

# **Bitterwater-Tully 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>	Bitterwater-Tully Elementary School
<b>Street</b>	45980 Airline Hwy, State Highway 25
<b>City, State, Zip</b>	King City, CA 93930
<b>Phone Number</b>	(831) 385-5339
<b>Principal</b>	Candace Brewen
<b>Email Address</b>	cbrewen@sbcoe.org
<b>Website</b>	<a href="http://www.sbcoe.k12.ca.us/bitterwater.html">www.sbcoe.k12.ca.us/bitterwater.html</a>
<b>County-District-School (CDS) Code</b>	35-67454-6035000

Entity	Contact Information
<b>District Name</b>	Bitterwater-Tully Union Elementary School District
<b>Phone Number</b>	(831) 385-5339
<b>Superintendent</b>	Candace Brewen
<b>Email Address</b>	cbrewen@sbcoe.org
<b>Website</b>	www.sbcoe.k12.ca.us/bitterwater.html

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

Bitterwater-Tully Union School District consists of one TK-8 Elementary School. It is located 15 miles east of King City and 43 miles south of Hollister. Bitterwater-Tully School is one of the only schools in the extreme southern reaches of San Benito County and is a center for many community activities. The school has two classrooms and a developing athletic program that competes with other local schools.

In 2019-2020, two fully credentialed teachers provided instruction to Bitterwater-Tully students. One teacher taught grades TK-3; the other taught grades 4-8. The primary grade teacher also served as the principal. The teachers regularly attend professional development training to increase their content knowledge and to keep current on educational research and effective instructional practices.

Both the TK-3rd and 4th-8th grade classrooms have extensive classroom libraries and computers with internet access. Every month, the Bookmobile comes from the County Library with library books/media for the students/families to check out.

Health screenings, Special Education, and other Student Support Services are provided by the San Benito County Office of Education.

#### Mission Statement:

The mission of the Bitterwater-Tully Union Elementary School District, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, stimulating "small school" environment, with a clear commitment to the worth of every individual.

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

Grade Level	Number of Students
<b>Kindergarten</b>	4
<b>Grade 1</b>	2
<b>Grade 2</b>	6
<b>Grade 3</b>	4
<b>Grade 5</b>	9
<b>Grade 6</b>	1
<b>Grade 7</b>	7
<b>Grade 8</b>	2
<b>Total Enrollment</b>	35

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

Student Group	Percent of Total Enrollment
Hispanic or Latino	37.1
White	60
Two or More Races	2.9
Socioeconomically Disadvantaged	28.6
English Learners	11.4
Students with Disabilities	5.7
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	2	2	2	2
Without Full Credential	0	0	0	0
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	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: August 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>	Language Arts program was adopted in June 2008. K-6th grade uses California Excursions program through Houghton-Mifflin. 7th-8th grade uses McDougal Littell Literature. We are currently using supplemental Common Core materials that are part of our Language Arts program.	Yes	0
<b>Mathematics</b>	The Math in Focus program is used for grades K-8.	Yes	0
<b>Science</b>	The K-5 are using California adopted Scott Foresman series in 2010. The 6th-8th uses the Pearson-Prentice Hall series.	Yes	0
<b>History-Social Science</b>	The K-5 Scott Foresman series was adopted in 2010. The 6th-8th graders use the Pearson-Prentice Hall Series.	Yes	0

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

The single school building is in good condition. In 2008, several large shade trees were removed and new trees have been planted to replace them. New picnic tables were also purchased in 2008, 2014, and 2015. Window screens have been installed to classroom and office windows in 2012. During the summer of 2016, a new fence was installed to replace the damage from truck drivers making U-turns in front of the school; three trees were removed due to potential safety hazards; inside of the school building was painted; and new blinds were installed. The school had the duct-work examined and cleaned in Winter of 2009. The school is cleaned daily, trash emptied, and grounds swept by custodial staff. Restrooms are cleaned and sanitized daily. Carpets are deep cleaned 1-2 times per year. Outside grounds maintenance is performed by staff and independent contractors to keep the grounds free of leaves and weeds.

The school has a school bus in order to carry more students. This is in anticipation of needing to seek more inter-district transfers to fill the openings created by the number of declining local in-district students. Please contact the Principal for more information.

