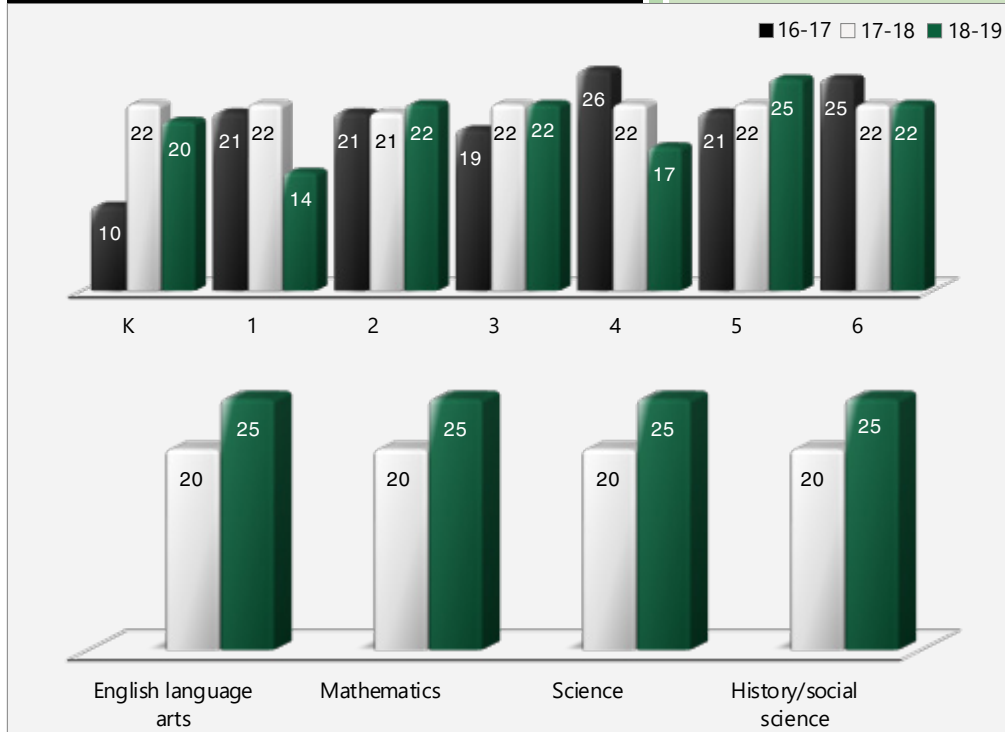


Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size

Three-Year Data



"The E.L.K.S. Way underscores the importance of Excellence, Leadership, Kindness and Social Awareness."

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2				1		1		
1		1			1		1		
2		1			1			1	
3	1				1			1	
4		1			1		1		
5		1			1			1	
6		1			1			1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts				2				2	
Mathematics				2				2	
Science				2				2	
History/social science				2				2	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Elk Hills ES			
	16-17	17-18	18-19
Suspension rates	1.0%	1.6%	3.6%
Expulsion rates	0.5%	0.0%	0.0%
Elk Hills ESD			
	16-17	17-18	18-19
Suspension rates	1.0%	1.6%	3.6%
Expulsion rates	0.5%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Elk Hills ES		Elk Hills ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Elk Hills ES		Elk Hills ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	21%	30%	21%	30%	50%	51%
Mathematics	13%	21%	13%	21%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Elk Hills ES	
		Grade 5	Grade 7
Four of six standards		33.33%	16.7%
Five of six standards		16.7%	4.2%
Six of six standards		37.5%	4.2%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

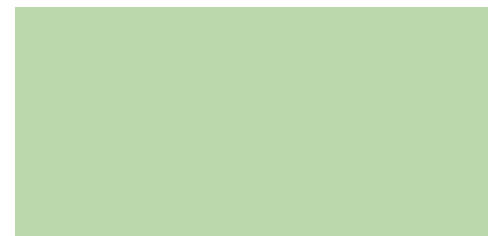
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	138	135	97.83%	2.17%	30.37%
Male	73	73	100.00%	0.00%	20.55%
Female	65	62	95.38%	4.62%	41.94%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	0.00%	27.78%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	111	108	97.30%	2.70%	31.48%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	112	109	97.32%	2.68%	25.69%
English learners	❖	❖	❖	❖	❖
Students with disabilities	23	23	100.00%	0.00%	13.04%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

