

Cummings Valley 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	Cummings Valley Elementary School
Street	24220 Bear Valley Road
City, State, Zip	Tehachapi, CA 93561
Phone Number	(661) 822-2190
Principal	Traci Minjares
Email Address	tminjares@teh.k12.ca.us
Website	https://www.teh.k12.ca.us/Domain/11
County-District-School (CDS) Code	15638266108898

Entity	Contact Information
District Name	Tehachapi Unified School District
Phone Number	(661) 822-2100
Superintendent	Stacey Larson-Everson
Email Address	severson@teh.k12.ca.us
Website	http://www.teh.k12.ca.us/

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

Cummings Valley Elementary School is located in Tehachapi, CA. at 24220 Bear Valley Road. We are approximately a mile from the Bear Valley Springs community entry gate and approximately five miles from the Stallion Springs community. Our pupils have a variety of life experiences. Some pupils have come from foreign, non-English speaking countries, while others are born into families that have lived in the Tehachapi community for generations.

The mission at Cummings Valley Elementary School is the development of the student as a whole person, through a positive environment and safe surroundings. This shall be achieved through the coordinated efforts of students, staff and parents, utilizing creative thinking with educational excellence being paramount. Our school provides physical education, music, computer technology, and a variety of activities within our regular school day. In addition, individual needs are met through our Special Education classrooms, Resource Specialist program, Response to Intervention, Speech and Language Program, English Language Development, and Positive Behavioral Interventions and Supports. We provide a safe, nurturing, and student-centered education that encourages social responsibility, as well as a challenging academic program.

We believe in providing a safe, positive and enriching environment with a spirit of cooperation between the school and the home that will allow us to maximize the educational experience for all students. Moreover, we believe in demonstrating to each student the relevance of their education to their future. Finally, we believe it is essential to evaluate and revise our overall instructional program to meet the changing needs of children who are entering a rapidly-changing world.

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

Grade Level	Number of Students
Kindergarten	107
Grade 1	109
Grade 2	100
Grade 3	98
Grade 4	76
Grade 5	93
Total Enrollment	583

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1
Asian	0.7
Filipino	0.2
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	0.7
White	68.1
Two or More Races	0.9
Socioeconomically Disadvantaged	36
English Learners	4.6
Students with Disabilities	8.4
Foster Youth	2.1
Homeless	0.9

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	23	26	19	172
Without Full Credential	0	5	7	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw Hill: Wonders, 2016	Yes	0%
Mathematics	Houghton Mifflin Harcourt Publisher: Grades K-5 Go Math, 2014	Yes	0%
Science	Macmillan/McGraw Hill: California Science, 2008; Studies Weekly Science, 2018	Yes	0%
History-Social Science	Social Studies Weekly, 2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on the 2018/2019 FIT inspection which was conducted on April 24, 2019, the overall rating of Cummings Valley Elementary is exemplary. Improvements during the 2018/2019 school year included addressing surface water drainage issues, which included demolition and re-pouring of walkways. The main play structure was reconfigured. The outdoor dining area, which included concrete pad and dining tables, was installed. Front office improvements, including reconfiguration of work spaces were completed.

Additional fencing improvements are planned for the 2020 summer, including the installation of fencing to divide the upper and lower playgrounds. Replacement of various floor coverings throughout the site are also planned.

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: April 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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Areas around the play structure and leading to lower playgrounds need to be graded. Additionally the water runoff and erosion needs to be addressed.
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)	49	46	48	47	50	50
Mathematics (grades 3-8 and 11)	40	40	30	31	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	269	260	96.65	3.35	45.56
Male	130	126	96.92	3.08	41.60
Female	139	134	96.40	3.60	49.25
Hispanic or Latino	67	64	95.52	4.48	38.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	193	188	97.41	2.59	47.87
Socioeconomically Disadvantaged	100	95	95.00	5.00	31.91
English Learners	14	13	92.86	7.14	25.00
Students with Disabilities	40	39	97.50	2.50	10.53

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	269	256	95.17	4.83	40.23
Male	130	121	93.08	6.92	42.98
Female	139	135	97.12	2.88	37.78
Hispanic or Latino	67	64	95.52	4.48	28.13
White	193	183	94.82	5.18	45.36
Socioeconomically Disadvantaged	100	92	92.00	8.00	23.91
English Learners	14	12	85.71	14.29	8.33
Students with Disabilities	40	37	92.50	7.50	5.41

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.

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.

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 and community members are encouraged to participate in their child's education. We have a well defined volunteer process that allows parents to participate in a variety of ways. Our site has over 200 trained volunteers providing hours of support for our students and staff. Volunteers are on campus daily participating in classrooms, supporting teachers, attending special events and serving as chaperones for field trips.

The School Site Council is the governance organization which welcomes participation from all community members, parents, staff, teachers and school administration. Our current organization includes equal numbers of elected staff and parent volunteers who work cooperatively to develop the school plan, in addition to determining and monitoring the school site budget.

The Parent Teacher Organization (PTO) is a vital part of our school culture. The current PTO board of parent volunteers work diligently to support the students and staff. PTO currently provides financial support for the school through field trip opportunities, playground improvements, grounds beautification, technology, safety needs, and additional supplies and materials to support the teachers and students in the classroom. This work is supported by fundraising efforts including, but not limited to spirit wear sales, student store, special fundraising programs and hosting family events for the school community.