### 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 8, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No known leaks and the HVAC system has had recent repairs and maintenance to place it in excellent operating condition.
<b>Interior:</b> Interior Surfaces	Good	New window blinds have been purchased for the classrooms and the office windows in August 2016. The inside of the classrooms, office, kitchen, and bathrooms was painted in July 2016.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly visits by an independent contractor occur to deal with pests on school property.
<b>Electrical:</b> Electrical	Good	In 2019, New ballasts have been retrofitted into the classrooms from Prop 39 Funding.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Water fountains are turned off and the school is on a Boil Order per the CDPH. Students, Staff, and guests are provided with bottled drinking water.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire extinguishers are all tested and certified and the school's fire alarm was just checked and certified operational.
<b>Structural:</b> Structural Damage, Roofs	Good	Repairs were recently made for a few roof leaks due to strong rain/wind conditions. Rain gutters were installed in 2011.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground maintenance is completed on a regular basis. The school resurfaced the blacktop/playground area September 2014. Three older trees were removed from the school grounds due to potential safety concerns.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	38	68	38	68	50	50
Mathematics (grades 3-8 and 11)	30	28	30	28	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	25	25	100.00	0.00	68.00
Male	--	--	--	--	--
Female	19	19	100.00	0.00	73.68
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	16	16	100.00	0.00	75.00
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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
<b>All Students</b>	25	25	100.00	0.00	28.00
<b>Male</b>	--	--	--	--	--
<b>Female</b>	19	19	100.00	0.00	36.84
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	16	16	100.00	0.00	31.25
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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)

Bitterwater-Tully Union Elementary has a support group, the P.T.F. Club, Parent, Teachers, & Friends of Bitterwater-Tully School.

P.T.F. President : Erica McLane

Meetings are held quarterly and as needed at the Bitterwater-Tully School.

Parents are always welcome to participate in the school's activities and are often depended upon to help in getting students from the school, or home, to activities, and back, as busing is limited. Parents are also welcome to participate as classroom volunteers and are expected to be active in fund raising events and monthly events designed to include community members, families, students, and staff. Monthly notices, emails, and newsletters are sent home to keep parents informed about upcoming events for example: board meetings, hot lunches, field trips, PTF and SSC meetings.



## 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	3.1	0.0	0.0	3.1	0.0	0.0	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)

Information about the school's comprehensive safety plan is available at the Bitterwater-Tully School for review.

Bitterwater-Tully Union School District has developed a comprehensive School Safety Plan the addresses the emotional safety as well as the physical safety of all members of the school community. The School Safety Plan was developed by Bitterwater-Tully teachers, staff, and parents, and is reviewed and revised annually. The staff is both certified in Child Abuse Reporting and Sexual Harassment Laws and Prevention. The school is in compliance with the laws, rules, and regulations pertaining to school safety.

As a rural school, we have several plans for School Safety, depending on the event. Evacuation plans are in place and are practiced for fire, earthquake, and other emergencies, including participation in the "California Shake-Out", statewide earthquake drill, each October. Monthly safety meetings are held with the staff at the school and additional on-line safety courses are offered through Keenan's website. Faculty and staff have designated roles and practice these during drills. Classified staff and classroom teachers have key roles. We have emergency medical supplies and family information on hand, and keep these up to date.

## 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	15	1							16	1		
Other**					14	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 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	\$16,424	\$1,075	\$15,349	\$66,879
District	N/A	N/A	\$15,349	\$66,880.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	73.2	5.6

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)

In addition to general state funding, Bitterwater-Tully School receives state and federal funding. The increase in funds for the LCAP year will be calculated based upon the needs of the enrolled students. These funds will be used to improve the education and success rate of the low income, foster youth, and English Learners as the needs arise in our school. As a small necessary school, our enrollment tends to fluctuate and so do the numbers of the low income, foster youth, and English Learners. With a small enrollment of low income, foster youth, and English Learners, a small class size is beneficial to provide one-on-one support and instruction as needed.

Bitterwater-Tully School also received a federal grant award from the Rural Education Achievement Program. The funds are "restricted," that is, available for use only for supplemental programs, goods and services. Funds were used in 2017-2018 to improve teacher quality, support academic achievement, increase educational technology, and support English language acquisition.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,055	\$45,252
Mid-Range Teacher Salary	\$71,704	\$65,210
Highest Teacher Salary	\$71,704	\$84,472
Average Principal Salary (Elementary)	\$62,055	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$0	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	1%	7%

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	3.5	4.5	4

Teachers are encouraged to continue with professional development through workshops and conferences to be in compliance with No Child Left Behind requirements; funding is available through the school. The school board has allowed one release day per month for the teacher/administrator to perform administrative duties. Additional days, are granted as needed. Staff are required to keep their CPR and first aid certification current. Staff Training for CPR/First Aid certification is a two-year certificate due February 2020. Staff members are encouraged to attend workshops/conferences where multi-grade instruction is the main focus. The teachers and instructional aides completed SMART Board training in January of 2013 and Math in Focus training in November of 2015 and four one-hour webinars were completed in 2018. The Principal attends monthly organizational meetings at the San Benito County Office of Education to meet with our rural schools from the county to discuss curriculum, technology, planning, and other aspects of education. Staff members are required to complete online training modules through Keenan Safe Schools programs annually. Teachers are formally observed and evaluated annually by a specialist assigned by the San Benito County of Education using the California State Standards for the Teaching Profession. Together, the teacher and evaluator set improvement goals based on the initial observation. The Principal also attends bi-monthly meeting for LCAP Professional Learning Network which focuses on using the LCAP process to guide continuous school improvement. The Principal attended the Multi-Tiered System of Support training in the Spring of 2018.