

Tenaya Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2022-23 School 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
School Website	www.bofg.org
County-District-School (CDS) Code	55 75184 6054837

2022-23 District Contact Information

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

2022-23 School Overview

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 185 students attended Tenaya Elementary School during the 2021-22 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 190 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 52% 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 school counselors are also available on a limited basis. Tenaya Elementary Staff is composed of 10 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, 4 part time classroom/campus aides, 3 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. In addition, paraprofessionals are available at all grade levels during peak math and ELA instructional time to assist with small group or individualized support.

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Before and after school tutoring is also available for students who need targeted instructional support. Students who qualify for special education, receives services both in the classroom and in a pullout setting depending on their needs. The school crisis counselors provides individual and group 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, however for the 21-22 school year the district participated in the "Seamless Summer Option in the National School Lunch Program" and all students were eligible for free breakfast and lunch. 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 Second Step, a Social Emotional Learning curriculum 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	27
Grade 1	20
Grade 2	26
Grade 3	28
Grade 4	14
Grade 5	21
Grade 6	21
Grade 7	28
Grade 8	13
Total Enrollment	198

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.5
Male	46.5
American Indian or Alaska Native	4.5
Asian	1.0
Black or African American	3.0
Filipino	0.0
Hispanic or Latino	21.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.0
White	69.7
English Learners	1.0
Foster Youth	2.0
Homeless	5.6
Migrant	0.0
Socioeconomically Disadvantaged	59.1
Students with Disabilities	16.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	88.25	15.80	68.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	2.36	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	9.50	1.80	7.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.20	2.08	5.00	21.68	18854.30	6.86
Total Teaching Positions	12.00	100.00	23.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13	99	24	99		
Intern Credential Holders Properly Assigned	1	1	1	1		
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	0	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Total Teaching Positions	14	100	25	100	0	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1
Misassignments	1.10	1
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	1.10	1

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.30	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 and 2022 for grades 1-5.. 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.

Year and month in which the data were collected

09/20

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 2020	Yes	0
History-Social Science	1-8 Pearson My World 2018	Yes	0
Foreign Language	N/A		
Health	7-8 Project Alert 2017	No	0
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	120	96.77	3.23	27.73
Female	64	61	95.31	4.69	26.67
Male	60	59	98.33	1.67	28.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	29	28	96.55	3.45	7.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	85	84	98.82	1.18	33.73
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	18.18
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	74	71	95.95	4.05	21.13
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	22	91.67	8.33	9.09

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	120	96.77	3.23	15.00
Female	64	61	95.31	4.69	11.48
Male	60	59	98.33	1.67	18.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	29	28	96.55	3.45	3.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
White	85	84	98.82	1.18	17.86
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	74	71	95.95	4.05	7.04
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	22	91.67	8.33	9.09

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	14.29	22.86	16.33	19.05	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	35	100	0	22.86
Female	14	14	100	0	14.29
Male	21	21	100	0	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	23	23	100	0	26.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100	0	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90	71	100	95	100
Grade 7	92	87	92	92	92
Grade 9	88	88	88	88	88

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, ROOFBB, 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.

*During the 2021-22 school year, volunteers were limited due to COVID-19 restrictions.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	220	212	123	58.0
Female	120	114	62	54.4
Male	100	98	61	62.2
American Indian or Alaska Native	9	9	7	77.8
Asian	2	2	0	0.0
Black or African American	9	9	7	77.8
Filipino	0	0	0	0.0
Hispanic or Latino	50	45	30	66.7
Native Hawaiian or Pacific Islander	2	1	1	100.0
Two or More Races	0	0	0	0.0
White	148	146	78	53.4
English Learners	6	4	1	25.0
Foster Youth	4	4	3	75.0
Homeless	14	13	7	53.8
Socioeconomically Disadvantaged	135	129	88	68.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	35	24	68.6

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.21	5.71	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.49	2.73	1.52	5.83	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.73	0.00
Female	2.50	0.00
Male	3.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	4.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	0.00

2022-23 School Safety Plan

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 school year. 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. 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 February of 2022. The current safety plan is located on our website at www.bofg.org.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		1	
1	23		1	
2	15	1		
3	22		1	
4	18	7		
5	23	2	6	
6	15	7		
Other	4	8		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1		
1	21		1	
2	22		1	
3	12	1		
4	17	7		
5	15	7		
6	23		7	
Other	3	8		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	1	
1	20	1		
2	25		1	
3	14	2		
4	13	8		
5	21	1	6	
6	12	9	3	
Other	2	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.46
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.17
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,614	\$3,415	\$8,199	\$64,924
District	N/A	N/A	\$4,620	\$65,969
Percent Difference - School Site and District	N/A	N/A	55.8	-1.6
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	21.7	-11.7

2021-22 Types of Services Funded

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. Title 1 funding is used to support two paraprofessionals who provide targeted instruction in phonics, reading, and math. Additionally, funding is utilized to provide paraprofessionals in all K-8 classrooms during peak math and ELA instruction for small group and individualized support. A lab technician and computer lab are also funded by Title 1 funds. ELOG and ESSR funds have been used to expand instructional aide support, summer school, and before and after school tutoring.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,590	\$46,419
Mid-Range Teacher Salary	\$61,221	\$69,902
Highest Teacher Salary	\$82,331	\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$96,564	\$122,212
Superintendent Salary	\$127,262	\$150,971
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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 trauma informed practices. The district selects in-service topics based on need, new curriculum or state mandates. These training's have included Human Trafficking, anti-bullying, Social-Emotional Learning and Suicide prevention.

In preparation of returning to full "In-Person Learning" in August 2021, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3