

Tenaya Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	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

District Contact Information (School Year 2020-2021)

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.bofg.org

School Description and Mission Statement (School Year 2020-2021)

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 195 students attended Tenaya Elementary School during the 2019-20 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. The COVID-19 pandemic has caused a further decrease in enrollment, as families moved out of the area to find employment. 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 2019-2020)

Grade Level	Number of Students
Kindergarten	23
Grade 1	23
Grade 2	16
Grade 3	23
Grade 4	19
Grade 5	33
Grade 6	16
Grade 7	20
Grade 8	27
Total Enrollment	200

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

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	2
Asian	1.5
Filipino	0.5
Hispanic or Latino	17.5
White	75
Socioeconomically Disadvantaged	57.5
English Learners	3.5
Students with Disabilities	9.5
Foster Youth	3
Homeless	3.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	12	14	13	24
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 09/20

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 utilizing Studies Weekly social studies materials which are on the CDE list of approved curriculum. Amplify NGSS science materials were adopted by the Board of Trustees in August of 2020 for use of students K-8 at Tenaya Elementary. The district has approved Project Alert as a supplementary curriculum for health. Foreign language is not available at our 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-8 Amplify	Yes	0
History-Social Science	K-5 Studies Weekly, 6-8 Pearson My World 2018	Yes	0
Health	7-8 Project Alert 2017	No	0

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

School Facility Conditions and Planned Improvements

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	41	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	18	N/A	39	N/A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	17	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents and community members 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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	6.5	4.2	8.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	9	20	
Expulsions	0	0	

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

School Safety Plan (School Year 2020-2021)

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. The Big Oak Flat-Groveland Unified School District Board of Trustees approved the comprehensive district wide safety plan in January of 2020. The current safety plan is located on our website at www.bofg.org.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	10	1			20	1			23		1	
1	26		1		19	1			23		1	
2	16	1			22		1		15	1		
3	14	1	1		17	2			22		1	
4	18	7			20	2	7		18	7		
5	18	7			19	5	1		23	2	6	
6	20	2	7		13	10		1	15	7		
Other**					5	3			4	8		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	0.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,466	\$2,202	\$7,264	\$63,904
District	N/A	N/A	\$4,490	\$64,430
Percent Difference - School Site and District	N/A	N/A	47.2	-0.8
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	-6.5	-7.7

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

Types of Services Funded (Fiscal Year 2019-2020)

Tenaya Elementary 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,145	\$44,318
Mid-Range Teacher Salary	\$59,438	\$67,053
Highest Teacher Salary	\$79,933	\$90,163
Average Principal Salary (Elementary)		\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$95,514	\$114,214
Superintendent Salary	\$115,360	\$141,066
Percent of Budget for Teacher Salaries	26.0	29.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	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 trainings have included Human Trafficking, anti-bullying and Suicide prevention.

In March of 2020, Tenaya Elementary moved from in-person learning to distance learning. Five additional in-service trainings were provided in the 19-20 school year to assist with the transition to virtual learning. In addition, these digital trainings continued through the summer and fall of 2020. All staff were also trained on COVID-19 procedures including cleaning, disinfection, social distancing and screening protocol.

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.