

Panoche Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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 This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Panoche Elementary School
Street	31441 Panoche Road
City, State, Zip	Paicines
Phone Number	(831) 628-3438
Principal	Amanda McCraw
Email Address	AMcCraw@sbcoe.org
Website	http://www.sbcoe.k12.ca.us/gov
County-District-School (CDS) Code	35675206035109

Entity	Contact Information
District Name	Panoche Elementary School District
Phone Number	(831) 628-3438
Superintendent	Amanda McCraw
Email Address	AMcCraw@sbcoe.org
Website	http://www.sbcoe.k12.ca.us/districts/panoche.html

School Description and Mission Statement (School Year 2019-20)

Panoche School District is a one room K-8 school, located in a rural area of Central California. California Department of Education data for 2018-2019 school year lists Panoche as the smallest district in the entire state. Census day enrollment for the 2019-2020 school year was 4 students total. The school has a 25% English Learner Population and 50% of students are classified as low income. The school employs a single individual who is responsible for teaching all grade levels, as well as fulfilling the roles of principal and superintendent. In addition, this individual fulfills the duties of all other positions typically required to run a school. A new teacher/administrator was hired for the 2019-2020 school year.

At Panoche School, cooperation and communication are key to a productive classroom culture. The mission of Panoche School is to provide an individualized education for each student in a nurturing environment, with focus on motivating and challenging students to reach their maximum potential both as learners and as citizens. Panoche School's rural location and small class sizes (often only one student per grade level) allows for a high level of differentiated instruction, allowing students to learn and demonstrate their knowledge in the most optimal format for each individual learner.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 5	2
Grade 7	1
Total Enrollment	3

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	100
Socioeconomically Disadvantaged	33.3
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: July 2019

A new teacher/administrator took over Panoche School for the 2019-2020 school year. There is no data available regarding when the textbooks currently in use at the school were actually adopted due to insufficient record keeping in past years. Consequently, copyright dates for textbooks are listed, which may not necessarily correspond to actual year of adoption. All currently enrolled students have access to their own assigned textbook for all core subjects. The school has also invested in the online based supplemental curriculum programs IXL and ST Math.

Plans are in place to adopt and purchase new math curriculum for all students K-8 during the 19-20 school year, with additional planned adoption for other core subject curriculum programs planned for subsequent years.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Copyright 2010	Yes	0
Mathematics	Copyright 2009	Yes	0
Science	Copyright 2008	Yes	0
History-Social Science	Copyright 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Panoche School staff participates in monthly safety meetings and trainings provided through the district's insurers, Keenan Associates. Grounds and facilities are monitored daily by on-site staff. Each month, the school exterior play area is formally inspected with accompanying documentation. Twice a year, the classroom area is formally inspected with accompanying documentation. The school is cleaned daily by Panoche School staff and professionally cleaned weekly. The grounds are professionally maintained on a weekly basis. Pest control is professionally completed monthly.

Panoche School recently completed the installation of solar panels on campus, as well as a conversion from natural gas to propane usage for the teacher's house. New HVAC systems were installed in both the school and teacher's house in July 2019. Major repairs and renovations were made to the well/pump system in November 2019.

Panoche School is maintained in good repair with only one non-critical deficiency noted. Fire Extinguishers are present throughout the school in appropriate areas, with proper signage in place noting locations. The fire extinguishers throughout campus were last inspected/recharged in April 2018, making them overdue for service. This deficiency was brought to the attention of the Panoche School Board September 2019, during which time the FIIT Report was board approved. Both the Panoche School Board members and the school administration are searching for a vendor that will agree to travel to the school and service the extinguishers, but thus far none has been located. Alternative methods have been discussed, such as the possibility of bringing the extinguishers into Hollister to be serviced.

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

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	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	
Safety: Fire Safety, Hazardous Materials	Poor	Fire extinguishers past due for inspection/recharge. Currently seeking vendor who will complete service at Panoche School location.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	--	--	--	50	50
Mathematics (grades 3-8 and 11)	--	--	--	--	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	--	--	--	--	--
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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.

