Tenaya Elementary
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	Tenaya Elementary
Street	19177 Highway 120
City, State, Zip	Groveland, CA 95321-1397
Phone Number	(209) 962-7846
Principal	Wynette Hilton
Email Address	whilton@bofg.org
Website	www.bigoakflatgrovelandusd.org
County-District-School (CDS) Code	55 75184 6054837

Entity	Contact Information
District Name	Big Oak Flat-Groveland Unified
Phone Number	(209) 962-5765
Superintendent	Wynette Hilton
Email Address	whilton@bofg.org
Website	www.bigoakflatgrovelandusd.org

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

Tenaya Elementary School is home to the Warriors. Our mission echoes that of our district, "to provide each student a quality education in a safe and healthful learning environment." Tenaya Elementary is the only elementary school in the Big Oak Flat-Groveland Unified School District (BOFG). Its configuration is Transitional Kindergarten through eighth grade. The BOFG district is a small rural district that also operates two necessary small high schools. Approximately 200 students attended Tenaya Elementary School during the 2018-19 school year. The district follows the Tuolumne River from the Northern entrance to Yosemite National Park down to the Lake Don Pedro area, a distance of over 60 miles and encompassing 678 square miles. Tenaya School is located in the southern part of Tuolumne County. The school serves the communities of Groveland, Big Oak Flat, Moccasin, and part of the Don Pedro area.

Tenaya has faced declining enrollment over the last decade, however enrollment has hovered around 200 the last few years. This area depends heavily on the tourist trade as there is no substantial industry here. Approximately 54% of the total student body participates in the Free or Reduced Breakfast and Lunch Programs. Special Education services include combined Resource and Special Day Classes. The services of a speech pathologist and a school counselor are also available on a limited basis. Tenaya Elementary Staff is composed of 9 full time certificated classroom teachers, 2 full time certificated special education teachers, 1 full time P.E. teacher, 1 part time art teacher, a Principal, a full time school secretary, a full time principal's secretary, 3 part time classroom/campus aides, 4 full time special education aides, 2 part time Title 1 aides, 1 full time and 1 part time custodians, 2 full time and 1 part time cafeteria workers. The school follows a traditional school calendar, and either meets or exceeds requirements for instructional minutes.

About Our School
Our staff and community are committed to the academic, social and emotional success of our students. All families have the opportunity to formally conference with their child's teacher regarding their academic performance after the start of the school year. Tenaya teachers are always available for parent conferences if needed or requested. The students identified as low performing during the school year are targeted to receive intervention services. Some of these services include Title I funded remediation for phonics skills, reading fluency and comprehension, along with Freckle and Study Island computer lab assistance. SIPPS is available for 1st-3rd grade students who need assistance in reading. Parents and community volunteers, as well as employees, work during school hours with these students. In addition, students who qualify receive special education services both in the classroom and in a pullout setting depending on their needs. The school crisis counselor provides individual counseling to students. The Tuolumne County Student Attendance Review Board (SARB) panel also connects students and their families throughout the school year with needed resources. Free and reduced breakfast and lunch are available to those that qualify. Many community organizations assist our students with food, clothing, and personal necessity items, an excellent resource for our families. In addition, they provide funding for field trips, playground equipment and school supplies. Tenaya has a strong force of volunteers who help in the classroom and provide tutoring assistance in reading and math.

Our teachers and staff use Positive Behavior Supports to limit discipline referrals. Tenaya Elementary School utilizes Character Education to encourage respectful behaviors that decrease incidents of bullying, teasing, and other disruptive behaviors and encouraging acts of kindness. We start each day with "Words of Wisdom" from Project Wisdom to encourage social-emotional learning such as self-awareness, self-management and relationship skills.

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

Grade Level	Number of Students
Kindergarten	20
Grade 1	20
Grade 2	23
Grade 3	18
Grade 4	31
Grade 5	16
Grade 6	18
Grade 7	30
Grade 8	22
Total Enrollment	198

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.5
Asian	1
Filipino	0.5
Hispanic or Latino	17.2
White	76.8
Socioeconomically Disadvantaged	57.1
English Learners	3.5
Students with Disabilities	3
Foster Youth	1
Homeless	2

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	16	12	14	24
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 09/19

In 2015, the District adopted Journeys and Collections for standards based reading materials, signing a seven year contract with Houghton Mifflin . Tenaya Elementary has also been utilizing Houghton Mifflin-Go Math standards-based materials since 2015, although this is approved yearly, there is no long term commitment with the publisher. Big Ideas math was adopted for 6th-8th grade students in 2015 as well. These standards-based materials were on the most recent list of adopted materials by the State Board of Education. Social Studies materials, My World published by Pearson were adopted in 2018 for students in grades 6-8. Primary teachers are still reviewing social studies materials on the SBE list of approved curriculum for adoption in 2020. Next Generation Science Standard (NGSS) materials are up for adoption in the 19-20 school year. Currently Inspire and Amplify, both approved instructional materials from SBE are being piloted by Tenaya Elementary School teachers for district adoption this year. The district has approved Project Alert as a supplementary curriculum for health. Foreign language is not available at are K-8 school. We have a part-time art teacher who integrates VAPA standards into her weekly lessons, however she does not utilize a specific curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys and Collection 2015	Yes	0
Mathematics	K-5 Houghton Mifflin Go Math/ 6-8 Big Ideas 2015	Yes	0
Science	K-6 Foss 2006 / 7-8 Inspire (2019 pilot program)	No	0
History-Social Science	6-8 Pearson My World 2018	Yes	0
Health	7-8 Project Alert 2017	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our Maintenance Dept. has been doing some interior work as well as repairing some existing issues over the summer months. The District is attempting to keep a maintenance schedule in order to keep the campus and classrooms in good conditions so as to offset major expenses in repairs.

