

# 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 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.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management 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 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., 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 (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.

## II. About This School

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

School		District	
<b>School Name</b>	Green Point Elementary	<b>District Name</b>	Green Point Elementary
<b>Street</b>	180 Valkensar Ln.	<b>Phone Number</b>	(707) 668-5921

<b>City, State, Zip</b>	Blue Lake, CA, 95525	<b>Web Site</b>	www.humboldt.k12.ca.us/greenpoint_sd
<b>Phone Number</b>	(707) 668-5921	<b>Superintendent</b>	Rea Erickson
<b>Principal</b>	Kathleen Wolfberg	<b>E-mail Address</b>	rerickson@humboldt.k12.ca.us
<b>E-mail Address</b>	kwolfberg@humboldt.k12.ca.us	<b>CDS Code</b>	12-62851-6007918

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

Green Point School is nestled in beautiful Redwood Valley in between Willow Creek & Blue Lake. Green Point School is a public K-8 elementary school with an average enrollment of ten students. The teachers provide individualized education plans for its students which ensures that each student's individual needs are met. The experienced staff provides a quality student-centered education that invites environmental learning and awareness. A low student to teacher ratio helps ensure the academic success of each student.

#### MISSION STATEMENT

Green Point School provides a well-balanced education in a safe and respectful environment where the strengths and interests of each student can flourish. Green Point students achieve academic excellence through positive, multi-age peer support and a highly qualified staff specializing in the arts, sciences, and computer technologies. Individualized instruction, cooperative learning, and experiential education techniques prepare our students for their futures. Green Point facilitates student creativity, positive social interaction, and integration in the local and global community

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

Green Point School is a rural K-8 elementary school located in beautiful and remote Redwood Valley. The school is one of the only public facilities in the area. Historically, Green Point School has opened its doors for community events and school performances throughout the school year and summer months.

Parents at Green Point School are always welcome to volunteer throughout the school day or serve on different committees that help the school run more efficiently and further opportunities for Green Points' students. Parents volunteer to serve on the School Site Council which works cooperatively with school staff to determine the best way to utilize categorical funds. These funds are used to help all students achieve success in meeting the state standards.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	2
Grade 1	1	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	1	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	1	Grade 12	0
Grade 6	1	Ungraded Secondary	0
Grade 7	1	Total Enrollment	7

## Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	100.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	42.9%
English Learners	0.0%
Students with Disabilities	28.6%

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

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

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

## III. School Climate

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

Since Green Point is in a rural, isolated area, there is a low crime and vandalism rate.

The main thrust behind our safety plan is sketch out a plan of action for our parents when different emergencies occur. Green Point School is fairly isolated so communication ahead of time is very

important to reassure parents concerns and have a well thought out plan of action. Each parent carries a emergency business card that has all of our contact information and a quick review of our evacuation plan.

Each fall we review and discuss our safety plan to see if it is necessary for updates or revisions. Our safety plan is on record at the school and is adopted by the school board.

## Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 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.

## IV. School Facilities

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

Green Point is an extremely safe and clean school. Monthly inspections of the school by the maintenance staff ensures that any custodial or maintenance issues are identified and dealt with in a timely and efficient manner. The school recently paved the road leading to the school and installed a perimeter fence. Well disciplined students, proper supervision, and a safe school environment all contribute to this success.

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

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 black do not require data.

# V. Teachers

## Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	3	2	2	2
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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

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 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* 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	Percent of Classes In Core Academic Subjects 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 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	0	0
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0.16	
Other	0.16	

Note: Cells shaded in black 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.

## 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: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Compliant		
Mathematics	Compliant		
Science	Compliant		

<b>History-Social Science</b>	Compliant		
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

## VIII. School Finances

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$8,596			\$42,202
<b>District</b>				
<b>Percent Difference – School Site and District</b>				
<b>State</b>			\$5,455	\$57,071
<b>Percent Difference – School Site and State</b>				

Note: Cells shaded in black do not require data.

**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* Web page 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* Web page 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)

**A .2 FTE school counselor provides small group conflict resolution activities and individual counselling with parent permission.**

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,500	\$38,744
Mid-Range Teacher Salary	\$42,202	\$55,509
Highest Teacher Salary	\$52,095	\$70,567
Average Principal Salary (Elementary)	N/A	\$92,338
Average Principal Salary (Middle)		\$96,427
Average Principal Salary (High)		\$94,401
Superintendent Salary	\$59,000	\$109,381
Percent of Budget for Teacher Salaries	35.00%	37.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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%	0%	0%	62%	0%	0%	49%	52%	54%
Mathematics	54%	0%	0%	54%	0%	0%	46%	48%	50%
Science	0%	0%	0%	0%	0%	0%	50%	54%	57%
History-Social Science	0%	0%	0%	0%	0%	0%	41%	44%	48%

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.

## 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 Students at the School	0%	0%	0%	0%
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	0%	0%	0%	0%
Two or More Races				
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners				
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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.**

## 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* Web page 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	0.00%	0.00%	0.00%
7	0.00%	100.00%	0.00%

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.

## 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* 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			
Similar Schools			

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11

<b>All Students at the School</b>			
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			
<b>Students with Disabilities</b>			

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.

### 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.

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

<b>English Learners</b>					1,521,844	707
<b>Students with Disabilities</b>					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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

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

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	Yes	Yes
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Met Percent Proficient - Mathematics</b>	Yes	Yes
<b>Met API Criteria</b>	N/A	N/A
<b>Met Graduation Rate</b>	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 Web page*:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>		
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>		0
<b>Percent of Schools Currently in Program Improvement</b>		0.0%

Note: Cells shaded in black do not require data.

## **XI. School Completion and Postsecondary Preparation**

This section is not applicable to Green Point School.

## **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.

**Each year, the part-time Superintendent and the 2 teachers, revise the staff development plan based on our student and teacher needs. STAR test results as well as textbook revisions and legislative changes guide staff in their determination of need. Staff is encouraged to attend professional development workshops that may be offered locally through the Humboldt County Office of Education or out of the area conferences.**

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**Green Point Elementary**

**School Accountability Report Card, 2010-2011**

Green Point Elementary