

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Seiad Elementary School	<b>District Name</b>	Seiad Elementary School District
<b>Street</b>	44539 Highway 96	<b>Phone Number</b>	(530) 496-3308
<b>City, State, Zip</b>	Seiad Valley, CA 96086	<b>Web Site</b>	<a href="http://www.sisnet.ssku.k12.ca.us/seiad.html">www.sisnet.ssku.k12.ca.us/seiad.html</a>
<b>Phone Number</b>	(530) 496-3308	<b>Superintendent</b>	Carol Lawrence
<b>Principal</b>	Carol Lawrence	<b>E-mail Address</b>	<a href="mailto:clawrence@siskiyoucoe.net">clawrence@siskiyoucoe.net</a>
<b>E-mail Address</b>	<a href="mailto:clawrence@siskiyoucoe.net">clawrence@siskiyoucoe.net</a>	<b>CDS Code</b>	47-70458-6050926

### School Description and Mission Statement (School Year 2009-10)

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

Seiad Elementary School is a remote, isolated rural K-8 school on the Klamath River. The current ADA is 31. Over the past 20 year period, the school has experienced a 60% decline enrollment. 86% of the students qualified for the free and reduced lunch program. Although student mobility hovers around 40%, the staff, students, and community are close and cohesive, accentuating high academic and behavioral expectations. Student achievement data indicates that 68% of the 2-8 grade students scored 57% proficient or above in reading and language and 83% proficient or above in math. Our API score exceeded the growth target. The school building has more than ample size for the number of students and is situated on seven scenic areas. Classroom and group sizes are very small, with an average of 15 students per classroom (K-3 and 4-8). The student to instructional adult ratio is 6 to 1. Current standard based texts, material and supplies are sufficient for promoting a quality education for the students.

The goal of Seiad Elementary is to meet the individual needs of each child. Due to the multi-graded classrooms, students are easily integrated into the appropriate academic situation. Small group settings further facilitate individualized instruction. Attendance is excellent. Discipline and behavioral problems are negligible. Staff and students look forward to school each day.

The instructional staff consists of two highly qualified teacher, one part-time, and two FTE instructional aides. Other staff includes a cook, custodian and secretary, all part-time. The staff is positive, hard working and have a close relationship with parents and all students.

**Vision Statement**

All students will learn to use their minds well and be prepared for:

- responsible citizenship
- further learning
- productive employment in our modern economy
- taking responsibility for learning, decisions and actions

Seiad Elementary School is committed to:

- helping each child realize his or her full potential
- stimulating intellectual curiosity
- fostering constant exploration of change as part of our culture
- creating a learning community

**Opportunities for Parental Involvement (School Year 2009-10)**

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

Parents are always encouraged to take part in their child's education, whether as volunteers in the classroom or on a field trip. Parents are a valued part of our learning community and all parents are invited to actively participant in our Parent Site Council which meets periodically to discuss topics pertaining to their children.

Seiad Elementary maintains a Site Council committee which includes staff, parent and a community representatives. The administrator presents reports on student assessment results in reading and math. Seiad Elementary also sends individual student assessment results to their respective parent(s). Interpretation of assessment results is provided during parent conferences. Each parent are invited to attend two parent conferences each year where their child's teachers discuss the reading and math program along with assessment results.

**Student Enrollment by Grade Level (School Year 2009-10)**

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

Grade Level	Number of Students
Kindergarten	3
Grade 1	5
Grade 2	4
Grade 3	3
Grade 4	3
Grade 5	3
Grade 6	1
Grade 7	3
Grade 8	6
<b>Total Enrollment</b>	<b>31</b>

**Student Enrollment by Group (School Year 2009-10)**

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
Black or African American		White	87
American Indian or Alaska Native		Two or More Races	3
Asian		Socioeconomically Disadvantaged	87
Filipino		English Learners	
Hispanic or Latino	10	Students with Disabilities	17
Native Hawaiian/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	2007-08				2008-09				2009-10			
	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	13.0	1	--	--	15.0	1	--	--	15.0	1	--	--
3-4	--	--	--	--	--	--	--	--	--	--	--	--
4-8	18.0	1	--	--	17.0	1	--	--	16.0	1	--	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

### III. School Climate

#### School Safety Plan (School Year 2009-10)

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

Our School Safety Plan was reviewed and discussed with the school faculty on April 22, 2009 by Superintendent Carol Lawrence and the S.I. committee.

