

School Accountability Report Card

Reported Using Data from the 2019-20 School Year

California Department of Education

For Blake School

Address: 19165 Main St. Woody, CA 93287

Principal: Dawn Carver

Phone: (661) 536-8559

Grade Span: K-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

District Contact Information (School Year 2019-20)

District Name	Blake School district
Phone Number	(661) 536-8559
Superintendent	Gary Bray
E-mail Address	gabray@kern.org
Web Site	blakesd.org

School Contact Information (School Year 2019-20)

School Name	Blake Elementary School
Street	19165 Main St.
City, State, Zip	Woody, CA 93287
Phone Number	(661) 536-8559
Principal	Dawn Carver
E-mail Address	dacarver@blakesd.org
Web Site	blakesd.org
County-District-School (CDS) Code	1563354

School Description and Mission Statement (School Year 2019-20)

Blake School is located in the small ranching town of Woody, located approximately 35 miles from Bakersfield. The school district services Kindergarten through the Eighth grade, in which the students are instructed in a K-8 grade self-contained classroom. The school currently services 16 students with and ADA of 11.4.

The school district employs one teacher/principal, a part-time teacher, a part-time instructional aide, one part-time secretary, and one part-time custodian. Blake school receives administration services and Speech/Language services, which are contracted through Kern County Superintendent of Schools. The school board consists of 3 board members.

The instructional day begins at 8:00 am, and ends at 3:00 pm, Monday through Thursday. On Fridays, the day begins at 8:00 am, and ends at 1:00 pm. The school district has a resource room/computer room, which has a total of 6 student computers, 22 Chromebooks and one laptop with a Smartboard, all with T1 internet access. For students who are at high risk, tutoring is available, as well as, small group workshops.

Mission Statement

Blake School is committed to laying a firm educational foundation for each and every student. While serving in this diverse classroom, the staff, community, and Administration are determined to achieve success in producing and active learning environment for all students. The district has high expectations of not only the students, but of the highly qualified personnel it employs. This district is focused on the whole student: Therefore, staff and volunteers must create within the classroom and campus, a safe and orderly environment conducive to learning and maturing.

The Blake School Board of Trustees have committed to the following 3 year goals:

- 1. *Upgrade and maintain school facilities.*
- 2. *Attract and retain highly qualified and effective staff*
- 3. *Students proficient at grade level*
- 4. *Provide instructional materials appropriate to multi-graded classrooms*
- 5. *Fiscally sound protecting the classroom form reductions in services*
- 6. *Meeting the educational needs of the all K-8th grade students*
- 7. *Adoption of Educational Benchmarks for all grade levels.*

Student Enrollment by Grade Level (School Year 2019-20)

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 2	1
Grade 3	2
Grade 4	3
Grade 5	0
Grade 6	2
Grade 7	3
Grade 8	1
Total Enrollment	16

Student Enrollment by Student Group (School Year 2019-20)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0
White	69
Two or More Races	0
Socioeconomically Disadvantaged	31
English Learners	18
Students with Disabilities	9
Foster Youth	0

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

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

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

Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2019-20
With Full Credential	1	1	1	1.5
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	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: June 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin-2016	yes	0
Mathematics	McGraw-Hill-2015	yes	0
Science	McGraw-Hill-2006	no	0
History-Social Science	McGraw-Hill-2006	no	0
Foreign Language	N/A	N/A	0
Health	2017	yes	0
Visual and Performing Arts	2016	yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The school is located in the rural town of Woody, California. There are two classrooms, which are combined together which house the resource center and the computer lab, two male restrooms, two female restrooms, principal's office, and the main classroom. Next-door is the original schoolhouse, which houses the school secretary and the school library. The school has recently painted the exterior of the main school building as well as repaired the steps to the original schoolhouse. The basketball court has been replaced to ensure student safety.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: May 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	100	0	0	NA
Interior: Interior Surfaces	100	0	0	NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	100	0	0	NA
Electrical: Electrical	100	0	0	NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	100	0	0	NA
Safety: Fire Safety, Hazardous Materials	100	0	0	0
Structural: Structural Damage, Roofs	100	0	0	0
External: Playground/School Grounds, Windows/Doors/Gates/Fences	100	0	0	NA

Overall Facility Rate

Year and month of the most recent FIT report: May 2019

Overall Rating

Exemplary	Good	Fair	Poor
0	100	0	0

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-20)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-20)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education (CTE) Programs (School Year 2019-20)

Due to the small size and remote location of the school, Career Technical Education Programs are not available. Blake School District uses Ag in the classroom to demonstrate the value of agriculture in our community and lives.