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: December 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 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)	36	41	35	41	50	50
Mathematics (grades 3-8 and 11)	21	21	18	18	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	134	133	99.25	0.75	40.60
Male	60	59	98.33	1.67	33.90
Female	74	74	100.00	0.00	45.95
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	26.32
Native Hawaiian or Pacific Islander					
White	108	107	99.07	0.93	40.19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	74	73	98.65	1.35	32.88
English Learners	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	18.18
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	134	133	99.25	0.75	21.05
Male	60	59	98.33	1.67	18.64
Female	74	74	100.00	0.00	22.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	15.79
Native Hawaiian or Pacific Islander					
White	108	107	99.07	0.93	20.56
Two or More Races					
Socioeconomically Disadvantaged	74	73	98.65	1.35	16.44
English Learners	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	12.5	50.0	
7	16.7	33.3	33.3

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

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community embers are very supportive of the educational programs at Tenaya School. Parents are welcome to volunteer in the classroom, for school events, and to participate in our Parent Club. Our School Site Council meets the third Thursday of each school month at 3:15 p.m. in our staff room. Parents are encouraged to join and/or attend the Site Council meetings. In addition, our school benefits from partnerships with local businesses and service organizations including Helping Hands, Rotary, Bookleggers, Tail Wagging Tutors, Kiwanis, Friends of the Groveland Library, and Brainy Groveland. For more information on how to become involved in Tenaya Schools' committees, school activities, or become a volunteer, please contact Michele Hessler in the main office at (209) 962-7846.

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	6.1	2.3	6.5	8.3	4.2	8.2	3.6	3.5	3.5
Expulsions	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)

The School Safety Plan is reviewed each year. The District adopted the A.L.I.C.E. (Alert, Lockdown, Inform, Counter and Evacuate) protocol in the 2013-14. A.L.I.C.E. Staff and students are trained yearly. The key elements in the plan are to follow the basic steps but when information is available to be able to make the best decision based on your location and situation for the benefit of the students.

The safety of students and staff is of utmost importance at Tenaya School. A school resource officer has been assigned to the BOFGUSD since 2018-19 school year from the Tuolumne County Sheriff's Office. The officer reviews safety protocols with staff and students on a regular basis. The teachers and classified staff supervise students throughout the day and are in constant contact via hand held radios. Visitors register at the office and receive a visitor badge prior to gaining access to the campus. Tenaya School encourages classroom volunteers and ensures the safety of the students by fingerprinting all volunteers. The school Site Council reviews and revises the School Safety Plan annually and the Tenaya Elementary School staff participates in an annual safety training update. Safety drills are conducted as required.

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	10	2			10	1			20	1		
1	15	1			26		1		19	1		
2	25		1		16	1			22		1	
3	19	1			14	1	1		17	2		
4	17	7			18	7			20	2	7	
5	25		7		18	7			19	5	1	
6	19	2	7		20	2		7	13	10		1
Other**	5	1							5	3		

*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	$9,466	$2,202	$7,264	$63,904
District	N/A	N/A	$4,490	$62,508.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	47.2	4.0
State	N/A	N/A	$7,506.64	$64,732.00
Percent Difference - School Site and State	N/A	N/A	-37.6	-0.2

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)

Tenaya Elmentary School has a large population of low income students and therefore is a Title I school. The Site receives federal funding in order to provide services for our students educational needs. The site provides services with a lab and staff to supplement student learning.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,743	$43,574
Mid-Range Teacher Salary	$57,707	$63,243
Highest Teacher Salary	$77,605	$86,896
Average Principal Salary (Elementary)	$95,028	$103,506
Average Principal Salary (Middle)	$0	$108,961
Average Principal Salary (High)	$91,585	$108,954
Superintendent Salary	$43,755	$136,125
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	7%	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	2	2

Annually we provide in-service training before the school year begins and at least two afternoons a month on early release Fridays. Recent topics included NGSS Phenomena, school safety, STEAM, best math practices,mindfulness, PBIS, inclusion, and social-emotional needs. The district selects in-service topics based on need, new curriculum or state mandates. These training's have included Human Trafficking, anti-bullying and Suicide prevention.

The District supports and encourages our staff to participate in professional development at district, county, region and state levels. The platform for professional development varies from book study at the local level, after-school or summer workshops at the county, and conferences in the region or state level. In the last year, staff has attended professional development for STEAM, math, Positive Behavior Intervention Supports, special education, art therapy, ELPAC and foster youth services.

All of the District in-services were given by designated speakers with the assistance of power points, hand-outs or hands on activities. Tenaya Elementary staff is divided into three support committees: Response to Intervention, Social-emotional, and Behavior Support . These committees meet regularly and discuss what is working, problem areas and ideas for improvement. They examine discipline referrals, assessment scores and attendance data. Each committee reports to the whole staff once a month, providing new materials and training when needed. Administration follows-up with teachers and support staff at weekly meeting to ensure implementation of programs.