

# **Tulelake Basin 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Tulelake Basin Elementary School
<b>Street</b>	461 Second St
<b>City, State, Zip</b>	Tulelake, CA 96134-0788
<b>Phone Number</b>	(530) 667-2294
<b>Principal</b>	Liza Butler
<b>Email Address</b>	lbutler@tbjUSD.org
<b>Website</b>	tulelakeschools.org
<b>County-District-School (CDS) Code</b>	25735936025894

Entity	Contact Information
<b>District Name</b>	Tulelake Basin Joint Unified
<b>Phone Number</b>	(530) 667-2295
<b>Superintendent</b>	Mr. Bryce Brin
<b>Email Address</b>	bbrin@tbjUSD.org
<b>Website</b>	www.tbjUSD.org

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

Tulelake Basin Elementary School is located approximately four miles from the Oregon/California Border. It is one of three schools in the Tulelake Basin Joint Unified School District. It houses grades TK-6 with a total enrollment in the 2017/2018 school year of 220 students.

It is the mission of Tulelake Basin Elementary School (TBES) to provide a quality education in a safe environment that empowers students to become socially responsible, life-long learners.

It is the goal of TBES to provide an inviting classroom environment for students - an environment with clear expectations, consistent consequences, and specific, articulated, academic goals.

Our mission statement: Tulelake Elementary School will provide every student with a high standard of academics combined with personal, social, and emotional development in a collaborative, positive environment. As an AVID (Advancement Via Individual Determination) school, Tulelake Elementary supports AVID's mission "to close the achievement gap by preparing all students for college readiness and success in a global society" through implementation of strategies in Writing, Inquiry, Organization, Collaboration, and Reading (WICOR).

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

Grade Level	Number of Students
<b>Kindergarten</b>	35
<b>Grade 1</b>	30
<b>Grade 2</b>	36
<b>Grade 3</b>	21
<b>Grade 4</b>	27
<b>Grade 5</b>	41
<b>Grade 6</b>	24
<b>Total Enrollment</b>	214

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.5
Hispanic or Latino	77.6
White	17.3
Two or More Races	2.3
Socioeconomically Disadvantaged	86
English Learners	63.6
Students with Disabilities	8.9
Foster Youth	0.5
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	11	
Without Full Credential	0	0	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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
<b>Reading/Language Arts</b>	Houghton Mifflin Journeys California 2016 Edition text and workbooks for every K-6 student	Yes	0
<b>Mathematics</b>	Eureka Mathematics 2016 Edition text and workbooks for every K-5 student	Yes	0
<b>Science</b>	Delta Education CA 2007 Edition Full Option Science System for every student K-5  California Focus on Earth Science 2008 edition text and workbook for every 6th grade Student	Yes	0
<b>History-Social Science</b>	Houghton Mifflin History-Social Science 2007 Edition For every student K-6	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Tulelake Basin Elementary School currently uses 15 classrooms, two computer labs, a multi-purpose room, a library, a counselor's office, a speech pathologist office, the main office, an office annex, and the principal's office.

The school building is in good repair. Weekly facility inspections ensure that any needed repairs are completed in a timely manner.

### 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:** September 2019

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b> 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	31	33	35	36	50	50
<b>Mathematics (grades 3-8 and 11)</b>	18	17	17	20	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
<b>All Students</b>	112	111	99.11	0.89	33.33
<b>Male</b>	50	50	100.00	0.00	34.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	62	61	98.39	1.61	32.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	83	82	98.80	1.20	31.71
Native Hawaiian or Pacific Islander					
White	21	21	100.00	0.00	42.86
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	93	92	98.92	1.08	33.70
English Learners	74	73	98.65	1.35	32.88
Students with Disabilities	12	12	100.00	0.00	16.67
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	112	110	98.21	1.79	17.27
Male	50	49	98.00	2.00	22.45
Female	62	61	98.39	1.61	13.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	83	81	97.59	2.41	16.05
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	21	21	100.00	0.00	28.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	93	91	97.85	2.15	16.48
English Learners	74	72	97.30	2.70	15.28
Students with Disabilities	12	12	100.00	0.00	25.00
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	25.6	25.6	32.6

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)

A parent volunteer pamphlet is distributed at the beginning of each school year in English and Spanish; and parents are encouraged to help in their child's classroom as partners in their education.

The Tulelake Parent Partner Association meets quarterly. It is run by parents in an effort to increase parent involvement in the school.

The School Site Council meets on the second Tuesday of each month at the District Office. This council is comprised of parents, students, teachers, and administrators in the district. They meet to discuss the needs of the schools in the district as well as address any concerns by the community. The council looks at budgets, curriculum, textbooks, and improvement surveys to help improve the schools in the district.

English Learner Parent Advisory Committees meet monthly to discuss specific needs concerning English Language Learners. They meet to discuss the needs of the English Learners in the district as well as any concerns by the community. The ELAC looks at the specific needs of the English Learners through parent and student surveys. They provide parent education and support.

The district invites parents to meetings in English and Spanish to give input on the Local Control Accountability Plan.

### 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
<b>Suspensions</b>	9.1	1.7	3.5	6.5	2.7	4.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Each year the school safety plan is reviewed and brought up to date by the staff, school site council committee, and the school board. A weekly walk - about of the school and its playground assures that items needing attention are repaired and/or replaced. Monthly fire drills are held so that children and staff are aware of and understand emergency procedures. Earthquake drills are practiced each semester. Lock down and evacuation drills are practiced each year as well. We have a safety committee that will be reviewing our plan with a Safety Coordinator from Modoc County Office of Education.



In the fall of 2017, 16 security cameras were updated around the school. Each entrance, the playground, and hallways are under surveillance 24 hours a day. A security door system was installed on the front doors of the school. This system requires visitors to alert the office in order to be admitted to the school.

## 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	35	12		1	19	8			38	7	1	1
1	18	6			20	12			15	12		
2	14	12			20	6			17	12		
3	22	4	8		24		6		19	4	2	
4	21		6		20	4	8		27		6	
5	20	4	4	2	24		6		21	7	4	
6	40		4	3	36	8		3	24		6	
Other**	9	4			9	4						

\*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	
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	\$12,261.56	\$1,577.67	\$10,683.89	\$76,295
District	N/A	N/A	\$10,757.17	\$72,507.00
Percent Difference - School Site and District	N/A	N/A	-0.7	5.1
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	34.9	16.4

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)

The district provides an after school program funded through an After School Education and Safety Grant.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,446	\$43,574
Mid-Range Teacher Salary	\$74,220	\$63,243
Highest Teacher Salary	\$90,420	\$86,896
Average Principal Salary (Elementary)	\$88,457	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$0	\$108,954
Superintendent Salary	\$105,000	\$136,125
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	4%	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	3	3	3

Tulelake Basin Elementary School provides 3 full days at the beginning of each school year dedicated to professional development and preparation for the upcoming year. During the 2015-2016 school year, the school calendar was changed from late start Mondays to early release on Wednesdays to provide additional time with other schools in the county as well as four instructional coaches. We have dedicated much of the time to English Language Development, SDAIE and engagement strategies. We also encourage all staff to attend content-based workshops throughout the year. The school has dedicated professional development money to training teachers in the area of character development.

Tulelake Basin Joint Unified School District utilizes a "Trainer-of-Trainers" model for professional development. Due to our rural location, much of our training is held in Shasta or Tehama Counties. The teachers that go out of district are required to come back and share what they have learned.

Additionally, TBJUSD utilizes the Professional Learning Team provided by Modoc County Office of Education. These instructional coaches provide "in classroom" support through teacher request or administrative request.