The English Learner Advisory Committee (ELAC) is a committee advising the principal and staff on the development of the school site plan for English Learners, assisting in the development of the school-wide needs assessment and assisting in making parents aware of the importance of regular school attendance, curriculum, instruction, and other important information relating to their child's education..

Each of these organizations meet regularly. To learn more about specific opportunities please contact Cummings Valley Elementary School Principal, Traci Minjares at 661-822-2190.

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	1.6	2.7	1.5	3.4	4.5	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Cummings Valley Elementary School is committed to providing a safe and secure campus for our students, staff and community. We believe that students thrive when they feel safe and connected. By identifying potential safety issues and prevention strategies our parents and staff can focus on the academic and social needs of our students. Monthly drills (including fire, earthquake, lockdown and bus evacuation drills) are conducted to provide practice and familiarity in case of an emergency. Disaster plans are posted in each classroom with emergency bags that include emergency contacts for our students. Each classroom also has a classroom safety bucket; it includes, water, food, toiletries, and an emergency radio. Our site has a disaster shed that is well stocked to include blankets, toiletries, water, tools, and an emergency radio. It is inventoried each year by school site staff. A monitored alarm system throughout the campus is used on the evenings, weekends and holidays.

Safe Schools Campus Maps show the safe corridor maps and applicable school campus maps indicating safe entrance and exit areas for pupils, parents and school employees. The staff receives annual and as-needed training on their responsibilities during a school emergency. The staff is trained in playground supervision, TUSD Safe and Inclusive Schools Curriculum, Active Intruder training, Positive Behavior Intervention Supports (PBIS) and Restorative Practices. This is our fifth year of implementation on PBIS.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately through the Raptor System upon entering any school building or grounds when school is in session and wear an identification badge. The campus is secured at the start of school to the end of the school day. Early checkout of students requires parents and emergency contacts to show a valid I.D. and sign them out.

Discipline procedures focus on finding the causes of problems and working with all concerned to reach appropriate solutions. The school's discipline plan begins at the classroom level. Teachers use a visible discipline system in each classroom to communicate classroom rules, promote positive pupil conduct and reduce unacceptable conduct. Appropriate restorative practices or consequences are administered based on the severity of the pupil's misbehavior. Discipline data is reviewed and discussed each quarter by the PBIS team, which is made of teachers, staff, and administrators.

TK-5 teachers implement the lessons of the TUSD Safe and Inclusive Schools Curriculum that cover Six Big Ideas:

- Safe and Inclusive Schools
- Sensitivity and Acceptance
- Building Healthy Friendships and Relationships
- Preventing and Responding to Bullying and Harassment
- Finding Commonalities
- Being a Person of Character

Cummings Valley Elementary School has the District's sexual harassment policy in a prominent location where specific rules, regulations and standards of conduct are readily available. Additionally, a notice summarizing this sexual harassment policy appears in the Guide for Parents and Students distributed at the beginning of each school year to all parents and pupils, in Appendix C: Exhibits and Source Documents.

Our school safety plan is reviewed and updated each year by parents, staff, and community members. The plan is discussed with law enforcement and approved by the school site council. It goes to the Tehachapi Unified Board of Education for final approval. The school safety plan addresses discipline, suspensions and expulsions, child abuse reporting and other measures to promote the safety of our students and staff.

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	19	2	5		20	4	3		21	1	4	
1	25		4		22		5		25		4	
2	23		3		26		4		24		4	
3	28		3		26		3		24		4	
4	30		4		30		3		24		3	
5	27	1	3		28	1	4		24	1	3	
Other**	13	1			9	2			8	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.

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	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

*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	514.11	1,577.25	3,936.86	66,991.99
District	N/A	N/A	5,714.60	63,928
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	7125	71392
Percent Difference - School Site and State	N/A	N/A		

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)

Tutoring is provided before school for 1st through 5th grade students who have been identified as needing extra support in the areas of English Language Arts and Math.

The district provides a fully funded Response to Intervention Teacher to support 1st through 5th grade students in Reading and 3rd through 5th grade students in mathematics.

Cougar Kids Intervention Program supports students in working on the behaviors that impede their learning, affect their relationships, and cause problems at home and/or at school.

STEM Club meets monthly to provide hands on learning opportunities in the areas of Science, Technology, Engineering, and Math for our students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,559	\$46,208
Mid-Range Teacher Salary	\$65,957	\$72,218
Highest Teacher Salary	\$74,841	\$92,742
Average Principal Salary (Elementary)	\$101,539	\$134,864
Average Principal Salary (Middle)	\$105,564	\$118,220
Average Principal Salary (High)	\$115,240	\$127,356
Superintendent Salary	\$135,000	\$186,823
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	5%	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	2	2	3

Staff development occurs throughout the year. These professional developments are scheduled monthly at our scheduled staff meetings and specific staff development dates set by Tehachapi Unified School District (which is 2 - 1/2 days annually set for teacher in-service days, and as scheduled by district or site staff to address specific topics). The primary area of focus for Cummings Valley Elementary is to provide a safe and positive learning environment. To insure an environment that promotes good character traits, the staff attends training on Bullying and Harassment Prevention, Active Shooter training and Safe and Inclusive Schools Curriculum.

Workshops and academic coaches are provided to train teachers on research-based instructional strategies. The Cummings Valley principal supports this learning with classroom walk-through followed by immediate and specific feedback. Additional staff development is provided by site administration, teacher leaders on campus, as well as technological support from a Technology Mentor on campus.