

Cienega Elementary School

11936 Cienega Rd. • Hollister, CA 95023-9697 • (831) 637-3821 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Cienega Union Elementary School District

11936 Cienega Rd.
Hollister
(831) 637-3821

www.sbcoe.k12.ca.us/cienega.html

District Governing Board

Pat Wirz
Richard Bay-Ramyon
Nancy Wirz
Sara Steiner
Sandy Barker

District Administration

Nancy MacLean
Superintendent

School Description

Cienega School places a high priority on ensuring that each and every student is provided with all the necessary tools in order to reach his/her full potential. This includes the provision of quality textbooks to all students. The teachers also introduce a variety of learning opportunities including, but not limited to experiments, field trips, and additional resources from the San Benito County Office of Education. Currently, Cienega is on track with the developments of the CAASPP and ELPAC Testing systems being implemented in the state of California.

MISSION STATEMENT

Our school policy is designed to foster and instill in each child the development of self-discipline and responsibility. Our aim is to provide a positive learning climate that is safe and addresses the general welfare of each child in a total school environment. Our belief is that a well-disciplined school greatly enhances a student's opportunities to be a successful learner in all areas of the educational process. We want and expect our students to behave appropriately. We believe that all students can understand and follow this policy.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	2
Grade 2	3
Grade 3	1
Grade 4	2
Grade 5	2
Grade 6	5
Grade 7	5
Grade 8	2
Total Enrollment	25

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	44
White	56
Socioeconomically Disadvantaged	36
English Learners	28
Students with Disabilities	28

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 for Cienega Elementary	17-18	18-19	19-20
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Cienega Union	17-18	18-19	19-20
With Full Credential	♦	♦	2
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cienega Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

There were no new materials adopted in the 2018-2019 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: 2017, January

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacDougall-Littell; Harcourt Reading/Language Arts gr. K-1 California Excursions; gr. 5-8 McGraw Hill-Open Court gr. 3-4 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton, Mifflin, Harcourt Math 2014 - Math Expressions gr. K-3 Houghton, Mifflin, Harcourt-Go Math gr. 4-7 Pearson Algebra gr. 8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt Science 2010-2011 Harcourt (3rd grade only) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	MacMillan/McGraw Hill; Houghton Mifflin History-Social Science 2011-2012 Houghton, Mifflin (gr. 1-3 only) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school building, storage structures, playgrounds, and all areas of the school grounds consistently receive exemplary reports regarding maintenance, condition, and cleanliness. When safety issues do arise, they are addressed immediately when possible and always within a reasonable amount of time. This year, the only items noted as needing assistance were some loose hanging chain links needing to be cut from the swings and the wood chips needing to be replenished in both playground areas. The chains were cut within a week of the inspection, and the wood chips had already been planned for, and were filled within six months. General maintenance and cleaning are conducted by designated staff persons as needed. The current maintenance staff person continues to address areas in the classrooms, as well as on the school grounds, that have the most direct impact on the health and safety of students and staff. A log has been developed to track when these issues are addressed. This includes, but is not limited to, sanitizing the bathrooms three times a week, repairing indoor and/or outdoor items immediately once a problem is noted, and clearing dry overgrowth around the perimeter of the grounds, reducing the fire hazards during the drier months.

General cleanliness and upkeep is considered important for the overall pride and comfort of the students at their school. Along these lines, the floors are waxed regularly and the carpets are professionally cleaned once a year.

Yearly maintenance on the back-flow device (which was installed in 2011 in response to new county requirements) is expected to continue to happen each spring, and will still be provided by the original installation company.