The district oversees that all classrooms and facilities are well maintained. We believe it is of supreme importance to have a safe and clean environment for all students, staff and volunteers. We have a part-time building custodian as well as a part-time grounds keeper to ensure classrooms, restrooms and campus grounds are kept clean, safe, and in good working order.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school-year. The school safety plan is reviewed annually.

#### 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

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

Our school facility was inspected on February 5, 2010 by superintendent Carol Lawrence who did a walk through evaluation and found the facility to be in excellent condition and no upgrades/repairs were required. These findings will be discussed with the faculty at our next scheduled staff meeting.

Seiad Elementary employs a part-time building custodian as well as a part-time grounds keeper to ensure classrooms, restrooms and campus grounds are kept clean and safe. All our facilities are in good working order.

### School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	2	2	2	2
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	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	2008-09	2009-10	2010-11
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 (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

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	--	--
Counselor (Social/Behavioral or Career Development)	--	---
Library Media Teacher (Librarian)	--	---
Library Media Services Staff (paraprofessional)	--	---
Psychologist	--	---
Social Worker	--	---
Nurse	.16	---
Speech/Language/Hearing Specialist	.24	---
Resource Specialist (non-teaching)	.24	---
Other	1.5	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	K-6 Houghton Mifflin, A Legacy of Literacy, 2002 6-8 Prentice Hall, 2002	0	Yes
Mathematics	K-8 Saxon an Incremental Development, 2008	0	Yes
Science	K-8 Delta Education, Full Option Science System, 2006 4-8 Prentice Hall, Science, c 1994 Standards-based FOSS, Scholastic, Inc and GEMS Science kits	0	Yes
History-Social Science	No history textbook was adopted. Use of Interactive worksheet units covering grade level standards based required learning.	0	Yes
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$11,456	\$3,980	\$7,476	\$53,461
District	---	---	\$7,476	\$53,461
Percent Difference: School Site and District	---	---	0	0
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---	24	-6.8

### Types of Services Funded (Fiscal Year 2009-10)

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

We spend an average of \$11,456 to educate each student (based on 2008-2009 unaudited financial statement). The figures shown in the table above reflect the direct cost of educational services per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide. In addition to our general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education and support programs:

- SIP (School Improvement Program)
- EIA (Economic Impact Aid)
- TUPE (Tobacco Use Prevention Education)
- Title II, Teacher Quality
- Title IV, Safe and Drug Free Schools and Communities
- Title V, School Facility Construction
- Title VI, Rural Educational Accountability Program
- Title VII, Indian Education

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,622	\$38,905
Mid-Range Teacher Salary	\$44,539	\$56,504
Highest Teacher Salary	\$54,456	\$71,750
Average Principal Salary (Elementary)	\$36,956	\$92,053
Average Principal Salary (Middle)	N/A	\$95,666
Average Principal Salary (High)	N/A	\$94,401
Superintendent Salary	\$17,500	\$111,055
Percent of Budget for Teacher Salaries	28.0	37.9
Percent of Budget for Administrative Salaries	6.0	6.8

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	62	57	57	62	57	57	46	50	52
Mathematics	58	83	83	58	83	83	43	46	48
Science	*	*	*	*	*	*	46	50	54
History-Social Science	*	*	*	*	*	*	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57	83	*	*
All Student at the School	57	83	*	*
Male	58	92	*	*
Female	55	73	*	*
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Native Hawaiian/Pacific Islander				
White	60	80	*	*
Two or More Races	*	*	*	
Socioeconomically Disadvantaged	50	80	*	*
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	*	*	*

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	9 *	8 *	8 *
Similar Schools			

### Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	-12	18	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	854	854	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White			838
Two or More Races			808
Socioeconomically Disadvantaged			712
English Learners			692
Students with Disabilities			580

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

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	N/A	N/A
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2010-11)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page 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		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

## XI. Instructional Planning and Scheduling

### Professional Development

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

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Each Friday school is dismissed at 2:00 PM giving staff time to discuss curriculum student achievement and current educational issues or concerns. In addition, the district offers certificated staff 2-3 days annually to participate in applicable professional growth workshop in curriculum development, teaching strategies, and best practices. Classified staff are encouraged to attend applicable workshops and training to enhance their job related responsibilities.