

# Walt Tyler Elementary

## California Distinguished School, 2002

### School Accountability Report Card

### Reported Using Data from 2010–11 School Year

*Published During 2011–12*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.k12multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (\*) means that the size of the group was numerically insignificant.
- Data for certain tables/cells are not yet available to the CDE due to delays in receiving CBEDS information. Those cells are identified by a double asterisk (\*\*). This SARC will be updated when those data are available.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 (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.

## II. About This School

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

This section provides the school's contact information.

School		District	
<b>School Name</b>	Walt Tyler Elementary	<b>District Name</b>	Pioneer Union Elementary
<b>Street</b>	PO Box 26	<b>Phone Number</b>	(530) 620-3556
<b>City, State, Zip</b>	Grizzly Flat, CA, 95636	<b>Web Site</b>	pioneer.k12.ca.us
<b>Phone Number</b>	(530) 622-2995	<b>Superintendent</b>	Richard Williams
<b>Principal</b>	Robin Kelley, Lead Teacher	<b>E-mail Address</b>	dwilliams@pioneer.k12.ca.us
<b>E-mail Address</b>	rkelly@pioneer.k12.ca.us	<b>CDS Code</b>	09619456114664

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

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

Walt Tyler Elementary School opened as a Necessary Small School in November of 1997. The school is located in the community of Grizzly Flats, 17 miles from the district's office and other schools. Its opening was the result of months of district and community planning. It currently serves kindergarten through grade 5.

Walt Tyler is the proud recipient of the California Distinguished School Award for 2002. The school prides itself on its innovative education through the use of a multi-age approach to the curriculum. Kindergartners attend school half-day for the first part of the year and all day for the second half of the year. Decisions regarding programs offered and efforts at establishing a community of learners are guided by the overriding assumption that we are responsible for educating the whole child, not merely imparting information in the basic curricular areas.

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

This section provides information about opportunities for parents to become involved with school activities.

Walt Tyler encourages parents to become involved in their children's education during these important formative years. Parent involvement activities include volunteering in the classroom, chaperoning field trips, attending parent conferences, student performances and school sponsored events such as Friday Burger Nights, and participating on School Site Council or Parent Teacher Organization.

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

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	7
Grade 1	7
Grade 2	5
Grade 3	5
Grade 4	6
Grade 5	5
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
<b>Total Enrollment</b>	<b>35</b>

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

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0%	White	82.9%
American Indian or Alaska Native	5.7%	Two or More Races	2.9%
Asian	0%	Socioeconomically Disadvantaged	51.4%
Filipino	0%	English Learners	0%
Hispanic or Latino	0%	Students with Disabilities	2.9%
Native Hawaiian/Pacific Islander	0%		

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

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

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-2	17	1	0	0	17	1	0	0	19	1	0	0
3-5	17	1	0	0	15	1	0	0	16	1	0	0

### III. School Climate

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

This section provides information about the school's comprehensive safety plan.

Previous survey results report 94% of parents considered their children safe at school. A comprehensive District School Safety Plan has been developed, outlining specific goals and objectives. The safety plan is reviewed and updated annually. Policies are in place regarding campus safety, fire drills, earthquake preparedness, and instructional and playground supervision. The district has a complete civil defense preparedness plan that is updated annually. The district also has one of the highest percentages of staff trained in first aid and CPR. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

#### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	.15	.17	.17
Expulsions	0	0	0	0	0	0

### IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The facility at Walt Tyler Elementary School is a 60 by 40 foot portable building. School buildings and grounds provide adequate space for students and staff for teaching and learning. A major attraction is the small school setting, which also provides the community with a meeting place, playground, and complete kitchen on site.

The condition of rest rooms, floors, walls, roof, plumbing and electrical systems is well maintained and monitored routinely. Buildings and grounds are clean and free of litter and graffiti. Rest rooms comply with the Williams Act.

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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>	X				

Note: Cells shaded in gray do not require data.

