

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

## 2006-07 Executive Summary School Accountability Report Card

### Owens Valley Elementary School

Address: 202 South Clay St. , Independence CA 93526

Phone: (760) 878-2405

Principal: Joel Hampton

Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

*We believe a balanced education provides an opportunity for students to be self-sufficient, active, productive, and responsible members of society. The Owens Valley Unified School District is committed to providing students the tools to explore their potential, to take responsibility for their own learning, and to recognize that learning is a lifelong process. We shall provide a stimulating, secure, and imaginative environment that will foster learning, self-esteem, and independent thinking.*

*School Description Owens Valley Unified School District is located in the town of Independence, California and covers approximately 792 square miles of Inyo County. Independence is the county seat of Inyo County, a vast and rural county with an average of 1.8 persons per square mile. Independence is located in the Owens Valley below the majestic Sierra Nevada to the west and the Inyo Mountains to the East. It is connected to the Southern California, to the south and to Bishop, Mammoth Lakes, and Reno to the north by U.S. Highway 395. The economic base of the community is formed by the Los Angeles Department of Water and Power, Inyo County Administrative and Criminal Justice offices, California Department of Fish and Game, California Highway Department, National Park Service, and small business formed to provide services to residents and tourists. The average incomes of Independence families tend to be modest. The community of Independence has experienced a decline of young families and school age children over the past three decades. Much of the housing in the community is being purchased by retired individuals and individuals wanting a weekend home away from the Los Angeles area. This has caused a decline in the affordable housing available to young families. Post-secondary opportunities for students are limited in the area.*

### Student Enrollment

Group	Enrollment
Number of students	41
African American	9.76 %
American Indian or Alaska Native	19.51 %
Asian	0 %
Filipino	0 %
Hispanic or Latino	14.63 %
Pacific Islander	0 %
White (not Hispanic)	56.1 %
Multiple or No Response	0 %
Socioeconomically Disadvantaged	42 %
English Learners	0 %
Students with Disabilities	22 %

### Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

### School Facilities

#### Summary of Most Recent Site Inspection

*The most recent site inspection did not indicate any major areas of deficiency. Routine maintenance needs, such as paint and minor repairs are routinely scheduled.*

Repairs Needed

NONE

Corrective Actions Taken or Planned

*Routine Maintenance. Completion and opening of new multi purpose building.*

### Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructiona Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 9,850
District	\$ 12,880
State	\$4,943

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	Due to small size, this number not calculated for OVES %
English-Language Arts	Due to small size, this number not calculated for OVES %
Science	Due to small size, this number not calculated for OVES %
History-Social Science	Due to small size, this number not calculated for OVES

### Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	764
Statewide Rank (from 2007 API Base Report)	8
2007-08 Program Improvement Status (PI Year)	Not in PI

### School Completion

Indicator	Result
Graduation Rate	100%

## 2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### I. About This School

#### Contact Information

This section provides the schools contact information.

School		District	
School Name	Owens Valley Elementary	District Name	Owens Valley Unified
Street	202 South Clay St.	Phone Number	(760) 878-2405
City, State, Zip	Independence , CA 93526	Web Site	www.ovusd.org
Phone Number	(760) 878-2405	Superintendent	Joel Hampton
Principal	Joel Hampton	E-mail Address	jhampton@ovusd.k12.ca.us
E-mail Address	alacues@ovusd.k12.ca.us	CDS Code	14-63297-6008791

#### School Description and Mission Statement

This section provides information about the school's goals and programs.

*We believe a balanced education provides an opportunity for students to be self-sufficient, active, productive, and responsible members of society. The Owens Valley Unified School District is committed to providing students the tools to explore their potential, to take responsibility for their own learning, and to recognize that learning is a lifelong process. We shall provide a stimulating, secure, and imaginative environment that will foster learning, self-esteem, and independent thinking.*

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#### Opportunities for Parental Involvement

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

Parents are encouraged to volunteer in the classroom, participate in athletic booster activities, attend board meetings, and serve on various committees organized to improve and promote the school. Each teacher provides opportunities throughout the school year for parents to volunteer in the classroom, attend field trips and assemblies, and attend parent conferences.

#### Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	5
Grade 1	3
Grade 2	5
Grade 3	4
Grade 4	3
Grade 5	2
Grade 6	7
Grade 7	6
Grade 8	6
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	41

#### Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	9.76 %	White (not Hispanic)	56.1 %
American Indian or Alaska Native	19.51 %	Multiple or No Response	0 %
Asian	%	Socioeconomically Disadvantaged	42 %
Filipino	%	English Learners	0 %
Hispanic or Latino	14.63 %	Students with Disabilities	22 %
Pacific Islander	%		

### Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	7.0	1		6.0	1		8.0	1				
3-4	17.0	1		4.0	1		11.0	1				
4-8	16.5	2		8.0	2		10.0	2				

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%

## II. School Climate

### School Safety Plan

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

The School Safety Plan is reviewed each fall by staff and administration and updated as necessary. The current plan was reviewed in the Fall of 2006, and is scheduled for a full revision and update in the Winter of 2007/8. A copy of the safety plan is available in the District Office.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Owens Valley Unified School District Discipline Policy is enforced by all adults at the school. Positive climate is promoted by all staff, and issues are addressed immediately with regard to keeping a positive learning environment for all students. Parents are contacted with all problems regarding their students and are encouraged to be a participant in the discipline process. The discipline policy is available in the student handbook and the school's web site.

