

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

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.

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

## I. Data and Access

### 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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

### 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Bogus Elementary School	<b>District Name</b>	Bogus Elementary School District
<b>Street</b>	13735 Ager-Beswick Rd.	<b>Phone Number</b>	(530) 459-3163
<b>City, State, Zip</b>	Montague, CA 96064	<b>Web Site</b>	<a href="http://www.sisnet.ssku.k12.ca.us/~bogusftp">www.sisnet.ssku.k12.ca.us/~bogusftp</a>
<b>Phone Number</b>	(530) 459-3163	<b>Superintendent</b>	Fred Ehmke
<b>Principal</b>	Kelly Bear	<b>E-mail Address</b>	<a href="mailto:fehmk@sisnet.ssku.k12.ca.us">fehmk@sisnet.ssku.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:kbear@sisnet.ssku.k12.ca.us">kbear@sisnet.ssku.k12.ca.us</a>	<b>CDS Code</b>	47-70193-6050660

### School Description and Mission Statement (School Year 2010-11)

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

Bogus Elementary is a Kindergarten—6th grade, two room school with a current enrollment of 9 students. We have one full time teacher/principal, one full time instructional aide who additionally serves as, a part time cafeteria person, a part time bus driver. We have a contracted custodial/maintenance person and a part time superintendent. Bogus school is a tightly knit family atmosphere approach to education. Virtually every student who attends Bogus gets and individualized education, tailored precisely to the needs of each student. Due to our size we are able to align our state adopted curriculum lessons to each student in the school. We have a great student to adult ratio! We currently have 9 students and at least 2 and sometimes 3 adults available to provide this individualized education. Bogus DOES NOT have a large turnover in employees. Most of our employees have been involved in and working for the school for decades.

Mission Statement----“The mission of Bogus Elementary School is to provide, with the help of staff, parents and community members, a safe, clean, comfortable learning environment where all students will be guided, motivated and nurtured toward high academic success. We will provide students with the tools necessary to become life-long learners who can realize their dreams and aspirations. It is our philosophy that Bogus School is a place where dreams are given direction.”

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

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Bogus School has an active School Site Council which meets before the regular School Board meeting each month. Parents are encouraged to volunteer and participate in their children’s education. The Bogus parent group facilitates school fundraisers that supplement the school fieldtrip fund. Parents are encouraged to volunteer at the school to share their expertise with the students. We have a yearly fall fundraising dinner and raffle at the Copco Lake Clubhouse to earn money for fieldtrips. This is an annual event that is always well attended. Parents and staff come together to facilitate this event. The school board president volunteers his time to ask for donations from the community to raffle off at this event. Parents are also encouraged to volunteer at the school in a variety of capacities. Parents also have an opportunity to become involved in our "Outdoor Classroom" and garden project. Students grow plants from starts in our greenhouse, take orders, and sell them as a fundraiser. Parents were very instrumental in both the setting up and running our garden project. It is a great opportunity for students and parents to work together for a common cause. Parents are also involved in many of our field trips and multiple ski trips to Mt. Shasta. Our population is small enough so that each parent volunteer gets a chance to know and work with all of the students in the school.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Kindergarten	3
Grade 1	1
Grade 2	2
Grade 3	3
Grade 4	1
Grade 5	6
Grade 6	0
Ungraded Elementary	0
<b>Total Enrollment</b>	<b>16</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	12.5	White	68.8
American Indian or Alaska Native	6.3	Two or More Races	6.3
Asian	0	Socioeconomically Disadvantaged	50
Filipino	0	English Learners	0
Hispanic or Latino	6.3	Students with Disabilities	0
Native Hawaiian/Pacific Islander	0		

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								3	1	0	0	
1								1	1	0	0	
2								3	1	0	0	
3								3	1	0	0	
4								1	1	0	0	
5								12	1	0	0	
6												
Other	10	1	0	0	9	1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**III. School Climate**

**School Safety Plan (School Year 2010-11)**

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.

Student and staff safety is a major focus at Bogus. We frequently update our school safety plan, our crisis response plan and our pandemic flu plan. The schools crisis response plan includes steps for ensuring students and staff are safe during a disaster. Fire drills, full lockdown intruder on campus drills and earthquake are conducted on a regular basis throughout the school year. There are periodic facility inspections (4 times per year) and also monthly playground inspections conducted by the superintendent and maintenance personnel. The safety plan and crisis response plans are reviewed yearly and updated on an "as needed" basis.

Another major component to our school's curricular offerings is our music program. Bogus hires a credentialed music teacher who not only teaches students the basics of music but also teaches each student individually piano lessons weekly. The students also perform several times throughout the school year. Each student, including kindergarteners, is becoming proficient at piano and enthusiastically demonstrates their skills.

