Big Pine 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	Big Pine Elementary School
Street	500 South Main Street, P.O. Box 908
City, State, Zip	Big Pine, California 93513
Phone Number	760.938.2222
Principal	Ed Dardenne-Ankringa
Email Address	eankringa@bigpineschools.org
Website	http://bigpineschools.org
County-District-School (CDS) Code	14632486008692

Entity	Contact Information
District Name	Big Pine Unified School District
Phone Number	760.938.2005
Superintendent	Pamela Jones
Email Address	pjones@bigpineschools.org
Website	http://bigpineschools.org

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

Big Pine Elementary School offers an excellent program for all of its students. Small class sizes and a sense of community provide a nurturing environment along with a powerful learning opportunity. Our ongoing improvement process continues each year. Student Led Conferences are a key opportunity for parent involvement and for students to track their own academic progress.

We are in our seventh (7) year with EL Education and are implementing the core practices of the model. All teachers participate in EL Education training with the goal of transforming the learning experience to one of appropriate rigor, hands-on learning experiences and the collaborative skills needed for the 21st Century workplace.

Middle school students also experience a sense of community in small group settings, where teachers can develop positive relationships with all students. Middle school students may participate in volleyball, basketball, and flag football. Students also have the opportunity to learn through fieldwork experiences, where students are able to take advantage of the geology, history, and adventure opportunities of the area. During the ski season, students may participate in the Learn to Ski program.

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

Grade Level	Number of Students
Kindergarten	15
Grade 1	14
Grade 2	12
Grade 3	9
Grade 4	9
Grade 5	13
Grade 6	9
Grade 7	12
Grade 8	14
Total Enrollment	107

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	37.4
Asian	0.9
Hispanic or Latino	27.1
Native Hawaiian or Pacific Islander	0.9
White	21.5
Two or More Races	10.3
Socioeconomically Disadvantaged	76.6
English Learners	4.7
Students with Disabilities	10.3
Foster Youth	2.8
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	11	11	13	14
Without Full Credential	0	0	1	1
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: September, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Language Arts: Anthology, 2010 Open Up Resources, 2018	Yes	0
Mathematics	Eureka Math, 2015	Yes	0
Science	Amplify K-8, 2018	Yes	0
History-Social Science	Impact, 2017	Yes	0
Foreign Language	Somos, 2018	Yes	0
Health	Lifetime Health Premier Online, 2015	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Visitors frequently comment on how clean, well kept and attractive our facilities are. We have a regularly updated Maintenance Project Plan to track routine upkeep and special projects annually. Each year 5-6 classrooms are painted and new carpet is installed.

In 2018 the Boys and Girls locker rooms were updated with new lockers, benches and epoxy flooring. Our historic hardwood floors in the Gym and Art Room were refinished and the tech hub project for classroom instruction was completed.

In 2019, the specialized, poured rubber roofing for the gym and high school buildings was replace. The exterior of the high school building was painted and the interior of the high school gym was painted. Our single point of entry fencing was completed and in operation the first day of the 2019-20 school year.

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: 09/01/2019

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	

System Inspected	Rating	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 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)	28	29	28	27	50	50
Mathematics (grades 3-8 and 11)	26	22	24	21	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	66	63	95.45	4.55	28.57
Male	38	37	97.37	2.63	32.43
Female	28	26	92.86	7.14	23.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native	27	26	96.30	3.70	23.08
Filipino					
Hispanic or Latino	16	16	100.00	0.00	43.75
Native Hawaiian or Pacific Islander					
White	17	15	88.24	11.76	26.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	51	48	94.12	5.88	31.25
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	66	63	95.45	4.55	22.22
Male	38	37	97.37	2.63	29.73
Female	28	26	92.86	7.14	11.54
Black or African American					
American Indian or Alaska Native	27	26	96.30	3.70	15.38
Filipino					
Hispanic or Latino	16	16	100.00	0.00	25.00
Native Hawaiian or Pacific Islander					
White	17	15	88.24	11.76	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	51	48	94.12	5.88	16.67
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
7	27.3	36.4	9.1

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)

Parents are encouraged to participate in their child's educational program. There are a variety of opportunities for becoming part of the school community. Many parents volunteer to help in the classroom. Our District Advisory Council (DAC) is active, and provides opportunity to be part of the school improvement process. Each fall and spring, we conduct Student Led Conferences and parent participation is strong. Back-to-School Night when school begins, Celebration of Learning in the spring and Community Meetings also provide opportunities for parents to learn about their child's school. .