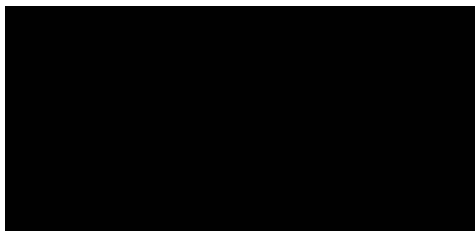




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	138	135	97.83%	2.17%	20.90%
Male	73	73	100.00%	0.00%	19.18%
Female	65	62	95.38%	4.62%	22.95%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	0.00%	22.22%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	111	108	97.30%	2.70%	21.50%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	112	109	97.32%	2.68%	17.59%
English learners	❖	❖	❖	❖	❖
Students with disabilities	23	23	100.00%	0.00%	8.70%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

We choose our textbooks from state education approved textbook lists. During the textbook adoption process, all teachers participate in the process of adopting textbooks. Teachers review all state-adopted material at the County Office of Education. They compare the different curriculum and work toward consensus to identify the curriculum that would best benefit our students. The curriculum is then introduced at a public Board meeting where all Board members and interested community members and parents have the opportunity to review and provide input to the Board. Once the Board has been provided input, they will either approve the curriculum for purchase or ask for more information and other recommendations.

Textbooks and Instructional Materials List			2019-20 School Year
Subject	Textbook	Adopted	
Reading/language arts	<i>Journeys</i> , Houghton Mifflin Harcourt	2015	
Reading/language arts	<i>Collections</i> , Houghton Mifflin Harcourt	2015	
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt	2017	
Science	Houghton Mifflin Harcourt	2017	
History/social science	Houghton Mifflin Harcourt	2007	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Elk Hills ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	



Public 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 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 at a workstation, and the ability to print documents.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/10/2019





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		8/21/2019
Date of the most recent completion of the inspection form		8/21/2019

School Safety

The Elk Hills School District maintains a safe and supportive school community. The school safety plan is updated annually and school safety drills are conducted once a month to test the preparedness of all students and staff. Additionally, a complete evacuation drill is practiced annually. The district maintains appropriate safety gear and medical supplies in case of an emergency. Each classroom is equipped with a safety kit. All staff members at the district serve on a safety team and have been trained to carry out specific duties in an emergency situation. School safety meetings are held twice a year.

EHSD employs a superintendent/principal, supervisor of maintenance, operations and transportation, a part-time bus driver as well as certificated and classified staff members. The district also partners with the Kern County Superintendent of Schools and College Community Services to provide additional physical and mental health related resources.

We are in close communication with the local sheriff, fire departments, and ambulance services to better prepare for an emergency response. In addition to local government agencies, we are connected with the CCR Reserve emergency services department to give additional support to our campus in the event of an emergency. The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019.

Parental Involvement

The Elk Hills School District understands a partnership with families is paramount to the success of all children. Families are always invited to join our Parent Teacher Organization and School Site Council, which works with school leaders and teachers to help make schoolwide decisions as well as help organize several traditional annual events such as the Fall Festival, Winter Concert, small-school sporting events and many more. Parents are also invited to volunteer in their child's classroom helping lead small groups under the direction of the classroom teacher. For more information on how to become involved at the school, please contact the school office at (661) 765-7431.

School Facilities

In 2009 Elk Hills School completed an extensive modernization bond project. The renovated buildings included the auditorium, updating existing classrooms, library, computer lab, administration building, staff and student restrooms, cafeteria and gymnasium. The project was funded by a bond measure as well as funds from the Office of Public School Construction (OPSC). During the summer of 2011-12, modernization of our roofs began and the project was completed by the start of the 2012-13 school year. We have no current projects started at this time. We have one full-time maintenance, operations, and transport supervisor, and a part-time custodian who keep our facilities clean. Classrooms, restrooms and the cafeteria are cleaned every day.



