

Tompkins 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	Tompkins Elementary School
Street	300 South Robinson Avenue
City, State, Zip	Tehachapi, California 93561
Phone Number	(661) 822-2170
Principal	Rebecca Castellanos
Email Address	rcastellanos@teh.k12.ca.us
Website	http://www.teh.k12.ca.us/
County-District-School (CDS) Code	15638266010201

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

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

Tompkins Elementary is a K-5 school with a population of 720 students. The school is located at 1120 South Curry Street, in the City of Tehachapi, California, which is located in a mountain valley between the upper Mojave Desert and the southern San Joaquin Valley. We are proud to call ourselves the Tigers. Our motto "ROAR" embodies the philosophy of our school. Tompkins Tigers are responsible, own their actions, achieve their best, and are respectful. We are dedicated to providing a positive learning environment allowing all children to thrive academically, socially, physically, and emotionally. We accomplish this by providing a standards-based curriculum with high expectations, that encourage and inspire children to be capable, independent, and responsible learners. Our children take pride in being empowered, positive, productive citizens.

The Tompkins Elementary School staff is committed to working with students, parents, and the community toward the common goal of meeting the state standards while providing a balanced educational program that enables all students to develop individually, intellectually, physically, and emotionally, so that they will function effectively and make positive contributions to our society. Further, we believe a balanced, educational environment provides a nurturing experience so that each student will successfully reach his/her highest potential while recognizing and providing for individual differences. We believe that this school provides and supports an environment that fosters high self-esteem.

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

Grade Level	Number of Students
Kindergarten	145
Grade 1	106
Grade 2	116
Grade 3	117
Grade 4	112
Grade 5	124
Total Enrollment	720

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.4
Asian	1.7
Hispanic or Latino	42.8
White	48.9
Two or More Races	4.6
Socioeconomically Disadvantaged	56.1
English Learners	11.8
Students with Disabilities	6.3
Foster Youth	0.1
Homeless	1.8

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	26	29	32	172
Without Full Credential	0	2	0	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

All students are provided with sufficient standards-aligned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders, WonderWorks , Wonders for English Learners Adopted 2016/17 school year	Yes	0%
Mathematics	Houghton Mifflin Harcourt: Go Math Adopted 2014/15 school year	Yes	0%
Science	Twig Science Adopted 2019/20 school year	Yes	0%
History-Social Science	Studies Weekly: California Studies Weekly, USA Studies Weekly Adopted 2018/19 school year	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on the 2018/2019 FIT inspection which was conducted on May 15, 2019, the overall rating for Tompkins Elementary is "Good." Improvements during the 2018-2019 school year included replacing floor coverings in rooms 27, 28, 29, 30, & 31. We also completed a campus-wide tree crowning and cleanup.

Planned for summer of 2020 - replace floor coverings in five classrooms. Refurbish and paint both MPR student restrooms, and repair collapsed sewer line in girls restroom.

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: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Cafe/MPR Girls Restroom - sewer line collapsed on one toilet.
Interior: Interior Surfaces	Poor	Cafe/MPR Boys Restroom and Girls Restroom needs stall partitions replaced.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cafe/MPR needs exterior repaint.
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 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)	41	40	48	47	50	50
Mathematics (grades 3-8 and 11)	33	37	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	333	327	98.20	1.80	40.37
Male	168	167	99.40	0.60	35.93
Female	165	160	96.97	3.03	45.00
Hispanic or Latino	138	135	97.83	2.17	30.37
White	165	164	99.39	0.61	50.00
Two or More Races	13	13	100.00	0.00	15.38
Socioeconomically Disadvantaged	193	189	97.93	2.07	33.86
English Learners	58	56	96.55	3.45	28.57
Students with Disabilities	38	38	100.00	0.00	7.89
Homeless	11	11	100.00	0.00	9.09

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	330	324	98.18	1.82	37.35
Male	166	165	99.40	0.60	35.76
Female	164	159	96.95	3.05	38.99
Hispanic or Latino	137	135	98.54	1.46	27.41
White	164	161	98.17	1.83	45.34
Two or More Races	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	191	187	97.91	2.09	33.69
English Learners	57	57	100.00	0.00	33.33
Students with Disabilities	38	38	100.00	0.00	10.53
Homeless	11	11	100.00	0.00	9.09