**Suspensions and Expulsions**

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	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).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

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:** February 2011

Bogus Elementary School 's most recent site inspection was conducted by the superintendent and principal, with input from the custodial/maintenance person in February 2011. This inspection found that everything was in proper working order there were no leaks or damage to the building or outbuildings. Heating and cooling systems are all in good repair and working properly. There does not appear to be evidence of hazardous materials that pose immediate threat to pupils or staff. The fire alarm is in proper working order and there are no electrical hazards present. The building is clean and save. The playground equipment and school grounds appear to be safe and clean. Major pest or vermin infestation is not evident however we did find one mouse in a trap placed by pest control. See corrective actions below.

### School Facility Good Repair Status (School Year 2011-12)

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)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Replaced fire alarm system this year. The school fire suppression system ( sprinkler system) is inspected regularly. Last inspection noted repairs or replacement needed in the near future. The fire suppression system was replaced in March 2010
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	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

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

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: <http://www.cde.ca.gov/nclb/sr/tq/>

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

\* 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.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	As needed	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	As needed	---
Social Worker	As needed	---
Nurse	As needed	---
Speech/Language/Hearing Specialist	As needed	---
Resource Specialist (non-teaching)	As needed	---
Other	weekly	---

\* 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.

## VII. Curriculum and Instructional Materials

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

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 instruction 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:

Bogus Elementary curriculum is kept current with the latest state adopted text books in all subject areas. State adopted Science and History and Social Science texts were purchased in 2009. Math was be purchased in 2010 and new Reading and language arts texts will be purchased in the 2011/2012 school year.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt School Publishing 2010		0
Mathematics	California HSP Math 2009		0
Science	Foss 2009		00
History-Social Science	Harcourt 2007		0
Foreign Language			
Visual and Performing Arts			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$16,647	\$4,857	\$11,790	\$45,000
District	---	---	\$11,790	\$45,500
Percent Difference: School Site and District	---	---	0	0
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and State	---	---	55	20.8

\* **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 <http://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 <http://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: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

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

- SIP (School improvement program)
- EIA (economic Impact Aid)
- TUPE (Tobacco Use Prevention Education)
- Title II Teacher Quality/Class Size Reduction
- Title IV Safe and Drug free schools and communities
- Title VII Indian Education Grant

Morgan Grant (local grant for music program)

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,500	\$38,744
Mid-Range Teacher Salary	\$45,500	\$55,509
Highest Teacher Salary	\$45,500	\$70,567
Average Principal Salary (Elementary)	\$0	\$92,338
Average Principal Salary (Middle)	\$0	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$0	\$109,381
Percent of Budget for Teacher Salaries	22%	37%
Percent of Budget for Administrative Salaries	6%	7%

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

## IX. Student Performance

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	0	0	0	0	0	0	50	52	54
<b>Mathematics</b>	0	0	0	0	0	0	46	48	50
<b>Science</b>	0	0	0	0	0	0	50	53	56
<b>History-Social Science</b>	N/A	N/A	N/A	0	0	0	41	44	48

\* 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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	0	0	0	0
All Student at the School	0	0	0	N/A
Male	0	0	0	N/A
Female	0	0	0	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	0	0	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	0	0	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	0	0	0	N/A
English Learners				N/A
Students with Disabilities	0	0	0	N/A
Students Receiving Migrant Education Services				N/A

\* 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 (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 <http://www.cde.ca.gov/ta/tg/pf/>.

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

\* 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.

## X. Accountability

### 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 <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks - Three-Year Comparison**

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

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide			
Similar Schools			

**Academic Performance Index Growth by Student Group - Three-Year Comparison**

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "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 Comparison**

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	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School					4,683,676	778
Black or African American					317,856	696
American Indian or Alaska Native					33,774	733
Asian					398,869	898
Filipino					123,245	859
Hispanic or Latino					2,406,749	729
Native Hawaiian/Pacific Islander					26,953	764
White					1,258,831	845
Two or More Races					76,766	836
Socioeconomically Disadvantaged					2,731,843	726
English Learners					1,521,844	707
Students with Disabilities					521,815	595

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

**Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)**

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

### Federal Intervention Program (School Year 2011-12)

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: <http://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

## XI. Instructional Planning and Scheduling

### 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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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Bogus Teachers and support staff have a minimum day once per month where they receive training on a variety of subjects. Bogus Elementary School District believes that in order to be effective educators, teachers must be provided with all of the tools necessary to ensure the students are getting the best education possible. One of the most important tools is professional development. To this end our teacher has been involved many district and county trainings and has opportunities to collaborate with other teachers and administrators in the county. Our teacher has developed a great working relationship with many other peer groups in and out of the county.

Paraprofessional aides are trained by the principal and also are involved in outside training that is relevant to their respective positions. The superintendent goes to the majority of the trainings sponsored by Siskiyou County Office of Education. He also attends monthly meetings and training sessions that are geared toward all of the superintendents in the county. Superintendent has developed a great working relationship with most of the other superintendents and principals in the county. The bus driver attends periodic trainings. The cook is trained in all of the latest and safest food handling procedures. She is also trained in nutritional requirements by the state.