

Piute Mountain Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Piute Mountain Elementary School
Street	12400 Caliente Creek Rd.
City, State, Zip	Caliente, CA 93518
Phone Number	661-867-2301
Principal	Kathleen S. Hansen
E-mail Address	khansen@calienteschooldistrict.org
Web Site	calienteschooldistrict.org
CDS Code	15 63388 6104772

District Contact Information	
District Name	Caliente Union Elementary School District
Phone Number	661-867-2301
Superintendent	Kathleen S. Hansen
E-mail Address	khansen@calienteschooldistrict.org
Web Site	calienteschooldistrict.org

School Description and Mission Statement (School Year 2017-18)

Piute Mountain Elementary is the only open school in the Caliente Union Elementary School District. The school supports cultural awareness on a daily basis through its diverse literature selections and daily Flag Pole Assemblies. Students are instructed with the current California Standard. They are taught by cross-grade and cross-classrooms to better meet needs. Paraprofessionals help teachers reduce the ratio of instructor – to - student to 1:10 in reading, math and writing.

During 2017/18, 50 K-8th grade students were enrolled at the school, with classes arranged on a modified year-round calendar.

Students are encouraged to participate in the school’s additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Red Ribbon Week, Club Live, Tobacco Use Prevention Education TUPE, Community Service, Kern County Library "Book Mobile". The district belongs to a Small Schools Co-op consisting of five other small schools. The school’s interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with the other schools in the small schools Co-op. Athletic programs include: outdoor recreation (a field day of several different skills’ tests), volleyball, soccer, basketball, softball, track events, and swimming. Each year there is also an academic contest called “Whiz Kids” for the small schools Co-op. Piute Mountain School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teacher.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	5
Grade 1	7
Grade 2	5
Grade 3	5
Grade 4	7
Grade 5	4
Grade 6	5
Grade 7	5
Grade 8	8
Total Enrollment	51

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	9.8
Native Hawaiian or Pacific Islander	0
White	84.3
Two or More Races	5.9
Socioeconomically Disadvantaged	70.6
English Learners	0
Students with Disabilities	13.7
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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	4	3	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: September 2017

Caliente Union Elementary held a public hearing on September 12, 2017 and determined that Piute Mountain School within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, administrators and School Site Council. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill "Wonders" "studysync" Adopted in 2016	Yes	0
Mathematics	Houghton Mifflin "Go Math" Adopted in 2015	Yes	0
Science	Glencoe (MacMillan/McGraw Hill) Adopted in 2003	Yes	0
History-Social Science	Glencoe (MacMillan/McGraw Hill) Adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Piute Mountain Elementary School is a semi-underground school and was originally constructed in 1984. It is comprised of 6 classrooms, 1 multipurpose room, 1 cafeteria, 1 library, 1 staff lounge, 2 playgrounds. Cleaning Process: The principal works daily with the custodial staff of 1 to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for the one school in the district. A summary of these standards are available at the district office for review. Maintenance and Repair/ District maintenance staff ensures repairs are made in a timely manner, with highest priority given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

School Facility Good Repair Status (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/14/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			4 classroom sinks slow to drain
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			all lighting has been replaced thru Prop 39
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		fountains are off , we drink bottled water Restrooms could use upgrading
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		roof repair needed on the Hall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		some doors need new hinges,we need a few new screens on windows

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/14/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	35	40	35	40	48	48
Mathematics (grades 3-8 and 11)	11	23	11	23	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	35	94.59	40
Male	17	16	94.12	56.25
Female	20	19	95	26.32
Hispanic or Latino	--	--	--	--
White	29	28	96.55	46.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	26	92.86	30.77
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	35	94.59	22.86
Male	17	16	94.12	37.5
Female	20	19	95	10.53
Hispanic or Latino	--	--	--	--
White	29	28	96.55	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	26	92.86	11.54
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	25	--	25	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Piute Mountain Elementary greatly benefits from its supportive parents and community members. Each week we have volunteers come to our school site to assist students in a gardening program and a weekly music program. The Piute Mountain School has an active Parent Teacher Club (PTC). The district enjoys the benefits of the Caliente Educational Foundation that sponsors two major fundraisers every year, with all proceeds going to the school. The main fundraisers are a Family Fun Day and the L4 Ranch Rodeo event. We also have committed community members that volunteer their labor regularly.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.6	7.6	9.8	1.6	7.6	9.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Piute Mountain Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The 5 year School Site Safety Plan was last reviewed on February 8, 2017 by the School Safety Committee and will be reviewed yearly and revised again in the 2017/18 school year. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock-down drills are held as needed. Students are supervised before and after school by certificated staff and classified staff, and during lunch. There is a designated area for student drop off and pick up. Visitors must check in with the office.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	4	1			7	1			5	1		
1	4	1			5	1			7	1		
2	5	1			6	1			5	1		
3	4	1			6	1			5	1		
4	7	1			4	1			7	1		
5	5	1			7	1			4	1		
6	11	1			4	1			5	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
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	0	N/A
Other	6.5	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	15,096	6,455	8641	33,186
District	N/A	N/A	8641	\$38,074
Percent Difference: School Site and District	N/A	N/A	0.0	-15.7
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	52.2	-45.6

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

Types of Services Funded (Fiscal Year 2016-17)

Tutoring/Homework Club (RTI,)

Title I –

Title II -

EIA (Economic Impact Aid)

Special Education

REAP (Rural Education Achievement Program)

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$25,246	\$42,598
Mid-Range Teacher Salary	\$40,935	\$62,232
Highest Teacher Salary	\$48,102	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$74,060	\$117,868
Percent of Budget for Teacher Salaries	16%	32%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated three days to staff development annually for the past five years and bi-monthly Professional Learning Community (PLC) meetings. Focal point for 2016/17 was "Teaching with Poverty in Mind" and 2017/18 is "Engaging Students with Poverty in Mind and Growth Mindset". Topics for staff development during the 2015/16, 2016/17 and 2017/18 school year included first aid, safety, Crisis Prevention Intervention(CPI), technology, Response to Intervention(RtI), Common Core Training (specifically in 2017/18 KCSOS training for all staff in Math), assessment and language development strategies.