Types of Services Funded

Elk Hills Elementary School District provides resource service program (RSP) and speech services for students that qualify. The school program is offered in two settings, 1) "Push-in" classroom support services, where instructional aides support students within the regular education classroom, and 2) "Pull-out" program, where students that need additional individual support receive instruction in the special education room.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Elk Hills ESD	Elk Hills ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	8	8	7	8
Without a full credential	2	1	3	2
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

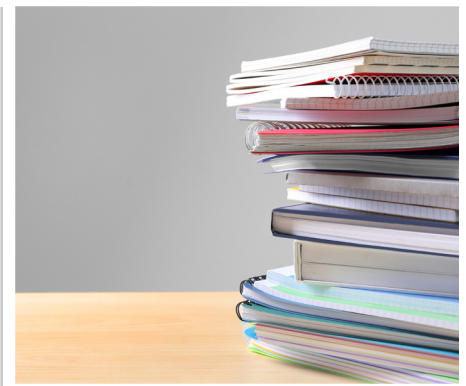
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Elk Hills ES			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	1	0	0	
Vacant teacher positions	1	0	0	

Professional Development

Professional development (PD) is a vital component of Elk Hills School teacher effectiveness and student achievement. EHSD believes PD to be a prolonged facet of classroom instruction that is integrated, logical, ongoing, and incorporates experiences that are consistent with school and teacher goals. PD is focused on alignment to Common Core state standards, effective instructional benchmark assessments and an initiative focused on math. EHSD also utilizes the KCSOS New Teacher Induction and Intern mentoring programs to support its new teachers. PD at Elk Hills School is led by the superintendent/principal in collaboration with teacher leaders. A committee of teacher leaders help make decisions about whole staff development needs and issues. The district has had a refined approach based on the student needs. In the 2019-20 school year, the district will be focused on establishing a benchmark system and building math fluency with speaking and writing strategies. The district added three days of professional development days for all teachers in the summer to align instructional expectations and to review new curriculum. An additional day of professional development was added during the winter, the day before students from winter break.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	3	3	4	

✧ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	★
Social worker	0.0
Nurse	★
Speech/language/hearing specialist	★
Resource specialist (nonteaching)	1.0
★ Contracted	





Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Elk Hills ESD	Similar Sized District
Beginning teacher salary	\$45,074	\$45,252
Midrange teacher salary	\$58,751	\$65,210
Highest teacher salary	\$75,524	\$84,472
Average elementary school principal salary	✱	\$107,614
Superintendent salary	\$107,000	\$124,686
Teacher salaries: percentage of budget	27%	31%
Administrative salaries: percentage of budget	7%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Elk Hills ES	\$8,800	\$57,672
Elk Hills ESD	\$8,800	\$57,672
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+17.2%	-11.2%

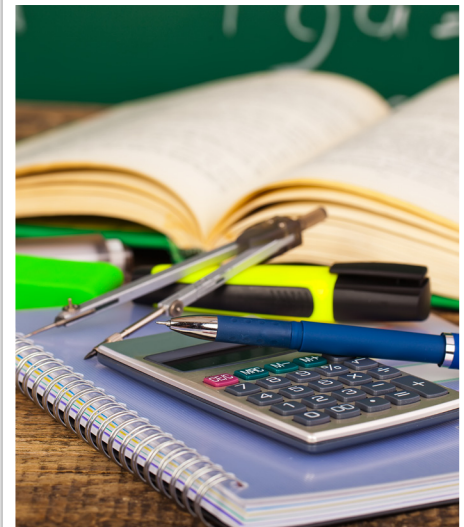
✱ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$11,101
Expenditures per pupil from restricted sources	\$2,301
Expenditures per pupil from unrestricted sources	\$8,800
Annual average teacher salary	\$57,672



Expenditures Per Pupil

Supplemental/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. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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