



Santa Clara Elementary School

20030 E. Telegraph Road • Santa Paula, CA 93060 • (805) 525-4573 • Grades K-6

Kari Skidmore, Principal
kskidmore@scesd.k12.ca.us

2011-12 School Accountability Report Card Published During the 2012-13 School Year

Santa Clara Elementary School District

20030 E. Telegraph Road
Santa Paula, CA 93060
(805) 525-4573
www.scesd.k12.ca.us

District Governing Board

Katie Brokaw
DeAnn Hobson
Lynne Peterson
Kari Skidmore
Cindy Hansen

District Administration

Kari Skidmore
Superintendent

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (805) 525-4573.

School Description

Santa Clara is a single school district, located in Ventura County midway between the cities of Fillmore and Santa Paula on Highway 126. The school is over one hundred years old. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. Santa Clara Elementary is a single school district with fewer than 60 students. The staff is small: two teachers, a part-time instructional aide, a part-time music instructor, one teacher/principal/superintendent, a part-time secretary, a part-time custodian, and other contracted services. School staff is dedicated to providing the kindergarten through sixth grade students with a safe, respectful, and accepting atmosphere where every student can learn. Our balanced curriculum emphasizes basic skills and creativity. The State Standards direct instruction. We strive to provide all students with the tools and experience to achieve personal excellence in academic learning, critical thinking, self-expression, and citizenship.

Mission Statement

Santa Clara Elementary strives to provide a challenging education that fulfills the child's natural desire to learn. We offer a standards-based curriculum taught in multi-grade classrooms. Our school nurtures confident and creative individuals by making art, music and drama an essential part of the learning process. Santa Clara's unique size lends itself to a family-like atmosphere. Collaborative efforts from teachers, parents, staff, and community members encourage students to ask questions, solve problems and make thoughtful decisions in everyday life.

Opportunities for Parental Involvement

Parents are encouraged to be partners in their children's education. Parents play a crucial role at Santa Clara through their active participation and involvement. There are two active, organized parent groups: the School Site Council (SSC) discusses and approves categorical programs, and the Parent Teacher Organization (PTO) raises money and in many other ways supports Santa Clara Elementary and its students. The SSC serves as the advisory council for all categorical programs. Communication is open and ongoing.

For more information on how to become involved, please contact Kari Skidmore, Principal, at 805.525.4573.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	9
Gr. 1	8
Gr. 2	6
Gr. 3	6
Gr. 4	9
Gr. 5	9
Gr. 6	7
Total	54

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	35.2
Native Hawaiian/Pacific Islander	0
White	59.3
Two or More Races	5.6
Socioeconomically Disadvantaged	9.3
English Learners	3.7
Students with Disabilities	0

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Santa Clara School acknowledges responsibility to create a learning environment that will allow students to achieve at least grade level standards, develop self-discipline, take responsibility for their actions and learn to work cooperatively with others. To accomplish this, educators maintain high expectations for student behavior and communicate these through a Discipline Plan. The Plan is distributed to the students and parents annually in the Santa Clara Handbook. Severe misbehavior results in a referral to the principal. Suspension from school can be the result of extreme misbehavior. The Board of Education can expel a student for a serious offense. The regulations for suspension and expulsion are explained in the Handbook. The purpose of the discipline policy is to assist students in taking responsibility for their own behavior. School rules are clearly stated and discussed with the students. Rules, rewards, and consequences are enforced fairly and consistently. Except for minor infractions, teachers contact the parents when rules are broken. Classroom disruptions are minimal and student referrals to the principal are rare.

A variety of activities and programs provide Santa Clara students special recognition and fun participation throughout the course of the school year. The emphasis is on positive reinforcement of responsible behavior.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in January 2012.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 08/22/12

Santa Clara is located on a 1.7-acre site. The school contains one permanent classroom and two relocatable classrooms. The schoolhouse (the permanent classroom) is a historic structure classified by the Ventura County Historical Society as a Historic Landmark. The facilities are used to house a library, kitchen, computer areas, resource area, classrooms, and office area. The schoolhouse serves as a multipurpose room for students to gather, for parents to gather, for program performances, and, on occasion, as an eating area for students.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.		15			1			0			0	
Gr. 1			17			1		0				0
Gr. 2			12			1		0				0
Gr. 3		16			1			0				0
Gr. 4		24	25		0	0		1	1		0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	0	0	0
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	0	0	0
Expulsions Rate	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

Procedures are in place regarding campus safety for fire, earthquake, and emergency preparedness. Order and safety on campus are a high priority. The school secretary also serves as the yard supervisor for recess and lunch. The ratio of students to playground supervisors is no more than 28:1. The Santa Clara custodian cleans the rooms every other day. He is conscientious and hardworking in maintaining a clean school. The school is regularly inspected for safety. School facilities are regularly maintained and repaired.

