

Caliente Union Elementary School District

Caliente Elementary School

2008-2009 School Accountability Report Card

School Address:
27500 Caliente
Bodfish Rd.
Caliente, CA
93518-2851

District Address:
12400 Caliente
Creek Rd.
Caliente, CA
93518-2851
(661) 867-2301

www.caliente-schooldistrict.org

School Profile

Caliente Elementary is one of 2 elementary schools in the Caliente Union School District. Curriculum is focused on the current California Standard. The school supports cultural awareness on a daily basis through its diverse literature selections and class adventures.

During the 2008/09 school year, 4 K-8th grade students were enrolled at the school in a one-room school house atmosphere on a traditional schedule/year-round calendar.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	100.0%
Filipino	0.0%
Hispanic or Latino	0.0%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Caliente Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Caliente Elementary discipline program is to teach students conflict resolution. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook and Annual Parent Notification Packet that are sent home at the beginning of the school year. Subsequently, there are monthly newsletters sent home and published in the local newspaper. The Suspensions and Expulsions table illustrates total cases for the last four years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide 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, Friday Night Live, TUPE, Community Service. Both schools in the district belong 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, football, basketball, softball, track events, and swimming. Each year there is also an academic contest called "Whiz Kids" for the small schools co-op. Caliente and 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.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	0	1	0
Suspension Rate	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
2nd	1	1	
3rd			2
6th	1		
7th	1	2	
8th	1	1	2

Class Size

Average class sizes vary by grade level and subject area taught. In addition to a credentialed teacher, students receive assistance in the classroom from a paraprofessional. The school has one class.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	07	08	09	07	08	09	07	08	09	07	08	09
Other	4	4	4	1	1	1	-	-	-	-	-	-

Staff Development

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 four years. Topics for staff development during the 2008/09 school year included first aid, safety, technology, assessment and language development strategies.

Counseling & Support Staff

It is the goal of Caliente Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

At Risk Interventions

Caliente Elementary provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary.

GATE

Piute Mountain and Caliente Elementary offers Gifted and Talented Education (GATE) program to those who qualify. Qualified students are identified through a process of self, parent, teacher nomination and STAR scores. Students receive an additional .1 GPA. Students in the 4th - 8th grades meeting the criteria are invited to participate in GATE experiences. Schedules will vary depending on the needs of the students.

Teacher Assignment

Caliente Union Elementary recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Caliente Elementary had 1 fully credentialed teacher who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	1	1	1	5
Without Full Credentials	0	0	0	1
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008/09 school year, the most current data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners		0	0
Misassignments of Teachers (other)		0	0
Total Misassignments of Teachers		0	0
Vacant Teacher Positions		0	0

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Superintendent/Principal, who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Alameda Co. Office of Education offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) or California Subject Examinations for Teachers (CSET) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Substitute Teachers

The Caliente Union School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Caliente Union School District. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Superintendent/Principal assumes the role of substitute.

Instructional Time (includes Minimum days)

For the 2008/09, Caliente Elementary offered 180 days of instruction, comprised of 171 regular days. The additional 9 minimum days were utilized for parent teacher conference. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
2nd	50,400	305
7th	54,000	335
8th	54,000	335

Individualized Instruction

Caliente Elementary provides special education services to students who are identified as needing special services. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

School Leadership

Leadership at Caliente Union School District is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Staff members, community members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Parent Involvement

Caliente Elementary greatly benefits from its supportive parents. The school has a strong base of parent volunteers who belong to the Caliente Booster Club.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Caliente Elementary at 661 867-2301.

Curriculum Development

All curriculum development in the Caliente Union Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Superintendent, to align with the state standards, district goals, and the statewide assessment program.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Bakersfield or Tehachapi, which contain numerous computer workstations.

Instructional Materials

Caliente Union Elementary held a Public Hearing on June 9, 2009, and determined that each school within the District has 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 State 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 and administrators. 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Glencoe (MacMillan/McGraw Hill)	2007	Yes	0.0%
6th-8th	History/Social Studies	Glencoe (MacMillan/McGraw Hill)	2006	Yes	0.0%
K-6	Mathematics	Saxon	2004	Yes	0.0%
7th-8th	Mathematics	Saxon	2004	Yes	0.0%
7th-8th	Reading/ Language Arts	Holt Rinehart	2004	Yes	0.0%
K-6	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
1st	Science	Glencoe (MacMillan/McGraw Hill)	2008	Yes	0.0%

Safe School Plan

Safety of students and staff is a primary concern of Caliente Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on January 25, 2007 by the School Safety Committee. All revisions were communicated to the 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. Lockdown 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 teacher.

School Facilities

Caliente Elementary was originally constructed in 1951 and is comprised of 1 classroom and 1 playground. Cleaning Process: The custodial staff ensures 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 all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff ensures that the repairs necessary to keep the school in good repair in a timely manner. Highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The Caliente School is not eligible to participate in the state Deferred Maintenance Program.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	*	*	*	53	48	42	43	46	50
Mathematics	*	*	*	41	33	31	40	43	46
Science	*	*	*	41	58	28	38	46	50
History/Social Science	*	*	*	*	38	27	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	*	*	*	*
Females	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	-	-	
Similar Schools Rank	N/A	-	-	
All Students				
Actual Growth	-	-	-	-

N/A - Means a number is not applicable or not available due to missing data.

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 (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.



Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Physical Fitness

In the spring of each year, Caliente Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

In order to protect privacy, scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$35,000	\$38,481
Mid-Range Teachers	\$42,817	\$55,789
Highest Teachers	\$51,195	\$70,849
Elementary School Principals	-	\$88,862
Middle School Principals	-	\$94,015
High School Principals	-	\$97,594
Superintendent	-	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	28.2%	37.2%
Administrative Salaries	4.9%	6.6%



School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on 2008-09 financial statements.

Average Teacher Salaries	
School & District	
School	-
District	\$44,671
Percentage of Variation	
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	

District Expenditures

Caliente Union Elementary spent an average of \$10,900.57 to educate each student, based on 2008-09 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

District Revenue Sources

In addition to general state funding, Caliente Elementary receives state and federal funding for the following categorical funds and other support programs:

- EIA
- Title II
- Special Education
- ARRA

Data Sources

Data within the SARC was provided by Caliente Union Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

