

**Fort Jones Elementary School**  
**School Accountability Report Card**  
**Reported for School Year 2010-2011**  
 Published During 2011-12

## I. About This School

### Contact Information

School		District	
School Name	Fort Jones Elementary	District Name	Scott Valley Unified
Street	11501 Mathews. St.	Phone Number	(530) 468-2727
City, State, Zip	Fort Jones , CA 96032-0249	Web Site	sisnet.ssku.k12.ca.us
Phone Number	(530) 468-2412	Superintendent	Emily Houck
Principal	Allan Carver	E-mail Address	ehouck@sisnet.ssku.k12.ca.us
E-mail Address	acarver@sisnet.ssku.k12.ca.us	CDS Code	47-76455-6050751

### School Description and Mission Statement

Fort Jones Elementary is a comprehensive pre K-6 school that serves approximately 162 students of which 23 are preschoolers. We are a small, rural community in Northern California, with a population of about 660. Fort Jones is nestled in beautiful Scott Valley surrounded by mountains, lakes, and forests. Once we were a thriving logging and timber community. Now employment consists of farming, numerous cottage industries, small-scale logging, California Department of Forestry, and U.S. Forest Service. We are one of three feeder schools to the Junior High School. Our staff consists of eight fulltime certificated employees, two confidential employees and fifteen classified employees. Our student demographics vary greatly. We are primarily Caucasian, economics range from poverty to relative wealth, and from learning disabled to gifted. Our school is the hub of the community serving as a meeting and recreational place for a multitude of civic groups.

We have high academic standards and an extremely supportive learning environment. We were named a California Distinguished School in 2006. Our Golden Bell Award-winning state preschool essentially jump starts the education of students entering kindergarten and promotes early identification of students with special needs. Our API has been consistently in the 800 range for many years. By becoming a Title I School-Wide Project, we are able to better address the needs of students. Our inter- district transfer students are included, nurtured, challenged and are very successful here. Graduating high school seniors have remarked that Fort Jones Elementary provided them with the foundation to be successful. Students are well supported and honored during our Pupil Recognition Assemblies. We offer a variety of co-curricular and extracurricular activities to involve students in extended learning. These activities include: ski club, water safety, unique assemblies, Bulldog After School Studies (BASS) and field trips. Many of the 4-6 grade students participate in

band and choir. There are few discipline problems because of our effective discipline and pupil recognition programs.

Our dedicated staff works extremely hard to implement all aspects of the state's standards-based educational system. We are committed to the belief that all children will achieve and we embrace the practices that prove this. All staff are appreciated and valued by a community that entrusts their most valuable possessions to us.

### Opportunities for Parental Involvement (School Year 2010-11)

Parental involvement is a strong component of Fort Jones Elementary school. Parents are encouraged and welcomed as volunteers at school and in the individual classrooms and computer lab. A volunteer in-service is provided for volunteers early in the school year. Other opportunities include but are not limited to classroom, field trips, Ski and Snowboarding Club, Parent Teacher Organization (PTO), School Site Council (SSC), class or school celebrations, plays or concerts, swim lessons, and BASS (Bulldog After School Studies).

### 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	23
Grade 1	32
Grade 2	22
Grade 3	17
Grade 4	25
Grade 5	18
Grade 6	13
Grade 7	
Grade 8	
Ungraded Elementary	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded Secondary	
Total Enrollment	159

### 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
Black or African American	1.9%
American Indian or Alaska Native	13.8%
Asian	1.3%
Filipino	0.0%
Hispanic or Latino	11.9%
Native Hawaiian or Pacific Islander	0.0%
White	64.2%
Two or More Races	4.4%
Socioeconomically Disadvantaged	66.0%
English Learners	5.0%
Students with Disabilities	12.6%

## II. School Climate

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

Annually the staff of Fort Jones Union Elementary is in-serviced on the components of the School Safety Plan; namely, emergency response map, emergency drills, universal precautions, and analysis of school discipline plan trends and recommendations. In addition, Quarterly Safety Meetings are held to evaluate current safety conditions. Recommendation and changes are implemented as needed. Monthly drills are also held which address fire, intruder, earthquake, or bomb threats.

### Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	0.0	0.02	0.05	0.0	0.08	0.07
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### III. 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, and a description of any planned or recently completed facility improvements.

Fort Jones Elementary has 9 classrooms that house students in preschool through 6th grade. In addition, the school provides a media center with a library and computer lab and a music room. Students are able to play on a primary and intermediate playground area, blacktop area at each playground, and a fenced area for preschool with play equipment. A Travers Wall, new garden shed and sprinkler system are planned for this year. The facilities are well maintained, provide a great learning environment for all students and meet all requirements of the William's act.

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			LEA Provided
<b>Interior:</b> Interior Surfaces		x	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>	good				N/A

### 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 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	8	9	8	43.20
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of	0	0	0	0

Competence (with full credential)

## 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	2010-2011
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### 1. 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/>.