Career Technical Education (CTE) Participation (School Year 2019-20)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020-21 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019-20)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Two of the parents is a member of the Board of Trustees, so they are able to bring any parental concerns straight to the board at any and every meeting. All monthly board meetings (except for any Closed Sessions) are open to the public. Any concerned parent that is not a member of the Board is more than welcome to attend and provide comments that are considered in all decision making. Since there is no bus, the teacher/principle and parents have daily contact when the students are dropped off and/or picked up. Some parents are also classroom volunteers. The parents are also consulted during parent/teacher conferences held at the end of every quarter. Blake School also utilizes an annual survey of parents, students, and community members to collect the ideas and priorities of those individuals.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Dropout Rate	0	0	0	0	0	0
Graduation Rate	100	100	100	100	DPC	DPC

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	District 2019-20	State 2019-20
Dropout Rate	0	0	DPC
Graduation Rate	100	100	DPC

For the formula to calculate the 2020-21 adjusted cohort graduation rate, see the 2020-21 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements – Graduating Class of 2020 (One-Year Rate)

Student Group	School	District	State
All Students	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2017-18	School 2018-19	School 2019-20	District 2017-18	District 2018-19	District 2019-20	State 2017-18	State 2018-19	State 2019-20
Suspensions	0	0	0	0	0	0	DPC	DPC	DPC
Expulsions	0	0	0	0	0	0	DPC	DPC	DPC

School Safety Plan (School Year 2019-20)

The School Safety Plan was completed in the Fall of 2020 and has been fully implemented. The Safety Plan is reviewed yearly by staff and Superintendent. Staff is trained at the beginning of each school year on the Safety procedures. Students participate in a Disaster Drill (Earthquake simulation) and a Fire drill at least twice a year.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018-19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	14	1	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019-20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	16	1	0	0

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

**"Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018-19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2	0	0	0
1	1	0	0	0
2	1	0	0	0
3	3	0	0	0
4	1	0	0	0
5	0	0	0	0
6	6	0	0	0
Other**		1	0	0

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6	1	0	0
Mathematics	6	1	0	0
Science	6	1	0	0
Social Science	6	1	0	0

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6	1	0	0
Mathematics	6	1	0	0
Science	6	1	0	0
Social Science	6	1	0	0

*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.

Academic Counselors and Other Support Staff (School Year 2019-20)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	22
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2019-20)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,257	DPL	\$12,276	\$55,235.00
District	N/A	N/A	\$12,276	\$55,235.00
Percent Difference – School Site and District	N/A	N/A	0	0
State	N/A	N/A	\$13,080	\$83,881
Percent Difference – School Site and State	N/A	N/A	61	84

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2017-18)

Blake School participates in Tobacco Use Prevention Education, Drug-Free Red Ribbon Week, California Healthy Kids Survey and the board completed a Truancy Reduction program in School Year 2012. Scholastic Reading Counts! And Studies Weekly Curriculum for both science and social studies are implemented into the classroom.

Teacher and Administrative Salaries (Fiscal Year 2019-20)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	49,607	25,500
Mid-Range Teacher Salary	50,678	84,137
Highest Teacher Salary	55,235	142,773
Average Principal Salary (Elementary)	55,235	N/A
Average Principal Salary (Middle)	0	N/A
Average Principal Salary (High)	0	N/A
Superintendent Salary	0	N/A
Percent of Budget for Teacher Salaries	DPC	N/A
Percent of Budget for Administrative Salaries	DPC	N/A

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

Advanced Placement (AP) Courses (School Year 2019-20)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development

<i>For the 2019-20 school year, the teacher attended training on LCAP procedure.</i>
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