

Inyokern Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 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.

2022-23 School Contact Information

School Name	Inyokern Elementary School
Street	6601 Locust Ave. P.O. Box 1597
City, State, Zip	Inyokern CA, 93527
Phone Number	(760) 499-1683
Principal	Beverly Anne Ewbank
Email Address	bewbank@ssusd.org
School Website	http://inyokern.ssusd.org/
County-District-School (CDS) Code	15-73742-6009609

2022-23 District Contact Information

District Name	Sierra Sands Unified School District
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Email Address	superintendent@ssusd.org
District Website Address	ssusd.org

2022-23 School Overview

Inyokern Elementary School is an integral part of the high-desert community of Inyokern, California. The school was established in 1913, and the first permanent buildings were erected in 1935. At that time, the principal lived in a house on the school grounds.

We have grown to be an award-winning school that truly serves the students in our small desert community. One way that we achieve excellence is by offering a wealth of year-round educational opportunities for students from 3 to 11 years of age. Inyokern State Preschool, located on campus, is the only preschool in our community and provides an excellent preschool education to qualifying students. The preschool is licensed for 20 students and is offered in the morning each weekday. Our elementary school educates students from Transitional Kindergarten through fifth grade.

Our success with elementary school students has been validated by awards we have received. We have been a No Child Left Behind Blue Ribbon School, a California Distinguished School, Gold Ribbon Award, and a Title I Academic Achievement Award School. Through the After School Education and Safety (ASES) Grant from the State of California. We offer a free after school program to elementary school students. Parents can enroll their students in this wonderful program to receive homework assistance, tutoring, STEAM activities, and standards-based enrichment activities until 6 p.m. each school day.

Beverly Anne Ewbank, Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	28
Grade 2	29
Grade 3	28
Grade 4	25
Grade 5	27
Total Enrollment	174

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	4.6
Asian	0.0
Black or African American	2.3
Filipino	1.7
Hispanic or Latino	31.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.4
White	53.4
English Learners	5.2
Foster Youth	0.6
Homeless	4.0
Migrant	0.0
Socioeconomically Disadvantaged	75.3
Students with Disabilities	10.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	83.33	158.40	68.07	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	16.67	10.50	4.54	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	21.00	9.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.60	8.85	12115.80	4.41
Unknown	0.00	0.00	22.00	9.49	18854.30	6.86
Total Teaching Positions	6.00	100.00	232.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015) Adopted in 2015	Yes	0
Science	FOSS Next Generation Elementary (2019) Adopted in 2020	Yes	0
History-Social Science	California Studies Weekly (2018) Adopted in 2019	Yes	0
Foreign Language			
Health	Health and Fitness Adopted in 2007	Yes	0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Buildings

Inyokern School began by moving three one-room schoolhouses to our current site 100 years ago. The first permanent buildings were erected in 1935. Inyokern Elementary has completed its modernization process that updated the entire facility. The focus of the modernization was to add extra classrooms, increase the size of our school library; and upgrade the classrooms, office, cafeteria, and playgrounds.

We have a playground for our primary grades and a separate playground for the intermediate grades. Both playgrounds have age appropriate equipment and balls for student use.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Our library is staffed with a part-time library specialist and part-time computer specialist – both jobs are filled by the same person so there is continuity for students. She provides standards-based instructional activities and book checkout for all classes. The library is open to all students during the school day and remains open 45 minutes after school to allow parents and individual students the opportunity to check out books, do research, or take Accelerated Reader quizzes.

Each week classes spend scheduled library time in our media center.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces		X		Classroom 11: Torn tackable surfaces. Classroom 12: Torn tackable surfaces. Classroom 13: Water damage to tackable walls by door and under w window. Cafeteria: Damaged wooden door frame.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	29	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	80	72	90.00	10.00	29.17
Female	39	36	92.31	7.69	27.78
Male	41	36	87.80	12.20	30.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	23	85.19	14.81	21.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	44	42	95.45	4.55	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	61	55	90.16	9.84	30.91
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	12	92.31	7.69	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	80	72	90.00	10.00	27.78
Female	39	36	92.31	7.69	25.00
Male	41	36	87.80	12.20	30.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	23	85.19	14.81	13.04
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	44	42	95.45	4.55	35.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	61	55	90.16	9.84	27.27
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	12	92.31	7.69	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	17.65	26.67	23.93	25.4	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	30	93.75	6.25	26.67
Female	15	15	100	0	26.67
Male	17	15	88.24	11.76	26.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	22.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.5%	96.8%	96.8%	96.8%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Our SSC gives input about school concerns and approves our annual budget and plan. The PTO is also a vital part of our school. It assists with our PBIS and PeaceBuilders program by running a student store where students can redeem PBIS Rewards points and PeaceBuilder reward tokens. Our PTO also financially supports field trips, assemblies, and special class projects. New members are always welcome to join our PTO.