3. Location of Classes	4. Percent of Classes In Core Academic Subjects	
	5. Taught by NCLB Compliant Teachers	6. Taught by Non-NCLB Compliant Teachers
7. This School	8. 100.0	9. 0.0
10. All Schools in District	11. 100.0	12. 0.0
13. High-Poverty Schools in District	14. 100.0	15. 0.0
16. Low-Poverty Schools in District	18. 100.0	19. 0.0

## V. 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	.10	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.38	N/A
Psychologist	.1	N/A
Social Worker	•	N/A
Nurse	.1	N/A

Speech/Language/Hearing Specialist	•	N/A
Resource Specialist (non-teaching)	.4	N/A
Tech Coordinator	.38	N/A

- Access available as needed

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

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	State Adopted – 2003 Houghton-Mifflin reading Series, available	0
Mathematics	State Adopted – Saxon, Available	0
Science	State Adopted – 2002 Harcourt Brace and Holt, available	0
History-Social Science	State Adopted – 2001 McGraw-Hill, available. Will be updating 2006-07 school year	0
Foreign Language	N/A	0
Health	Available Local Materials	0
Science Laboratory Equipment (grades 9-12)	N/A	0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-10)

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 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 Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	\$9,977	\$3,039	\$6,937	\$51,492
<b>Percent Difference - School Site and District</b>	---	---		
<b>State</b>	---	---	\$5,455	\$57,163
<b>Percent Difference - School Site and State</b>	---	---		

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

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

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. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fort Jones Elementary School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- EIA (Economic Impact Aid)
- Title I, Part A
- Title II A Teacher Quality
- Title II D Technology

Fort Jones Elementary provides various supplemental services to support all students. These supplemental services include: Reading Academy for at-risk readers, English Language Development, iPass mathematics intervention program, Universal Access during reading/language arts, paraprofessional support for inclusion students and at-risk students, and counseling.

## Teacher and Administrative Salaries (Fiscal Year 2009-2010)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,262	\$37,978
Mid-Range Teacher Salary	\$53,464	\$55,253
Highest Teacher Salary	\$61,721	\$71,674
Average Principal Salary (Elementary)	\$83,377	\$87,651
Average Principal Salary (Middle)	\$92,848	\$92,196
Average Principal Salary (High)	\$90,319	\$93,352
Superintendent Salary	\$136,576	\$116,851
Percent of Budget for Teacher Salaries	32.78%	34.00 %
Percent of Budget for Administrative Salaries	3.73%	7.00 %

## VIII. 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, and science in grades two through eleven, and for 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 and mathematics for grades three through eight and science in grade five 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. 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.

### 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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	66%	57%	65%	62%	59%	65%	49%	52%	54%
Mathematics	64%	64%	67%	49%	54%	57%	46%	48%	50%
Science	62%	0%	57%	63%	62%	68%	50%	54%	57%
History-Social Science	0%	0%	0%	49%	46%	51%	41%	44%	48%

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.

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## CST Results by Student Group

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	65%	57%	68%	51%
All Students at the School	65%	67%	57%	0%
Male	65%	75%	0%	0%
Female	64%	62%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	68%	68%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	58%	67%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	27%	42%	0%	0%
Students Receiving Migrant Education Services				

**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 Physical Fitness Test Results (School Year 2010-11)

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/pf/>. **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 Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	--	21.40%	42.90%
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	2008	2009	2010
Statewide	7	7	7
Similar Schools	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.

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	27	-6	8
Black or African American			
American Indian or Alaska Native			

Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	30	-23	31
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	Number of Students	2011 Growth API				
		School	Number of Students	LEA	Number of Students	State
All Students at the School	98	838	494	826	4,683,676	778
Black or African American	0		5		317,856	696
American Indian or Alaska Native	10		31	796	33,774	733
Asian	1		6		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	10		53	762	2,406,749	729
Native Hawaiian or Pacific Islander	0		0		26,953	764
White	75	856	365	840	1,258,831	845
Two or More Races	2		34	784	76,766	836
Socioeconomically Disadvantaged	60	825	261	795	2,731,843	726
English Learners	5		21	777	1,521,844	707
Students with Disabilities	14	618	59	614	521,815	595

## 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
- 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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2010-11)

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		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## X. Instructional Planning and Scheduling

### Professional Development

Professional development is an ongoing focus at the school; teachers continue to learn and improve, just as students do. Staff members build teaching skills by participating in many

conferences, courses, and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. The district offers two staff development days. Staff development topics included:

- Standards Based Curriculum
- Edu-Soft use by educators
- Developing benchmark tests
- Developing pacing guides
- Developing benchmark assessments
- Using data to drive instruction
- Improving API - strategies
- Intervention strategies including differentiation
- Writing across the curriculum using Step Up to Writing

**Carol Spencer prepared the Fort Jones Elementary School's Accountably Report Card**