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement plays a critical role in student success. At Tompkins Elementary, parents are involved extensively in classrooms working with students one-on-one and with small groups. Parent trainings are held every month. Topics such as tutoring tips, teacher/parent communication, home/school communication, learning styles, and school policies are discussed. Our school's Parent Teacher Group (PTG) is very active in providing opportunities for parents and other community members to be involved in a wide range of student-centered activities, both during and after school. Our School Site Council (SSC) and English Learner Advisory Committee (ELAC), consisting of parents, classified staff, certificated staff, and site administration meet a minimum of five times during the school year to discuss, develop, and monitor school goals and budget allocations. We also hold additional activities such as book fairs, Family Nights, Family Movie Nights and assemblies that showcase our students and provide lasting memories. Parents at Tompkins Elementary know that they are always welcome and appreciated.

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	2.9	2.4	1.9	3.4	4.5	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Safety Plan outlines all safety procedures to be followed by our students. This document, located in the school office, is available for parent review. It is our goal to provide our students with a safe, orderly and secure environment that is conducive to learning. Furthermore, the plan is designed to help staff and students save lives, protect property and give aid to disaster victims. To attain these goals, the Comprehensive School Safety Plan makes people aware of how to act and react before, during and after a disaster. The plan is updated yearly by the Tompkins Elementary School Site Council & Safety Committee in collaboration with police and fire officials. Charts with earthquake and fire drill procedures are issued to each staff member, placed in substitute folders, posted in each classroom. Disaster, fire, and/or earthquake drills take place monthly to practice procedures, and routes of evacuation.

During the school day, our student's safety is addressed by using teachers, instructional aides, and campus supervisors at recesses and lunchtime. School visitors who come on campus are required to scan their state or government ID through an identification system called Raptor. Raptor performs instant background checks against certain criminal databases. Utilizing the Raptor system will further help to ensure the safety of 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	24	1	5		23		6		24		6	
1	22		5		24		5		21		5	
2	23		5		25		5		23		5	
3	30		4		23		5		22	1	4	
4	27	1	4		30		4		28		4	
5	25	1	4		27	1	4		26	1	4	
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	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0

*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	\$5,487.20	\$1,039.53	\$4,447.66	\$72,398
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)

Tompkins provides a variety of services that are funded by the district LCAP, Title 1, and Title 1 Part A allocation. Title I funds are used to improve academic achievement for our disadvantaged students by providing additional services, technology, instruction and support in core academic subjects including instructional aides, professional development for teachers, materials, supplies, intervention curriculum, and a behavior interventionist. Title 1 funds are also used to provide release time for teacher collaboration in grade-level teams on a regular basis.

Tompkins utilizes the services of a district Academic Coach for support in professional development, a psychologist to aid in special education assessments, and district nurses who work in conjunction with the site LVN to meet the medical needs of all students. Tutoring for ELA and Math is provided by credentialed teachers for students who need intervention services. Instructional aides are provided for TK-1st grades to facilitate small group instruction and support English Language Learners.

Gifted and Talented Education (GATE) is offered through the District for qualifying 4th and 5th-grade students. The program is taught by a credentialed teacher.

STEAM club is offered on a first come first served basis to all 2nd-5th-grade students. It takes place after school 2 days per week and is taught by a credentialed teacher.

ASES - After-school funds provide after-school leaders and program coordinators.

All students in grade TK-5th grade received music education from a credentialed teacher. Students in grades 3rd-5th grade also have the opportunity to participate in Ukulele Club before school. The club is also led by a credentialed teacher.

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

Professional development is designed to provide continuous learning opportunities for administrators and teachers. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional development is an essential component of effective instruction and student learning. All training revolves around the identified needs of students and adults for the purpose of improving instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, and state standards.

Teachers have opportunities throughout the school year to improve instructional practices by attending trainings, conferences, and workshops to learn and refine skills designed to improve instructional practices. On-site staff development opportunities are aligned with SPSA goals and occur monthly at designated staff meetings. The site created professional development focused primarily on the introduction, exploration, and implementation of Mathematical Practices. Teachers are supported during implementation through in-class coaching from the Learning Director and teacher-principal meetings to review student performance data.