Knights Ferry Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• View this SARC online at the school and/or LEA Web sites.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Knights Ferry Elementary School
Street	12726 Dent Street
City, State, Zip	Knights Ferry CA, 95361
Phone Number	(209) 881-3382
Principal	Cheryl Griffiths
E-mail Address	cgriffiths@stancoe.org
Web Site	
CDS Code	50-71142-6052609

District Contact Information	
District Name	Knights Ferry Elementary School District
Phone Number	(209) 881-3382
Superintendent	Cheryl Griffiths
E-mail Address	cgriffiths@stancoe.org
Web Site	www.knightsferry.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Vision Statement:
Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

Mission Statement:
Knights Ferry School District, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:
- Implementing high standards of teaching and learning;
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self- directed, productive citizens;
- Fostering a love of learning, collaboration and individual creative expression;
- Preparing well-rounded students who will make successful transitions throughout their lives.

Strategic Goals:
- Curriculum, Instruction and Assessment: Design, implement, evaluate, and improve instructional programs to ensure every student meets the district standards.
- Human Resources: Recruit, select, develop, evaluate and retain the highest quality staff.
- Student Services: Design, implement, evaluate, and improve programs and services to support success for all students.
- Family and Community Partnerships: Design, implement, evaluate, and improve partnerships that support the goals and objectives of the District.
- Facilities and Equipment: Provide an environment that is safe, clean and attractive that promotes student learning and fosters student, staff, and community pride.
- Technology: Design, implement, evaluate, and improve the use of relevant and accessible technology to educate students and support staff.
- Educational Options: Design, implement, evaluate, and improve quality educational options for students, parents and the community.
- Fiscal Integrity and Efficient and Effective Operation of the District: In alignment with the strategic plan, design, implement, evaluate, and improve a planning process to ensure that the human, financial and capital resources are efficiently and effectively allocated.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	10
Grade 1	7
Grade 2	10
Grade 3	10
Grade 4	9
Grade 5	8
Grade 6	8
Grade 7	12
Grade 8	11
Total Enrollment	85

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.0
White	78.8
Two or More Races	1.2
Socioeconomically Disadvantaged	42.4
English Learners	15.3
Students with Disabilities	2.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	5	5	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 08-2014

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE). We have also reported additional facts about our textbooks called for by the Williams legislation of 2004.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2004: Prentice Hall Literature 7-8 California Edition 2010: Houghton Mifflin: K-6 A Legacy of Literature/Medallion update	Yes	0%
Mathematics	2009: Holt Mathematics 6-8 2009: Saxon K-5	No	0%
History-Social Science	2007: Mc Dougal Littell 7th World History 2007: Mc Dougal Littell 8th Creating America 2007: Harcourt K-6 Reflections California Edition	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Knights Ferry School is located on 7.717 acres. The school consists of two main buildings and four portables. One of the main buildings was rebuilt in 1974 and has a classroom, multipurpose room, cafeteria, staff room, small work room, two student restrooms, one staff restroom, and storage areas. The other main building was constructed in 1988 and has three classrooms, the office, two student restrooms, and one staff restroom. The portables were brought in as early as 1983 and as recent as 2005. Three of the portables house classrooms. The fourth and oldest portable houses our library. The school is in very good condition. The buildings and grounds are cleaned and maintained regularly. Our custodial maintenance person works daily from 12:30 to 7:00

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-22-14				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	73	40	50	73	40	50	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50
All Student at the School	50
Male	
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	56
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68	70	75	68	70	75	54	56	55
Mathematics	54	69	86	54	69	86	49	50	50
History-Social Science	44			44	86	43	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	8
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-11	28	24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-6	19	44
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	27.3	18.2	18.2

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person Name: Kim Banks
Contact Person Phone Number: (209) 602-1775

Parents and interested community members may volunteer to help in class and on field trips. Throughout the year parents and grandparents are called upon to help with classroom and school wide events like Read Around, Winter and Spring Performances, Jog-a-thon, Silent Auction and 8th Grade/Kindergarten Graduation. The Knights Ferry Parent Faculty Club sponsors a number of events that raise money to enhance the classroom program. During the 2013-2014 school year a Superintendent Stakeholders Advisory Committee as well as an Local Control Accountability Plan Committee were created as advisory committees where parents can also provide input.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0	0	0	0	0	0			
Expulsions	0	0	0	0	0	0			

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The comprehensive School Safety Plan includes: 1) a FEMA-approved Hazard Mitigation Plan (in cooperation with Stanislaus County), 2) a Campus Emergency Procedures Plan, 3) a School Site Council-developed School Safety Plan, and 4) a standing School Safety Committee.

The School Safety Plan can be viewed at the school office or online at www.knightsferry.k12.ca.us.

School Discipline Practices
This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Knights Ferry employs a system of classroom and school-wide behavior expectations. Students and their families are provided with written copies of these expectations in the Family Handbook. Classroom behavior expectations are posted. Students are encouraged to exhibit good citizenship and behavior informally and through programs like Character Education and Renaissance. In general, the Knights Ferry School "school climate" is very positive as demonstrated by a very low suspension rate.

Date School Safety Plan last reviewed: 5/8/2014

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	0.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12	1	0	0	10	1			10	1		
1	13	1	0	0	10	1			7	1		
2	10	1	0	0	10	1			10	1		
3	5	1	0	0	14	1			10	1		
4					9	1			9	1		
5					9	1			8	1		
6					12	1			8	1		
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	.05	---
Social Worker		---
Nurse	.10	---
Speech/Language/Hearing Specialist	.20	---
Resource Specialist	.10	---
Other		---

Note: Cells with "---" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	12,504.54	1,647.16	10,857.38	52,792.60
District	---	---	10,857.38	$54,253
Percent Difference: School Site and District	---	---		
State	---	---	$4,690	$57,931
Percent Difference: School Site and State	---	---		

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Federally Funded Programs -- Academic Interventions are available through Innovative Education (Federal); NCLB Title II; Small Rural Schools Achievement Grant; and Special Education.

State Funded Programs -- Lottery; Lottery Instructional; and Professional Development Block Grant.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$34,916	$38,970
Mid-Range Teacher Salary	$49,873	$56,096
Highest Teacher Salary	$73,256	$71,434
Average Principal Salary (Elementary)		$91,570
Average Principal Salary (Middle)		$97,460
Average Principal Salary (High)		$99,544
Superintendent Salary	$83,011	$107,071
Percent of Budget for Teacher Salaries	26	36
Percent of Budget for Administrative Salaries	7	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development

Four days are dedicated to staff development. In addition to these days there are five minimum days dedicated to staff development.

Knights Ferry's teaching staff is highly proficient and experienced. All teachers and paraprofessionals are "highly qualified" as described in the No Child Left Behind (NCLB) Act. All Instructional staff and faculty are offered the opportunity to remain current or expand their expertise through professional development.