Parents enthusiastically support such activities as our back-to-school ice cream social, the fall carnival, pride days, track and field day, reinforcing activities for students showing strong characters, as well as family nights. We update our parent-involvement policy annually. Parents are welcome to volunteer in our classrooms, on field trips, as coaches, and in the library. We encourage parental involvement through these activities plus Back to School, Title I meetings, School Site Council, conference meetings, Family Nights, and various other family-focused activities. The contact person for parent involvement is our principal, Beverly Ewbank, who can be reached at (760) 499-1683.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	214	198	82	41.4
Female	101	95	45	47.4
Male	113	103	37	35.9
American Indian or Alaska Native	9	8	5	62.5
Asian	0	0	0	0.0
Black or African American	7	6	2	33.3
Filipino	3	3	1	33.3
Hispanic or Latino	69	62	23	37.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	2	28.6
White	111	107	44	41.1
English Learners	10	10	3	30.0
Foster Youth	2	2	1	50.0
Homeless	11	11	6	54.5
Socioeconomically Disadvantaged	173	160	76	47.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	35	34	15	44.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.38	5.69	2.45
Expulsions	0.00	0.13	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.87	0.17	8.47	0.20	3.17
Expulsions	0.00	0.00	0.02	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.87	0.00
Female	0.00	0.00
Male	3.54	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.80	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	2.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.71	0.00

2022-23 School Safety Plan

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. A copy is kept in the office for anyone in the community who wants review it. The plan is shared with all staff. We practice general safety, fire, earthquake, lockdown, and evacuation drills regularly. Emergency equipment is supplemented as needed.

Students report that they feel safe at school. Staff members monitor students before, immediately after, and during the school day. They also monitor bus loading and assist students at the gate and crosswalk. Visitors are expected to present their IDs for Raptor verification and wear the individual nametags provided by the automated system. Volunteers must follow the District Volunteer Protocol Procedures before they can volunteer at Inyokern school activities or in the classrooms.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2		
1	24		1	
2	25		1	
3	27		1	
4	32		1	
5	28		1	
6				
Other	10	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	24		1	
2	18	1		
3	22		1	
4	24		1	
5	36			1
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3		
1	14	1	1	
2	10	2	1	
3	10	2	1	
4	13	1	1	
5	14	1	1	
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	174

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7704.85	3383.26	4321.59	37251.48
District	N/A	N/A	4412.83	\$69,611
Percent Difference - School Site and District	N/A	N/A	-2.1	-60.6
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-41.6	-72.0

2021-22 Types of Services Funded

The Title I allocation funds the site project teacher and the Collaboration and Intervention Model. Our project teacher works with small groups of at-risk students and is an integral part of our Targeted Assistance Groups (SMART Time), which are offered Monday through Thursday every week. Our computer aide, funded throughout the district's Local Control and Accountability Plan (LCAP) and Title I funds, provides weekly computer classes for each class and small-group targeted intervention classes using evidence-based programs. Our counselor, funded through the district's LCAP offers social skills groups, teaches Second Step, and offers crisis intervention to students in special circumstances. Our Title I funds are used to purchase effective evidence-based supplemental classroom materials and programs.

Our hardworking PTO sponsors fundraisers as well as our fall festival. The PTO has funded assemblies, field trips, and the purchase of school improvement items.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,278	\$48,503
Mid-Range Teacher Salary	\$72,191	\$74,912
Highest Teacher Salary	\$101,241	\$100,321
Average Principal Salary (Elementary)	\$110,607	\$122,160
Average Principal Salary (Middle)	\$111,408	\$127,632
Average Principal Salary (High)	\$130,970	\$137,578
Superintendent Salary	\$171,000	\$198,665
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2020-21 school year, 3 days (or 18 hours based on 6 hours/day) in the 2021-22 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2022-23 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after-school workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3