

# DOUGLAS CITY ELEMENTARY SCHOOL

Douglas City Elementary School District



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

## GRADES K-8

100 School Road Douglas City, CA 96024  
Phone: (530) 623-6350 Fax: (530) 623-3412  
Web site: [www.tcoe.trinity.k12.ca.us/~dc](http://www.tcoe.trinity.k12.ca.us/~dc)

Marilyn Myrick  
Superintendent/Principal

## Principal's Message

Douglas City School District is a one-school district in Trinity County, California. The District encompasses 125 square miles of mountainous terrain with scattered residences, no industry, and only a handful of small businesses. The school employs six certificated full-time teachers; one Special Education teacher; and part-time teachers for Spanish, PE and the Gifted and Talented Education (GATE) program. An instructional assistant assists each full-time teacher. A technology coordinator, an art instructor, a music/dance instructor, bus drivers, a secretary, cooks, a custodian, and a maintenance person support the instructional program.

## Parental Involvement

Douglas City Elementary School encourages parents to be a part of the school program. Parents assist with student projects, field trips, and give special regular assistance in the classrooms. Parents also play an active and important role as members of the School Site Council.

For opportunities to get involved please contact Marilyn Myrick, Principal, at (530) 623-6350.

## School Safety

The Douglas City School Comprehensive Safety Plan is reviewed and updated annually. The School Site Council approves the Plan, which is then submitted to the Governing Board for their adoption in February of each year. Care is taken to assure that the Plan is workable, realistic, and in full compliance with all Federal and State laws and Board Policy.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on October 1, 2009. Key elements of the plan include monthly safety drills, crisis intervention plans, emergency evacuation and disaster preparedness, action plan for improvement of both the physical and social environment of the school, emergency contacts, and board policies.

## Professional Development

The content of professional development is based on school needs and student achievement. The primary focus of professional development is the implementation of a Standards-based curriculum and student progress. Professional development also includes strengthening subject matter expertise and classroom management. Teachers, instructional aides, and administrators are encouraged to take advantage of professional development opportunities at the district, county, regional, and state levels. Opportunities are provided at staff meetings to share new techniques and teaching methods learned from meetings, conferences, and workshops attended. For the previous three school years, three days were dedicated to staff and professional development each year.

## Types of Services Funded

Douglas City School participates in the following programs and supplemental services: Title I, Title II, Title IID, Title IV, Title V, REAP, School Safety and Violence Prevention, Tobacco Use Prevention Education (TUPE) 4-8, Economic Impact Aid (EIA), Gifted and Talented Education (GATE), Peer Assistance and Review (PAR), Professional Development Grant, School/Library Improvement Grant, and Afterschool Education and Safety.



"Home of the D.C. Coyotes!"

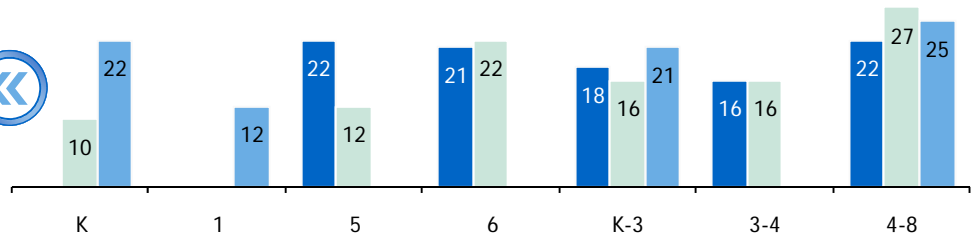
*"Douglas City Elementary School encourages parents to be a part of the school program. Parents assist with student projects, field trips, and give special regular assistance in the classrooms."*



### Class Size

The bar graph displays the three-year data for average class size.

06-07 07-08 08-09



Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K				1				1	
1							2		
5		1		1					
6		1			1				
K-3	3			2				1	
3-4	1			1					
4-8		1			1			3	



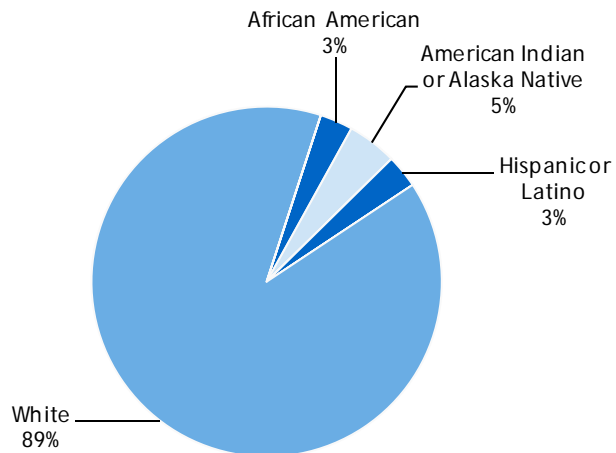
*“The primary focus of professional development is the implementation of a Standards-based curriculum and student progress.”*

### Public 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 at a workstation, and the ability to print documents.

### Enrollment and Demographics

The total enrollment at the school was 131 students for the 2008-09 school year.



