



School Profile

Piute Mountain Elementary is one of 2 schools in the Caliente Union Elementary School District. The school supports cultural awareness on a daily basis through its diverse literature selections and weekly life lesson assemblies called "Openings". 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 the 2007/08, 87 K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

Discipline & Climate for Learning

Students at Piute Mountain Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Piute Mountain 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 three 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.

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.

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.

Instructional Materials

Caliente Union Elementary held a Public Hearing on June 3, 2008, 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.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	5.5%
American Indian	13.2%
Asian	0.0%
Caucasian	62.6%
Filipino	1.1%
Hispanic or Latino	17.6%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	0	0	0
Suspension Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
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%
K-8	Science	Glencoe (MacMillan/McGraw Hill)	2008	Yes	0.0%

Library Information

The school's library, staffed by a part-time Library Clerk/Library Media Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before school or during their breaks. 10 computer workstations within the library are connected to the Internet so students are able to access resources and information online. Each school has access to Accelerated Reader.

Additional Internet Access/Public Libraries

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

Computer Resources

All classrooms have at least 4 computers that are connected to the Internet. Piute Mountain School also has 1 computer lab with ten computers in the Library/Media Center and a mobile computer cart holding 20 laptop computers. Each classroom has a Smart board and computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	42	44	54
Students per computer	2.2	1.3	1.7
Classrooms connected to Internet	7	8	7

Enrollment By Program

During the 2007/08 school year 87 students were enrolled at Piute Mountain Elementary, of which 0% were students with disabilities, 0% were English Learners, and 67% were socioeconomically disadvantaged.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	8	9	8
1st	5	8	9
2nd	10	7	9
3rd	11	8	10
4th	9	14	3
5th	17	10	15
6th	12	17	10
7th	6	12	15
8th	13	8	12

Enrollment By Grade

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

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from paraprofessionals. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08	06	07	08
4	-	14	-	-	1	-	-	-	-	-	-	-
K-3	14	16	13	2	2	2	-	-	-	-	-	-
3-4	17	-	16	1	-	1	-	-	-	-	-	-
4-8	24	23	25	-	1	-	2	1	2	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Piute Mountain Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2005-06	2006-07	2007-08
K-3	100%	100%	100%

Instructional Time (includes Minimum days)

For the 2007/08, Piute Mountain 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
K	36,000	235
1st-3rd	50,400	305
4th-8th	54,000	335

Safe School Plan

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 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

Piute Mountain Elementary School is an 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. Recent remodeling included the new 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 all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides 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 plumbing, heating, electrical systems, and floor systems. For the 2007/08 school year the district allocated \$5,170 for deferred maintenance program. During the 2007/08 school year, the district's governing board did approve deferred maintenance projects for the school, which included well repairs and plumbing repairs.

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.

Teachers 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 led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) 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.

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 2007/08 school year included first aid, safety, technology, assessment and language development strategies.

Teacher Assignment

Caliente Union Elementary recruits and employs the most qualified credentialed teachers. For the 2007/08 school year, Piute Mountain Elementary had 5 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	5	5	5	6
Without Full Credentials	0	0	0	0
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 2007/08 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

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%

Substitute Teachers

The Caliente Union Elementary district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Piute Mountain Elementary. 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.

School Leadership

Leadership at Piute Mountain Elementary 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 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.

At Risk Interventions

Piute Mountain 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. Other intervention programs offered at Piute Mountain Elementary include Four Points Enrichment Program.

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.

Data Sources

Data within the SARC was provided by Caliente Union Elementary School District, retrieved from the 2007-08 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.

Parent Involvement

Piute Mountain Elementary greatly benefits from its supportive parents and community members. Each day we have volunteers come to our school site to assist students in a Four Points Learning Program. The Piute Mountain School has an active PTC that holds a walk-a-thon and vet clinic each year. The district enjoys the benefits of the Caliente Educational Foundation that sponsors three major fundraisers every year, with all proceeds going to the schools. The main fundraisers are monthly Bingo, a Family Fun Day and a Team Penning event. We also have committed community members that volunteer their labor regularly.

Contact Information

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

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>.

Subject	California Standards Test (CST)								
	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ Language Arts	48	51	45	47	53	48	42	43	46
Mathematics	52	38	33	55	41	33	40	40	43
Science	35	38	58	39	41	58	35	38	46
History/Social Science	64	-	38	55	-	38	33	33	36

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven.

	CAT/6 Norm Referenced Test											
	% At or Above 50th Percentile											
	Reading						Math					
	3			7			3			7		
	06	07	08	06	07	08	06	07	08	06	07	08
	All Students											
School	45	*	*	*	*	57	27	*	*	*	*	43
District	46	*	*	*	67	65	23	*	*	*	67	47
State	37	38	38	46	47	49	55	56	56	50	51	52

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

The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Physical Fitness

In the spring of each year, Piute Mountain 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.

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			
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	5	4	
Similar Schools Rank	N/A	N/A	N/A	
	All Students			
Actual Growth	-15	-15	-14	724
	Caucasian			
Actual Growth	-	-	-	-

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

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.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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.

Average Teacher Salaries	
School & District	
School	\$___
District	\$42,896
Percentage of Variation	___%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	___%

District Expenditures

Caliente Union Elementary spent an average of \$10,978.57 to educate each student, based on 2007-08 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.

District Revenue Sources

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

- GATE
- Title I
- Title II
- EIA
- SIP
- Special Education
- REAP
- ASES

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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		
2006-07		
	District	State
Beginning Teachers	\$34,000	\$37,322
Mid-Range Teachers	\$41,817	\$53,824
Highest Teachers	\$49,195	\$67,700
Elementary School Principals	-	\$85,507
Middle School Principals	-	\$91,421
High School Principals	-	-
Superintendent	\$63,000	\$104,993

Salaries as a Percentage of Total Budget

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$___
From Restricted Sources	\$___
From Unrestricted Sources	\$___
District	
From Unrestricted Sources	\$___
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	N/A