

Annie E. Cheney Kindergarten
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Annie E. Cheney Kindergarten
Street	149 Adams Street
City, State, Zip	Coalinga CA, 93210
Phone Number	(559) 935-7515
Principal	Rhonda Hendrix
Email Address	jpinto@chusd.org
Website	http://www.chusd.org
County-District-School (CDS) Code	10-62125-6110217

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Coalinga-Huron Unified School District
Phone Number	(559) 935-7500
Superintendent	Lori Villanueva
Email Address	lvillanueva@chusd.org
Website	http://www.chusd.org

DISTRICT MISSION:

Coalinga-Huron Joint Unified School District will engage, challenge, and inspire all students by way of high quality instructional programming, utilizing safe and attractive facilities, and promote effective communication that honors the input of our stakeholders.

VISION:

We will provide a program which will motivate and challenge all students to fulfill their potential; to be good citizens, critical thinkers, and lifelong learners so they can one day be productive members of society who make a difference

BEAR EXPECTATIONS AT COALINGA ELEMENTARY SCHOOLS:

B elieve all students will learn at high levels

E ngage all students in challenging academic material

A lign instruction to ensure all students master essential learning targets

R espond when students are not learning

Principal's Message

Welcome to Cheney Elementary. We are here to engage learning by exploring the sense of their world. We are committed to meeting their needs in social skills, recognizing their emotional needs and fostering academics through discovery. Here at Cheney Elementary we strive to create a dynamic learning experience that will cultivate a strong sense of character, allow our children to discover new perspectives, and inspire them to become informed global citizens. Our vision is to provide every student with the knowledge and skills necessary to be prepared for college and a 21st Century workforce. We are thankful to have a group of dedicated staff members, supportive parents, and amazing students who work tirelessly to achieve high levels of academic achievement each year. Our team believes that success is earned through hard work and dedication to continued improvement. Our team of teachers and Para educators are here to support students striving for the personal best. Cheney Elementary School is a Transitional Kindergarten school with a Special Education Preschool class at the campus. We have a high percentage of teachers that are classified as "highly qualified" according to the California requirements and are credentialed to teach English Learners. Teachers collaborate weekly to share strategies, examine student work, discuss student standards to develop classroom resources that will best benefit students. Parents and community members are an important part of our academic program. The strong partnership between school and home help students reach their fullest potential. Cheney Elementary School welcomes parent participation in school activities and encourages parents to join our PTO, School Site Council, ELAC and any other committees within the school district.

The Cheney After-School Program serves 77 students daily, at 97% of its capacity, the program is integrated with the regular school day. After a 30-minute snack-and-recess break, students rotate through four daily activities: homework, which is overseen by a certificated teacher; art; physical activities; and academic games. The program is open from 2:45 until 6 p.m. during school days.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	48
Total Enrollment	48

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	2.1
White	18.8
Two or More Races	2.1
Socioeconomically Disadvantaged	70.8
English Learners	35.4
Foster Youth	2.1
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	5	2		
Without Full Credential	1	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	3	

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2019/09

We use the most recent texts books that were adopted through our district.

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: California Wonders Adopted 2016	Yes	0%
Mathematics	McGraw Hill: Go Math Adopted 2015	Yes	0%
Science	MacMillan-McGraw Hill Adopted 2008	Yes	0%
History-Social Science	Scott Foresman (K-3): Social Science for California Adopted 2008	Yes	0%

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

School Facility Conditions and Planned Improvements

Cheney elementary serves our early educational students. The site has 4 classrooms. There are also 3 portables that are part of the school across the street. Classrooms have been modernized. The school's exterior was painted in the summer of 2011.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 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	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents are encouraged to be actively involved in our school governance. We have a School Site Council that meets regularly. We have an English Learner Advisory Committee, and parents of second language students are invited to participate in the English Language Advisory Committee. We have a community liaison that works with our parents and students to ensure a positive academic experience. Parents also participate in fundraisers and book fairs. Teachers meet with parents at least twice a year to review student progress in conferences. Many volunteer in the classrooms and help with field-trip supervision.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	5.0	6.6	3.5	3.5
Expulsions	0.0	0.0	0.3	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Cheney Elementary conducts emergency fire drills that are held monthly, earthquake drills are held quarterly, and lock down drills are held each semester. The drills provide practice of evacuation procedures, procedures for preparedness, and to be ready to respond in the event of a real emergency. Staff members work together on school safety committee that monitors the preparedness and compliance the school. During school hours, teachers supervise students before, during and after school. A school counselor is available to help support resources for emotional student and family needs. The campus is a closed campus during the school hours and visitors report through the office. The Safe Schools Plan is revised annually with staff and parent input to keep safety effective at the site.

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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		6		21	4	2		32		2	1

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	96

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,253	\$2,035	\$13,218	69,761.33
District	N/A	N/A	\$9,883	\$74,481
Percent Difference - School Site and District	N/A	N/A	28.9	-6.5
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	52.2	-8.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Our school receives federal Title I funds to support student progress, professional development and parent involvement. LCAP funds help fund technology in the classroom and P.E. teachers. A grant pays for an After-School Education and Safety Program. The district provides Teacher credentialing Block Grant, Teacher Induction Program for teachers clearing credentials. Title III funds are received for immigrant education and limited english support.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,208	\$47,145
Mid-Range Teacher Salary	\$78,206	\$74,952
Highest Teacher Salary	\$92,466	\$96,092
Average Principal Salary (Elementary)	\$103,694	\$116,716
Average Principal Salary (Middle)	\$106,466	\$120,813
Average Principal Salary (High)	\$115,043	\$131,905
Superintendent Salary	\$156,476	\$192,565
Percent of Budget for Teacher Salaries	31.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	8

The Coalinga Huron School District builds a professional community with the teachers and staff through quality professional development that focuses on standards, balanced literacy, and instructional strategies. All teachers participate in staff development for technology, language arts, and math. Academic coaches, teachers, and district administration provide ongoing training. One hour every Wednesday morning, teachers work together to plan lessons based on prior assessments in Professional Learning Communities (PLC), Data Teams, Positive Behavior Intervention Support, technology training and Time To Teach classroom management training. The professional experiences are supported with coaching provided by coaches who work together to bring the most effective strategies to teachers and staff. The Leadership committee is established to help support teachers with gathering/analyzing data for their PLC meetings and support site recommendations for student support structures. Teachers also have the opportunity to continue ongoing staff development through release days and conferences that focus on elevating student learning. Teachers have the opportunity to grow professionally in district focus areas: Aeries gradebook, IlluminateEd, and Fast Bridge. Teachers working with ELL students are going through or have gone through the SEAL process to learn strategies that support students in the classroom. Administration, site administrators, teachers, and staff deepen their content knowledge by collaboration structures, creating instructional repertoires through the site and district, improving assessment strategies, and fostering a shared sense of responsibility.