

Linns Valley-Poso Flat School

2006-2007 School Accountability Report Card

PO Box 399 Glennville, CA93226

(661) 536-8811

Kay Yarger, Superintendent/Principal

Mission Statement

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

School Profile

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Linns Valley-Poso Flat Elementary at 661-536-8811.

Parent Involvement

Linns Valley-Poso Flat Elementary greatly benefits from its supportive parents who chaperone on field trips. The school has a strong base of parent volunteers who donate their time, food and other items. Parents are also welcome to join the activities put on by the school. The school also benefits from several community partnerships, including the Glennville Mountain Veterans Association. The school also sponsors the annual Softball Tournament and the Oral Language Festival.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Discipline & Climate for Learning

Students at Linns Valley-Poso Flat Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Linns Valley-Poso Flat Elementary discipline program is to develop a warm and positive school climate. Parents and students are informed of school rules and discipline policies through the School Handbook (First Day Packet) which is sent home at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	6.7%
American Indian	10.0%
Asian	0.0%
Caucasian	76.7%
Filipino	0.0%
Hispanic	6.7%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	2	1	6
1st	2	2	2
2nd	2	2	1
3rd	1	3	2
4th	1	4	1
5th	6	3	3
6th	9	7	2
7th	6	8	3
8th	11	8	10

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	1	4	1	1	4	1
Suspension Rate	2.5%	10.5%	3.3%	2.5%	10.5%	3.3%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from paraprofessionals. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K-3	8	8	11	1	1	1	-	-	-	-	-	-
4-8	32	15	10	-	1	2	1	1	-	-	-	-

Instructional Materials

Linns Valley-Poso Flat Union School District held a Public Hearing on May 11, 2006, and determined that the school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-8	Mathematics	Willoughby, Bereiter, Hilton, Rubinstein	2008	Yes
K-8	Mathematics	Glencoe/McGraw Hill	2008	Yes
K-8	Reading/ Language Arts	Prentice Hall/McGraw Hill	2003	Yes
K-8	Science	MacMillan/McGraw Hill	2007	Yes

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Kern County public libraries located in Bakersfield and the surrounding area. The Bookmobile visits Glennville every Tuesday. Each library contains numerous computers for student use.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated three days to staff development annually for the past three years. Topics for staff development during the 2006-07 school year included: recognizing and reporting child abuse/neglect, Language Arts - Open Court, and a Math conference.

Curriculum Development

All curriculum development in the Linns Valley-Poso Flat Union is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Principal/Superintendent to align with the state standards, district goals, and the statewide assessment program. During the 2006-07 school year, changes to the curriculum included: a new Social Studies textbook.

Teacher Assignment

Linns Valley-Poso Flat Union School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Linns Valley-Poso Flat Elementary had two fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	2	2	2	2
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Counseling & Support Staff

It is the goal of Linns Valley-Poso Flat Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. A counselor is provided to the students on an as needed basis.

Safe School Plan

Safety of students and staff is a primary concern of Linns Valley-Poso Flat Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in June 2006 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

Fire and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Visitors must check in at the office and sign in the visitor log book before proceeding into the main campus and entering the classrooms.

School Facilities

Linns Valley-Poso Flat Elementary was originally constructed in 1860 and is comprised of six classrooms, one multipurpose room, one library, one staff lounge, one computer lab, and one playgrounds. Recent remodeling included two new playground areas. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: n/a				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

The principal works daily with the custodial staff of one part time person to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year the district allocated \$4,000 for the deferred maintenance program. This represents 1.0% of the district's general fund budget.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). For results on course specific tests, please see <http://star.cde.ca.gov>. **Due to the small number of students tested, scores are not available.**

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. **Due to the small number of students tested, scores are not available.**

Physical Fitness

In the spring of each year, Linns Valley-Poso Flat Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. **No data was submitted for the district or the submitted data was unusable.**

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	5	2	3	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	-52	39	-105	589
N/A - Means a number is not applicable or not available due to missing data.				

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	No		No	
Graduation Rate	N/A		N/A	

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Data Sources

Data within the SARC was provided by Linns Valley-Poso Flat Union School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

District Expenditures

Linns Valley-Poso Flat Union School District spent an average of \$12,240.00 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$12,241
From Restricted Sources	\$3,979
From Unrestricted Sources	\$8,262
District	
From Unrestricted Sources	\$8,262
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	67.15%

District Revenue Sources

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

- Title I
- Title II
- Title V

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on the 2005-06 fiscal year.

Average Teacher Salaries	
School & District	
School	\$42,150
District	\$42,150
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$54,130
Percentage of Variation	22.14%

