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	
School Name	Ferndale Elementary	**District Name**	Ferndale Unified
Street	164 Shaw Ave.	**Phone Number**	(707) 786-5900

City, State, Zip	Ferndale, CA, 95536	Web Site	www.ferndalek12.org
Phone Number	(707) 786-5300	Superintendent	Jack Lakin
Principal	Mrs. Tammy Saldana, Principal	E-mail Address	jlakin@humboldt.k12.ca.us
E-mail Address	tsaldana@humboldt.k12.ca.us	CDS Code	12753746007843

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

Ferndale Elementary School is located in the scenic Eel River Valley of Humboldt County and serves the historic "Victorian Village of Ferndale." We are a K-8 school with approximately 340 students. We take great pride in our students and feel that their outstanding achievement and fine character is a direct reflection of the caring environment provided our quality staff, supportive parents, and involved community.

Mission Statement:

Ferndale Unified School District, in partnership with parents and the community, will provide in a structured, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, work places and communities of today and tomorrow. The District will also strive to develop the qualities of good character and responsible citizenship by fostering self-esteem, self-discipline, and respect for the rights of others and stewardship of our planet.

Opportunities for Parental Involvement (School Year 2010–11)

We welcome parental involvement at Ferndale Elementary School. Parents are encouraged to volunteer in their child's classroom, in the library, the computer lab, or on field trips. Parent volunteers play an active role in many of our school activities, fund-raisers, and athletic events. Parents also serve in leadership roles on our School Site Council and Parent Club. Ferndale is a giving community and many of our parents willingly contribute in their areas of expertise to enhance our school's programs or improve our school facility.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	37	Grade 8	31
Grade 1	34	Ungraded Elementary	0
Grade 2	42	Grade 9	0
Grade 3	34	Grade 10	0
Grade 4	39	Grade 11	0
Grade 5	37	Grade 12	0
Grade 6	38	Ungraded Secondary	0
Grade 7	48	Total Enrollment	340

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment

Black or African American	0.3%
American Indian or Alaska Native	4.1%
Asian	0.6%
Filipino	0.0%
Hispanic or Latino	16.5%
Native Hawaiian or Pacific Islander	0.0%
White	78.5%
Two or More Races	0.0%
Socioeconomically Disadvantaged	6.8%
English Learners	11.5%
Students with Disabilities	18.5%

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	20.5	1	1	0	19.5	2	0	0	18.5	2	0	0
1	19.5	1	1	0	20	2	0	0	22.0	2	0	0
2	19.5	2	0	0	16	2	0	0	22.0	1	0	0
3	18.0	2	0	0	19	2	0	0	22.0	2	0	0
4	24.0	0	1	0	28	0	1	0	28.0	0	1	0
5	27.0	0	1	0	27	0	1	0	28.0	0	2	0
6	28.0	0	1	0	29.5	0	1	0	30.0	0	1	0
Other	20	1	0	0								

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	4	0	0	19	4	0	0	19	4	0	0
Mathematics	19.0	4	0	0	19	4	0	0	19	4	0	0
Science	19.0	4	0	0	19	4	0	0	19	4	0	0
Social	19.0	4	0	0	19	4	0	0	19	4	0	0

Science													

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

> **The Ferndale Unified School District Comprehensive School Safety Plan was completely revised in 2009. The Plan includes District policies covering school rules, discipline procedures, child abuse reporting procedures, and plans for disaster preparedness integrated with the Community Disaster Plan. The School Site Council has the responsibility of reviewing and updating the School Safety Plan.**

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	3.1	1.8	.058	8.0	3.4	.053
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)

> **The main building of Ferndale Elementary School was built in 1924. The top floor houses the main office, principal's office, six classrooms, counseling room, speech room, and two staff bathrooms. In the basement are three classrooms; the EL room, staff work room, custodial and storage rooms, and two student bathrooms. An elevator and two stairways connect the two floors. A new heating system and kitchen remodel was completed in 2008. A new primary wing was built in 2001 and houses eight classrooms, library, computer lab, reading room, and staff lunchroom. A full-size gym was built in 1967, and a new multi-purpose room was attached to the gym in 2001.**