New asphalt was laid on the handball court August 2010. New carpet was installed in the portable classrooms in August 2010.

The State School Deferred Maintenance Program provides State-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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-2011 school year, the District budgeted no funds for the Deferred Maintenance Program, due to the economic crisis in the State and the lifting of this requirement by the State.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
Interior: Interior Surfaces	[]	[X]	[]	[]	Interior Surfaces (floors, ceilings, walls, and window casings)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
Electrical: Electrical	[]	[X]	[]	[]	Electrical Systems (interior and exterior)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Restrooms, Sinks/Drinking Fountains (interior and exterior)
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Structural Condition, Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	Windows/Doors/Gates/Fences, Playgrounds/School Grounds
Overall Rating	[X]	[]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	◆	◆	3
Without Full Credential	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Santa Clara School established kindergarten through sixth grade level standards which are aligned with the State Board of Education standards. Professional development activities were designed to train teachers to provide instruction that will enable students to meet the standards and implement the State educational program. There are three student-free staff development days added to the 180-day school calendar. In addition, teachers attended workshops offered by the county, professional organizations, and colleges and universities. One hundred percent of the teachers participated in staff development.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	100	0
High-Poverty Schools	0	0
Low-Poverty Schools	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,018	\$1,357	\$7,660	\$57,213
District	♦	♦	\$7,660	\$57,213
State	♦	♦	\$5,455	\$57,019
Percent Difference: School Site/District			0%	0%
Percent Difference: School Site/ State			18.9%	-4.9%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,013	\$38,625
Mid-Range Teacher Salary	\$58,375	\$55,530
Highest Teacher Salary	\$74,023	\$70,729
Average Principal Salary (ES)		\$92,955
Average Principal Salary (MS)		\$96,092
Average Principal Salary (HS)		\$94,993
Superintendent Salary		\$106,757
Percent of District Budget		
Teacher Salaries	43%	36%
Administrative Salaries	0%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to the funding provided by the State, Santa Clara participates in the following categorical programs:

- Title II/Improving Teacher Quality
- Title II/Technology
- Title IV/Drug Free Schools
- Title V/Innovative Ed
- Title VI/REAP Flexibility
- School Safety and Violence Prevention
- Economic Impact Aid
- SBCP

There are also funds available for library books, staff development, technology, and Class Size Reduction.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/12

Santa Clara provides students with State-adopted textbooks. Instructional materials are purchased to support the curriculum. The curriculum is aligned with the State Frameworks and Standards. The Santa Clara School District receives funding for the purchase of textbooks that support the Standards. The school staff evaluates the State-approved textbooks available each year and determines which books would be the most appropriate for our students.

Accelerated Reader books were purchased through Perma-Bound for the Library.

All students in visual and performing arts classes (which include music history, general music, tone chimes, recorders, theater, painting, and drawing) have access to the appropriate textbooks and instructional materials. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home.

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%	SRA Open Court (K-6) Adoption Year 2002-03	
Mathematics The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%	Macmillan/McGraw-Hill (K-6) Adoption Year 2001-02	
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	McGraw-Hill (K-6) Adoption Year 2007	
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Scott Foresman (K-5) Adoption Year 2006 Prentice Hall (6) Adoption Year 2006	

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	86	65	89	86	65	89	52	54	56
Math	84	78	95	84	78	95	48	50	51
Science							54	57	60
H-SS							44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	89	95		
All Student at the School	89	95		
Male	86	95		
Female	93	93		
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				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	2	-42	70
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 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	10	10	9
Similar Schools			

Federal Intervention Program (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	35	35	4,664,264
	API-G	966	966	788
Black or African American	Students	0	0	313,201
	API-G			710
American Indian or Alaska Native	Students	0	0	31,606
	API-G			742
Asian	Students	0	0	404,670
	API-G			905
Filipino	Students	0	0	124,824
	API-G			869
Hispanic or Latino	Students	0	0	2,425,230
	API-G			740
Native Hawaiian/Pacific Islander	Students	0	0	26,563
	API-G			775
White	Students	0	0	1,221,860
	API-G			853
Two or More Races	Students	0	0	88,428
	API-G			849
Socioeconomically Disadvantaged	Students	0	0	2,779,680
	API-G			737
English Learners	Students	0	0	1,530,297
	API-G			716
Students with Disabilities	Students	0	0	530,935
	API-G			607

Adequate Yearly Progress

The federal ESEA 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	N/A	N/A
Met Graduation Rate (if applicable)	N/A	N/A