## School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, and poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on October 6, 2009, and the inspection form was most recently completed on October 6, 2009.

## School Facilities

The Douglas City Elementary School facilities are modern, well-lighted and ventilated, well-equipped, and comply with the Americans With Disabilities Act. The majority of the buildings were constructed less than 25 years ago. The campus consists of ten classrooms, a multipurpose room and kitchen, an office and staff preparation room, a large storage facility, and a bus garage. The playground is spacious with basketball courts, tetherball courts, pickle ball courts, and a wall for handball. A well-groomed track encircles a large grass field that is used for soccer, football, and softball. A six-foot cyclone fence encloses the entire playground.

School facilities and playgrounds are inspected monthly in order to make sure that a safe environment is being provided for the students. In addition, a representative of the North California Schools Insurance Group inspects the District once a year in order to discover any potentially unsafe conditions for the students. The District employs a custodian for eight hours a day, in addition to a part-time maintenance supervisor.

The District has an active Safety Committee composed of administrators, teachers, classified employees, and parents. The Safety Committee meets approximately four times a year and sets goals for each school year related to both the social environment and physical environment of the school.

Douglas City School strives to provide a safe, clean, drug-free, nurturing, and technologically up-to-date environment in which each student is treated as a worthy individual who can succeed.

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## School Facilities

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The District has planned a roof system replacement over the kitchen portion of the multipurpose room building.

This project will be funded through a Deferred Maintenance Extreme Hardship grant.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$4,358 for the Deferred Maintenance Program. This represents 0.3% of the District's general fund budget.





### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Douglas City ES			Douglas City ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	54%	54%	60%	54%	54%	60%	43%	46%	50%
Mathematics	55%	59%	63%	55%	59%	63%	40%	43%	46%
Science	47%	32%	82%	47%	32%	82%	38%	46%	50%
History-Social Science	❖	❖	67%	❖	❖	67%	33%	36%	41%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	57%	65%	82%	❖
Female	63%	61%	82%	❖
Economically Disadvantaged	55%	50%	72%	50%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖
White	63%	66%	82%	67%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



*"Parents also play an active and important role as members of the School Site Council."*



**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tg/nr/](http://www.cde.ca.gov/ta/tg/nr/).

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

### Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	8 *	7 *	7 *
Similar Schools API Rank	*	*	*

\* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-14	4	27	844*
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-6	-1	29	853
Socioeconomically Disadvantaged	■	■	■	805
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

\* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

■ Data are reported only for numerically significant groups.



### Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitness-gram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitness-gram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for the fifth graders of Douglas City Elementary School. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tq/pf/](http://www.cde.ca.gov/ta/tq/pf/)

### Percentage of Students Meeting Fitness Standards

Grade 7	
Four of Six Standards	18.8%
Five of Six Standards	31.3%
Six of Six Standards	12.5%



## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Douglas City ES		Douglas City ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Douglas City ES	Douglas City ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Douglas City ESD	Douglas City ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	11	10	10	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Douglas City ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Douglas City ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



### Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆

◆ Not applicable.

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.

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## District Financial Data

### District Salary Information

Range	Douglas City ESD	Similar Sized District
Beginning Teacher Salary	\$31,837	\$38,481
Mid-Range Teacher Salary	\$51,258	\$55,789
Highest Teacher Salary	\$58,947	\$70,849
Average Principal Salary (Elementary School)	✱	\$88,862
Superintendent Salary	\$75,119	\$110,994
% of Budget for Teacher Salaries	29.9%	37.2%
% of Budget for Administrative Salaries	5.7%	6.6%

✱ The Principal and Superintendent are combined as one position Douglas City ESD.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

### School Financial Data

	Douglas City ES
Total Expenditures Per Pupil	\$12,359
Expenditures Per Pupil From Restricted Sources	\$5,330
Expenditures Per Pupil From Unrestricted Sources	\$7,029
Average Teacher Salary	\$51,490

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

### Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Douglas City ES	\$7,029	\$51,490
Douglas City ESD	\$7,029	\$51,490
California	\$5,512	\$56,284
% Difference Between School and District	◆	◆
% Difference Between School and California	+21.6%	-9.3%

◆ Because Douglas City ESD is a single-site district, the percent difference does not apply.

**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).