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)

Due to a change in administration for the 19-20 school year and inadequate record keeping, no data on parental involvement and/or programs offered for previous years is available. Consequently, information discussed in this section contains information only pertaining to 2019-2020 data.

Panoche School's very small enrollment means that administration is able to keep in excellent contact with parents. The principal/teacher sees and interacts with all 3 mothers of students at the school each day at pick up and at drop off. This provides an excellent means of communication between home and school and facilitates a strong positive relationship between parents and school staff. Parents are verbally invited to attend all board meetings, with one parent consistently attending each monthly meeting.

Parents are also encouraged to join students in educational opportunities off campus. So far in the 2019-2020 school year, Panoche School has held a Back to School Night BBQ that was 100% attended by parents, as well as several grandparents. All 3 mothers accompanied students on a field trip to the San Benito County Fair, and all 3 mothers plus a grandmother accompanied students on a field trip to the Panoche Valley Solar Project. First trimester parent/teacher conferences were held in November with at least one parent from each family in attendance. This year, Panoche School launched a Facebook page, with the majority of page maintenance and posting done by one of our parents. The page is liked/followed by 100% of parents and provides an additional means of communication between school and home.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions			--			--	3.6	3.5	3.5
Expulsions			--			--	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Panoche School Emergency and School Safety Plan was reviewed and updated in 2019. The plan was prepared in compliance with the legal requirements established by California administrative code. The final draft of the updated plan was published March 20th, 2019. All board members and parents had the opportunity to view the plan during this time. A hard copy is on file at Panoche School for public viewing by appointment, with duplicate copies available upon request. The Safety Plan is also available in digital format on the Panoche Elementary School website.

The major objective of the Panoche School Emergency and School Safety Plan is to provide a model for the development of school plans, and in so doing, to save lives and protect property in the event of a disaster. The plan provides a framework for protecting students, the teacher/principal, and any other persons that may be onsite in the case of an emergency. The plan also describes the responsibilities of those present for a wide range of emergency and disaster situations that may occur. Due to Panoche School's rural location, the plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

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.

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+
5									2	1		
6					1	1						
Other**												

*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.

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

Title	Ratio
Academic Counselors*	.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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$31,277	\$28,785	\$2,493	\$49,500
District	N/A	N/A	\$2,493	\$56,100.00
Percent Difference - School Site and District	N/A	N/A	0.0	180.8
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-90.0	-22.3

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,100	\$45,252
Mid-Range Teacher Salary	\$56,100	\$65,210
Highest Teacher Salary	\$56,100	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$0	\$124,686

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	3%	7%

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

Professional Development (Most Recent Three Years)

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

Due to inadequate records and a change in administration for the 19/20 school year, no data is available regarding professional development during the 17/18 and 18/19 school years. Data provided covers the 19-20 school year only. Primary areas of focus for staff development for the 19/20 school year are as follows:

- Staff education regarding Autism Awareness and support for teachers educating students diagnosed with Autism. This area of focus was selected due to the demographics of the current student population.
- Literature, with focus on assisting students in understanding key ideas and details, craft and structure, and integration of knowledge and ideas in Informational Text. This area of focus was selected using student achievement data from the Star360 assessment.

Panoche Elementary School is located in a rural location and has a staff of one. Because of this, staff's ability to participate in professional development is very limited. Online PD is utilized, including (but not limited to) training offered through Keenan & Associates (Autism) and Newsela (Informational Text). The teacher/principal also participates in monthly LCAP and Rural Principal's meetings, receiving information and support on a variety of topics including LCAP, LCFF, CCSS, Educational Equity, ELPAC, and CAASPP. There is also an ongoing effort by Panoche School staff to identify and secure a reliable substitute that is willing to travel to the school's rural location to allow for staff to participate in a wider range of PD, although none has been located thus far.