### Suspensions and Expulsions

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	60.7	60.9	92.7	62.4	61.3	65.2

## III. School Facilities

## School Facility Conditions and Improvements

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

Owens Valley Elementary is received new air conditioning and heating units. The rest of the facility is in good condition, with minor, routine repairs needed.

A new Multipurpose/Cafeteria building is being built during the current school year for use beginning in 2008

### School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			None
Mechanical Systems	X			None
Windows/Doors/Gates (interior and exterior)	X			None
Interior Surfaces (walls, floors, and ceilings)	X			None
Hazardous Materials (interior and exterior)	X			None
Structural Damage	X			None
Fire Safety		X		New Fire Alarm being installed
Electrical (interior and exterior)	X			None
Pest/Vermin Infestation	X			None
Drinking Fountains (inside and outside)	X			None
Restrooms	X			None
Sewer	X			None
Playground/School Grounds	X			None
Roofs	X			None

### Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor

## IV. Teachers

### Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	4	4	4	10
Without Full Credential	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers

This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100.0	0.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The District uses Board approved substitute teachers with at least a 30 day substitute teaching credential. Because of the school's location, substitutes are often hard to find or not available and other teachers are required to cover the class.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Permanent teachers are evaluated every other year and probationary teachers are evaluated yearly. The District uses a negotiated evaluation instrument.

## V. Support Staff

### Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Excellent	0
Mathematics	Excellent	0
Science	Excellent	0
History-Social Science	Excellent	0
Foreign Language	n/a	n/a
Health	Excellent	0
Science Laboratory Equipment (grades 9-12)	n/a	n/a

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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

Level	Total Expenditures Per	Expenditures Per Pupil	Expenditures Per Pupil	Average Teacher
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School Site	\$9,850	\$1,350	\$8,490	55,088
District	---	---	\$12,880	\$57,079
Percent Difference â€ School Site and District	---	---	86%	97%
State	---	---	\$4,743	\$51,006
Percent Difference â€ School Site and	---	---	180%	112%

### Types of Services Funded

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

Owens Valley Elementary offers Special Education services through its Resource Specialist Program, Speech Services, Title II and GATE. Students receive individual assistance as needed to assure that their academic achievement is maximized and any deficits addressed. The school prides itself on meeting the academic, social, and behavior needs of all students.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$30951	\$34363
Mid-Range Teacher Salary	\$55073	\$50814
Highest Teacher Salary	\$65118	\$65731
Average Principal Salary (Elementary)	n/a	\$78437
Average Principal Salary (Middle)	n/a	\$81316
Average Principal Salary (High)	n/a	\$84594
Superintendent Salary	\$95000	\$103105
Percent of Budget for Teacher Salaries	41.3 %	35.8 %
Percent of Budget for Administrative Salaries	4.9 %	6.5 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	46	69	47	40	55	48	40	42	43
Mathematics	46	63	44	39	45	36	38	40	40
Science	*	44	*	*	32	20	27	35	38

### CST Results by Student Group â€ Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)		62	56	*

Male	39	39	*	*
Female	56	50	*	*
Economically Disadvantaged	50	31	*	*
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	69	*	45	69	64	45	41	42	42

### NRT Results by Student Group’s “ Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

s Test Results, because of its size, do not show this data

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)	*	*
Male	*	*
Female	*	*
Economically Disadvantaged	*	*
English Learners		
Students with Disabilities	*	*

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pl/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	

## IX. Accountability

### Academic Performance Index

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

### API Ranks “ Three-Year Comparison

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

API Rank	2004	2005	2006
Statewide	4	7	8
Similar Schools	N/A	N/A	N/A

### API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	87	55	-66	764
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Owens Valley did not participate in any state intervention programs or award programs.
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### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics  
Percent proficient on the state's standards-based assessments in ELA and mathematics

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

### AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

### Federal Intervention Program

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A

Percent of Schools Currently in Program Improvement	N/A	N/A
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## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)							3.2	3.1	3.5
Graduation Rate				100.0	100.0	100.0	85.3	85.0	83.0

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Superintendent/Principal provides leadership to a dedicated staff of professionals. Both the administration and staff work toward continual professional development through attendance at seminars, conferences, workshops, an on-line learning.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

The staff is involved in staff development through attendance at seminars, conferences, workshops, an on-line learning. Focus for the 2007-2008 year is on the writing process.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	39600	36,000
1	63640	50,400
2	63640	50,400
3	63640	50,400
4	63640	54,000
5	63640	54,000
6	63640	54,000
7	63640	54,000

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Owens Valley Elementary uses 8 minimum days. Five minimum days are for parent conferences and three minimum days precede holidays.