The Native American community is involved with the school through the Indian Education Center, NASA, our Title VI program. Staff and the tribe work collaboratively to meet the needs of our Native American students. Additional opportunities to communicate are offered by our District-Tribe Collaborative Meetings.

For more information on how to become involved, contact Ms. Sunny Meza at 760/938-2222.

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	1.4	0.8	0.0	3.3	0.6	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.6	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is reviewed and updated yearly. Staff is provided a copy and training each year. The plan covers medical emergencies, natural disasters, bomb threats, active shooter response, earthquakes, fire, and chemical spills/accidents. The plan is complete, and coordinated with local emergency personnel and agencies. Teachers have first aid and emergency backpacks and buckets in their classrooms. The District requires school visitors to check in at the main office and wear identification badges. The campus is fully fenced preventing strangers from easily accessing student areas during school sessions. The District has and enforces all current State policy in regard to student safety issues. The Emergency Preparedness Plan was last reviewed by faculty in August, 2019 and approved by the Board on September 3, 2019.

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+
K	11	2			9	2			8	2		
1	12	1			13	1			14	1		
2	14	1			10	1			12	1		
3	15	1			12	1			9	1		
4	16	2			14	2			9	1		
5	17	2			15	2			13	1		
6	15	5			13	5			9	5		
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	$23,052.92	$4,383.76	$18,669.15	$67,099.00
District	N/A	N/A	$46,948.63	$66,680.00
Percent Difference - School Site and District	N/A	N/A	-86.2	5.2
State	N/A	N/A	$7,506.64	$64,732.00
Percent Difference - School Site and State	N/A	N/A	89.5	5.4

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 (Fiscal Year 2018-19)

Over 80% of our funds are spent on staff salaries. The District supports full class size reduction, and also provides instructional assistants, a music specialist, and a library program. Computers are available with internet access in every classroom and document cameras and projectors are installed as well. We have a 1:1 Chromebook program for all students K-12. We maintain an after school care program for working parents. We fund an agreement with our educational partners, EL Education, and we provide discretionary classroom budgets for every teacher annually. Online learning programs, including odysseyware and online textbooks, annual purchases of instructional materials aligned to standards, Rennassaince Learning subscriptions, and benchmark data services are all examples of the many supports we provide for instruction and support of students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,884	$43,574
Mid-Range Teacher Salary	$70,544	$63,243
Highest Teacher Salary	$89,716	$86,896
Average Principal Salary (Elementary)	$104,110	$103,506
Average Principal Salary (Middle)	$0	$108,961
Average Principal Salary (High)	$0	$108,954
Superintendent Salary	$137,130	$136,125
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	8%	6%

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	26	28	28

EL Education and implementation of the Common Core State Standards are the common themes to staff development activities. Annual review of student achievement data drives our goals and strategies, and professional development is designed to support those. Annually there is a full review of external factors. In 2010-11 analysis of factors such as declining enrollment and economic uncertainty resulted in a full staff consensus to pursue EL Education as our transformative model of education. Teachers have several paid noninstructional days during the school year that are used for full staff workshops. We also contract with a school designer who provides mentoring and specialized, just-in-time workshops which teachers attend using substitute release time. Teachers are also sent to institutes, conferences and site visits to further our knowledge of expeditionary learning. Two countywide professional development days each year are provided by the County and keep the staff in touch with topics such as Common Core, new State Assessments, and Positive Behavioral Support. Teachers who return from conferences or training share their information with appropriate staff during staff meetings. All staff meetings are designed to provide professional development. Teachers are encouraged and supported in their efforts to pursue advanced degrees and specialized credentials. Our Local Control Accountability Plan (LCAP), tied to our Western Association of Schools and Colleges (WASC) accreditation, focuses our teacher training on student achievement through assessment, quality instructional methodology, and meeting the needs of a diverse student population. Each Monday is an early release day to provide time for staff to engage in student achievement data discussion and collaboration.

Teachers are asked to provide evidence of implementation in support of our workplan. Student Led Conference Portfolios for each student, including achievement data, are available for review by administration and use at team meetings, and walk through observations are targeted to specific areas of focus that demonstrate implementation of learned strategies.