A new roof was installed to support solar panels and the entire anticipated solar energy project was completed this year. A problem with the sewage lines led to an inspection, extensive planning, and the creation of a completely new leach field this past year as well.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: August of 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	29	42	29	42	50	50
Math	33	35	33	35	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	19	95.00	42.11
Male	11	10	90.91	50.00
Female	--	--	--	--
Hispanic or Latino	12	11	91.67	36.36
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	20	100.00	35.00
Male	11	11	100.00	54.55
Female	--	--	--	--
Hispanic or Latino	12	12	100.00	25.00
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are given many opportunities to be involved in the educational process of their child/ren. They are also highly encouraged to participate outside the classroom whenever and wherever possible, including assisting as a driver and/or chaperone for field trips. Weekly notices are provided to keep families up to date with the latest information regarding general school activities. The preferred form of communication (whether handheld flyers sent home or as an electronic version sent via emails) is determined by the families. Monthly Board meetings are announced several days in advance and the agenda is posted in a public area to give all interested parties an opportunity to attend. Family members are invited to run for office when a position on the Board comes open. Parents are also encouraged to take part in the School Site Council and to provide their input at the applicable meetings. As the needs arise, everyone is invited to assist with a "Community Work Day". These are scheduled to address any minor maintenance issues that could use some attention and to build a stronger sense of community and ownership among the families. As per LCAP & LCFF funding parameters, a survey is presented to all stakeholders (including all students and their families) at least once a year to request feedback on perceived needs of the school and/or suggestions to improve services.

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.

School Safety Plan

A comprehensive, yet streamlined, Safety Plan for Cienega School specifically, was developed and is available in the main office of the school, as well as at the County Office of Education. Fire drills are being practiced each month and on-site extinguishers are visually inspected for any damage and to confirm they are fully charged. Extinguishers are also professionally serviced once a year. Quarterly earthquake drills, including participation in the "California Shake-Out" (statewide earthquake drill) each October, are conducted, as are quarterly "intruder" drills. The latter are designed with sensitivity toward students with anxiety issues, while still helping staff and students be better prepared in the event of any outside intruder alert (including wild animals) and/or other lock-down situations. Monthly safety meetings are held with the staff at the school and additional on-line safety courses are offered through the insurance carrier's website. The Principal assessed the upkeep of the school using the Facilities Inspection Tool (FIT), and Keenan & Assoc. conducted their annual safety inspection. No major issues were noted, but there were a few items to be addressed. Key issues noted, were addressed immediately and were resolved to the satisfaction of the Keenan reviewer. At all times, all necessary cleaning, maintenance, and repairs are addressed immediately. Notices regarding health issues in the community and/or vaccination opportunities are distributed to the families as soon as the information becomes available. There is a strict disciplinary structure in place to assure that any disruptive, dangerous, or hurtful actions or words will not be tolerated.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K					11	2			11	2		
Other**	9	2										

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

There are no days dedicated specifically to staff development. The staff members are not required to take any additional courses. Certificated staff attend training sessions and/or conferences on their own time when, and if, they feel the information will enhance their ability to do their jobs more effectively and/or more efficiently. An additional benefit to the staff is often the opportunity to collaborate with other educators, which does not happen as often in such a small setting. Registration for these courses and any additional out-of-pocket expenses, are paid for by the school with School Board approval. Although the teachers make every effort to attend applicable courses on evenings, weekends, and holidays, substitute teachers are made available whenever necessary for the staff to attend a training during the school day.

The upper grade teacher (principal) continues to attend a monthly series of courses titled "Math Talks", supported by the San Benito County Office of Education. For the past three years, one or both of the current teachers have attended an annual Math conference, conducted by California Mathematics Council. In addition, the teacher/principal attends bi-monthly LCAP training meetings, and two years ago did participate in a Dyslexia training, also offered through the San Benito COE. In 2017-2018, the two teachers took advantage of an on-line training on Autism offered through the UC Davis Mind Institute, and the entire staff (certificated and classified) participated in a course titled, "Autism & Evidence Based Practices". Last year, the lower grade teacher attended a training about mental wellness and "Creating Safe Learning Environments." On-line safety training courses are also completed by all the staff, as offered and directed by Keenan and Associates.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,105	\$45,252
Mid-Range Teacher Salary	\$48,573	\$65,210
Highest Teacher Salary	\$66,183	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$0	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	26%	31%
Administrative Salaries	2%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,319	\$2,324	\$10,995	\$59,060
District	N/A	N/A	\$10,995	\$54,997.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	82.7	-17.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Cienega Elementary offers Music instruction an average of twice a month through an employment agreement with a certified Music teacher. A similar program has also been provided with a certified Art teacher to conduct Art instruction approximately once each month. These programs began with funding from an Art/Music Block Grant, followed by the release of categorical funds, and now continue to be partially supplemented with grant money from E-cubed.