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		In areas of roof leaks, ceiling tiles need replacement or repainting. Flooring in primary wing beginning to crack - will monitor.
Cleanliness: Overall					

Cleanliness, Pest/ Vermin Infestation	■	X		
Electrical: Electrical	■	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		Boys Bathroom repairs are needed to improve urinal drainage.
Safety: Fire Safety, Hazardous Materials	■	X		
Structural: Structural Damage, Roofs			X		Roof in Main Building in need of repair. A proposal for an extreme hardship grant to replace the roof has been filed with the state.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	■	X		
Overall Rating		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	19	18	18	30
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	96.23%	3.77%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	94.87%	5.13%

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	.2	340
Counselor (Social/Behavioral or Career Development)	.2	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	.44	
Psychologist	.16	
Social Worker	N/A	
Nurse	.16	
Speech/Language/Hearing Specialist	.65	
Resource Specialist (non-teaching)	1.0	
Other	N/A	

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: 12/2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6: Harcourt: California Excursions (2009) 7-8: McDougal-Littell: California Literature (2009)	Yes	0
Mathematics	K-6: Harcourt: HSP Mathematics (2008) 7-8: Prentice Hall Mathematics California (2008)	Yes	0
Science	K-6: Houghton-Mifflin Science (2007) 7-8: CPO Science (2007)	Yes	0
History-Social Science	K-5: Scott Foresman History-Social St. (2006) 6-8: Glencoe Discovering Our Past (2006)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District			N/A	
Percent Difference – School Site and District			N/A	N/A

State		$5,455	$57,163
Percent Difference – School Site and State		N/A	N/A

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)

State and Federal categorical funds are used to provide Title I services, School Improvement, Peer Assistance and Review, Gifted and Talented Education, English Language Learner services, Safe and Drug Free Schools program, school counseling, after school intervention, and Special Education services.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,458	$37,978
Mid-Range Teacher Salary	$49,965	$55,252
Highest Teacher Salary	$61,336	$71,674
Average Principal Salary (Elementary)	$72,500	$87,651
Average Principal Salary (Middle)	N/A	$92,196
Average Principal Salary (High)	N/A	$93,352
Superintendent Salary	$90,000	$116,851
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	3.00%	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%	60%	61%	57%	55%	56%	49%	52%	54%
Mathematics	61%	60%	62%	47%	49%	55%	46%	48%	50%
Science	75%	78%	64%	72%	70%	57%	50%	54%	57%
History-Social Science	61%	62%	68%	53%	53%	50%	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	56%	55%	57%	50%
All Students at the School	61%	62%	64%	68%
Male	55%	59%	62%	57%
Female	68%	66%	66%	79%
Black or African American				
American Indian or Alaska Native	42%	67%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	39%	41%	0%	0%
Native Hawaiian or Pacific Islander				
White	67%	67%	73%	74%
Two or More Races				
Socioeconomically Disadvantaged	54%	53%	55%	0%
English Learners				
Students with Disabilities	39%	43%	25%	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	27.00%	21.60%	32.40%
7	21.40%	28.60%	40.50%
9	0.00%	0.00%	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	6	6	6

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
All Students at the School	21	-11	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	19	5	2
Two or More Races	N/D		
Socioeconomically Disadvantaged	58	-30	48
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.

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

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	256	821	364	794	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	10		16	787	33,774	733
Asian	2		2		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	41	718	58	683	2,406,749	729
Native Hawaiian or Pacific Islander	0		0		26,953	764
White	203	841	288	816	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	88	782	110	750	2,731,843	726
English Learners	0		4		1,521,844	707
Students with Disabilities	69	715	85	684	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)

AYP Criteria	School	District
Made AYP Overall	No	No

Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

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.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

This section is not applicable to Ferndale Elementary 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.

> **Ferndale Elementary School staff meets every Monday afternoon for ongoing professional development. All staff members are encouraged to participate in staff development workshops throughout the year.**

School Accountability Report Card, 2010-2011