School Accountability Report Card Reported for:

School Year 2010-11 Published During 2011-12

Grades K—8,

3320 Young Rd, Allensworth, CA 93219, Ph: (661) 849-2401   Fax: (661) 849-6634

The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Contact Information (School Year 2011-12)

School		District	
School Name	Allensworth Elementary School	District Name	Allensworth Elementary School
Street	3320 Young Road	Street	3320 Young Road
City, State, Zip	Allensworth, CA 93219	City, State, Zip	Allensworth, , CA 93219
Phone Number	661-849-2401	Phone Number	661-849-2401
Principal	Roberto Cardenas	Superintendent	Roberto Cardenas
E-mail Address	rcardenas@allensworth.k12.ca.us	E-mail Address	rcardenas@allensworth.k12.ca.us
Web Site		Web Site	allensworthesd.cyberschool.com
		CDS Code	54- 71795- 6053839

School Description and Mission Statement (School Year 2011-12)

The Allensworth School community, which includes a highly qualified staff, the Board of Trustees, students and parents; seeks to provide all students with a quality educational experience, steeped in a rich history of high standards and caring for the whole child. With an energetic focus on students' self worth, providing new experiences, and preparation for success in the 21st century, we are committed to graduating students who will make an impact in their community and their world.

Student Enrollment

Group	Percent
African American	0 %
Hispanic or Latino	99 %
White (not Hispanic)	0 %
Multiple or No Response	1.95 %
Socioeconomically Disadvantaged	80.00 %
English Learners	52.00 %
Students with Disabilities	2.00 %
Total Number of Students	78

Teachers

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

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	30.5%
Mathematics	25.5%
Science	Fifth Graders = 28% Eighth Graders = 48%
History-Social Science	46%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	604
Statewide Rank (from 2008 Base API Report)	1
Similar Schools Rank (from 2008 Base API Report)	5

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$7,431
Disrrict	$7.431
State	$5,512

School Completion

Indicator	Result
8th Grade Graduation Rate	100%

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.

School Climate

School Safety Plan (School Year 2010-11)

Oak Valley maintains a comprehensive Safety Plan. The Safety Plan includes elements such as:

✓ Disaster plans and procedures
✓ School Rules
✓ Dress Code

All employees are encouraged to report any potential hazards to ensure immediate attention. Regular inspections are conducted to identify and correct potentially unsafe conditions. Our goal is to maintain a safe and positive school climate.

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		
	2009-10	2010-11	2011-12	2010 -11	2010-11	2011-12
Suspensions	5	2	1	5	2	1
Expulsions	0.0	0.0	0	0.0	0.0	0

School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

Summary of Most Recent Site Inspection

Below are the results of the school's most recently completed inspection on April 24 2013, using the Facilities Inspection Tool (FIT). This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements			
Item Inspected	Repair Status		
	Good	Fair	Poor
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (inside and outside)	✓		
Pest/Vermin Infestation*	✓		
Drinking fountains (inside and outside)		D	
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall cleanliness	✓		

Overall Summary of Facility Condition			
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Repairs Needed: *None needed at this time*

Corrective Actions Taken or Planned:

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2009-2010	2010-11	2011-12
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 2010-111)

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.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0.0
All Schools in District	100%	0.0
High-Poverty Schools in District	Allensworth Elementary School is a single-school district	
Low-Poverty Schools in District		

Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

The following table displays, in units of full-time equivalents (FTE), the number support staff that are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Psychologist	0 (assigned by Tulare Co. Office of Ed.)	N/A
Social Worker	0	N/A
Nurse	0.1 (A county nurse is assigned to Allensworth as needed.	N/A
Speech/Language/Hearing Specialist	0.2 (assigned by Tulare Co. Office of Ed.)	N/A
Resource Specialist (non-teaching)	0.2 (assigned by Tulare Co. Office of Ed.)	N/A
Resource Specialist aide	0	N/A

Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good (will be the next adoption)	0%
Mathematics	Excellent (most current adoption)	0%
Science	Excellent (most current adoption)	0%
History-Social Science	Excellent (most current adoption)	0%
Foreign Language	Not offered	0%
Health	good	0%
Visual and Performing Arts	No textbooks used	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

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 and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Level	Total Expenditures Per Pupil	Average Teacher Salary

School Site	$7,431.00	$49,095.
District	$7,431.00	$49,095
Percent Difference at School Site and District	N/A	0
State	N/A	$56,284
Percent Difference at School Site and State	N/A	-9%

Types of Services Funded (Fiscal Year 2011-12)

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

Because Allensworth Elementary is a small rural school, several support personnel are provided on campus by the Tulare County Office of Education. These include: a part time psychologist, and a part time Special Education Resources. Other programs provided are: Safe & Drug Free Schools, tobacco use prevention and Drug & Alcohol prevention through Friday Nite Live programs. We also receive specialized health programs conducted by one of the county nurses.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,067.25	$38,481
Mid-Range Teacher Salary	$46,594.36	$55,789
Highest Teacher Salary	$57,851.20	$70,849
Superintendent/Principal Salary (Elementary)	$114,376.80	$110,994
Percent of Budget for Teacher Salaries	38.40 %	37.20 %
Percent of Budget for Administrative Salaries	5.10 %	6.60 %

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 modifiedachievement 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. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. 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

(A 3 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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	16	17	17	16	17	17	56	58	58
Mathematics	14	17	15	14	14	15	43	50.	58
Science	0	1	1	0	1	1	38	46	58
History-Social Science	1	0	0	1	0	0	33	36	53

Standardized Testing and Reporting Results by Student Group

(School Year 2011-12)

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	1	1	0	0
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	1	*	*	*
Hispanic or Latino	10	6	1	0
Pacific Islander	*	*	*	*
White (not Hispanic)	0	0	0	0
Male	4	1	1	0
Female	8	6	0	0
Economically Disadvantaged	0	0	0	0
English Learners	4	3	1	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	2	1	0	0

California Physical Fitness Test Results (School Year 2011-12)

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 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 (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	41.8	25.5	0.0
9	0.0	0.0	0.0

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 on the CDE Academic Performance Index (API) Web page.

Academic Performance Index Ranks

(3 Year Comparison)

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 schools. A similar schools rank of one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	1	1
Similar Schools	0	0	0

Academic Performance Index Growth by Student Group

(A 3 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			Growth API Score
	2009-10	2010-11	2010-11	2010
All Students at the School	86	04	04	604
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	86	86	04	598
Pacific Islander				
White (not Hispanic)	0	0	0	0
Socioeconomically Disadvantaged	86	86	04	604
English Learners	0	0	0	
Students with Disabilities				

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 on the CDE Adequate Yearly Progress (AYP) Web page.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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	No	No

Percent Proficient - Mathematics	No	No
API	no	no
Graduation Rate	N/A	N/A

"Yes" Met 2009 AYP Criteria
"NO" Did not Meet 2009 AYP Criteria

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 on the CDE Adequate Yearly Progress (AYP) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	yes	yes
Year in Program Improvement	1	1
Number of Schools Currently in Program Improvement	1	1
Percent of Schools Currently in Program Improvement		

School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	0%	0%	0%	0%	0%	0%	3.5	4.4	3.9
Graduation Rate	100%	100%	98%	100%	100%	98%	83.4	80.6	80.2

Completion of High School Graduation Requirements

This section is not applicable, because Allensworth School is an elementary school

Career Technical Education Programs (School Year 2011-12)

This section is not applicable, because Allensworth does not provide CTE courses.

Courses for University of California and/or California State University Admission (School Year 2011-12)

This section is not applicable, because Allensworth is an elementary school

Instructional Planning and Scheduling

Professional Development

Three full days and several early release days are dedicated each year to staff and professional development. CPR & First Aid training, Thinking Maps, & Step Up to Writing, are a few of the staff developments that we have had in the past.