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	2	2	2	18
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	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	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

This table displays the percent of classes in core academic subjects taught by Highly Qualified and non- Highly Qualified 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 at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

## VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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	NA
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	*.073	
Psychologist	*.255	
Social Worker	0	
Nurse	*.298	
Speech/Language/Hearing Specialist	*.67	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in gray do not require data.

\*Support Staff in these areas are provided at a district level with time appropriated to all three district schools.

## VII. 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; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	SRA/Open Court Reading (2002) grades K-5. California Literature Project Reading RESULTS, TRI (Teaching Reading Instruction) grades K-3.	0	No
Mathematics	Houghton Mifflin Mathematics (2008) grades K-5.	0	Yes
Science	Scott Foresman California Science (2007), grades K-5, FOSS Kits and AIMS Activities supplemental materials.	0	Yes
History-Social Science	Scott Foresman (2006), grades K-5.	0	Yes
Foreign Language		NA	NA
Health	Positive Action (2004) grades 3-5	0	Yes
Visual and Performing Arts	Teacher developed materials	NA	NA
Science Laboratory Equipment (grades 9-12)			

## VIII. School Finances

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

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,484	\$2,470	\$6,014	\$52,749
District			\$5,331	\$59,067
Percent Difference: School Site and District			13%	-11%
State			\$5,455	\$57,071
Percent Difference: School Site and State			10%	-8%

Note: Cells shaded in gray do not require data.

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

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

NA

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

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,327	\$38,744
Mid-Range Teacher Salary	\$52,660	\$55,509
Highest Teacher Salary	\$73,953	\$70,567
Average Principal Salary (Elementary)	\$90,790	\$92,338
Average Principal Salary (Middle)	\$0	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$136,740	\$109,381
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	10%	7%

Note: Superintendent was shared between two districts during that year. Salary reflects full amount.

## IX. 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 assessments under the STAR program 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 nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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 – Three-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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62%	75%	90%	65%	63%	64%	49%	52%	54%
Mathematics	81%	85%	81%	72%	67%	62%	46%	48%	50%
Science	0%	0%	0%	65%	77%	72%	50%	54%	57%
History-Social Science	0%	0%	0%	68%	69%	68%	41%	44%	48%

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

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
All Students in the LEA	64%	62%	72%	68%
All Students at the School	90%	81%	0%	0%
Male	100%	85%	0%	0%
Female	0%	0%	0%	0%
Black or African American	no data	no data	no data	no data
American Indian or Alaska Native	0%	0%	0%	0%
Asian	no data	no data	no data	no data
Filipino	no data	no data	no data	no data
Hispanic or Latino	no data	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data	no data
White	88%	82%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	93%	79%	0%	0%
English Learners	no data	no data	no data	no data
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	no data	no data	no data	no data

## California Physical Fitness Test Results (School Year 2010-11)

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 the 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 Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20%	0%	60%
7	0%	0%	0%

## X. 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 at the CDE Academic Performance Index (API) Web page 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	8	9	10
Similar Schools	N/A	no data	no data

### Academic Performance Index Growth by Student Group – Three-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		
	2008-09	2009-10	2010-11
All Students at the School	23	47	-16
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	no data	no data	no data
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	no data	no data
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: Cells shaded in gray do not require data.

## Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students	21	900	301
Black or African American	0	no data	0
American Indian or Alaska Native	2	no data	3
Asian	0	no data	1
Filipino	0	no data	0
Hispanic or Latino	0	no data	41
Native Hawaiian/Pacific Islander	0	no data	1
White	17	897	238
Two or More Races	1	no data	15
Socioeconomically Disadvantaged	14	897	142
English Learners	0	no data	12
Students with Disabilities	1	no data	59

### 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 at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	N/A	Yes
Graduation Rate	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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		no data
Year in Program Improvement		no data
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Note: Cells shaded in gray do not require data.

## XI. School Completion and Postsecondary Preparation

Not Applicable

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Pioneer District emphasizes staff development activities. Annually, there are three days dedicated to staff development augmented by weekly staff development time every Friday throughout the year.

This SARC report was compiled on 02/01/2012 with version 12.0.4e by

**Multiple Measures, LLC**

[www.k12multiplemeasures.com](http://www.k12multiplemeasures.com)