

Tenaya Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 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 |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 55 75184 6054837 |

2024-25 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 | www.bofg.org |

2024-25 School Description and Mission Statement

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 183 students attended Tenaya Elementary School during the 2023-24 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

2024-25 School Description and Mission Statement

Flat, Moccasin, and part of the Don Pedro area.

Tenaya has faced declining enrollment over the last decade, however enrollment has hovered around 180 the last few years. This area depends heavily on the tourist trade as there is no substantial industry here. Approximately 41% of the total student body qualifies as socio-economically disadvantaged. The percentage of students who qualify for free and reduced lunch is much lower than in previous years, which we have attributed to a district wide Community Eligibility Provision, which provides a free lunch for all students enrolled in the district. 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, 1 part time music 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, a part-time Title 1 Teacher, 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 math, 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. An afterschool program is available daily until 5, for students in grades TK-6. Before and after school tutoring is also available for students who need targeted instructional support. Students who qualify for special education, receive 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. Breakfast and lunch are available free, to all students through 2027 due to a community eligibility grant. 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

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 13 |
| Grade 1 | 16 |
| Grade 2 | 16 |
| Grade 3 | 20 |
| Grade 4 | 25 |
| Grade 5 | 22 |
| Grade 6 | 17 |
| Grade 7 | 22 |
| Grade 8 | 10 |
| Total Enrollment | 161 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 54 |
| Male | 46 |
| American Indian or Alaska Native | 3.1 |
| Asian | 1.2 |
| Black or African American | 2.5 |
| Filipino | 0.6 |
| Hispanic or Latino | 29.2 |
| White | 63.4 |
| English Learners | 4.3 |
| Homeless | 6.8 |
| Socioeconomically Disadvantaged | 44.1 |
| Students with Disabilities | 20.5 |

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.

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/Incomplete/NA | 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) | 9.50 | 68.55 | 16.00 | 64.56 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 7.15 | 1.00 | 4.02 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.60 | 19.01 | 2.70 | 10.89 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.40 | 2.86 | 0.60 | 2.53 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.30 | 2.36 | 4.40 | 17.96 | 15831.90 | 5.67 |
| Total Teaching Positions | 13.90 | 100.00 | 24.80 | 100.00 | 279044.80 | 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.

2022-23 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) | 8.10 | 67.58 | 14.50 | 63.86 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 8.33 | 1.00 | 4.39 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.30 | 19.58 | 3.20 | 14.04 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 3.40 | 14.91 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.50 | 4.42 | 0.60 | 2.76 | 14303.80 | 5.15 |
| Total Teaching Positions | 12.00 | 100.00 | 22.80 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 1.00 | 0 |
| Misassignments | 1.10 | 1.60 | 2.3 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 1.10 | 2.60 | 2.3 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.40 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.40 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 13.30 | 0 | 39.1 |
| 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 | 13.2 | 0 |

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

2024-25 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 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 and part-time music teacher, who integrate VAPA standards into their weekly lessons, however they does not utilize a specific curriculum.

Year and month in which the data were collected 12/2024

| 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 | 6-8 Pearson My World 2018, 1-5 Pearson My World 2022 | Yes | 0 |
| Foreign Language | N/A | | |
| Health | 7-8 Project Alert 2017 | No | 0 |
| Visual and Performing Arts | N/A | | |

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report December 2024

School Facility Conditions and Planned Improvements

| 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 | Lighting - CAL SHAPE Grant |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | X | | repairs scheduled for summer, |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 36 | 33 | 34 | 33 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 15 | 19 | 14 | 17 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 117 | 117 | 100.00 | 0.00 | 33.33 |
| Female | 65 | 65 | 100.00 | 0.00 | 36.92 |
| Male | 52 | 52 | 100.00 | 0.00 | 28.85 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 28 | 28 | 100.00 | 0.00 | 21.43 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 77 | 77 | 100.00 | 0.00 | 36.36 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 55 | 55 | 100.00 | 0.00 | 25.45 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 12.00 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 117 | 116 | 99.15 | 0.85 | 18.97 |
| Female | 65 | 65 | 100.00 | 0.00 | 18.46 |
| Male | 52 | 51 | 98.08 | 1.92 | 19.61 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 28 | 28 | 100.00 | 0.00 | 7.14 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 77 | 76 | 98.70 | 1.30 | 22.37 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 55 | 54 | 98.18 | 1.82 | 16.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 8.00 |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 23.08 | 9.68 | 20.43 | 12.99 | 30.29 | 30.73 |

2023-24 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 | 31 | 31 | 100.00 | 0.00 | 9.68 |
| Female | 17 | 17 | 100.00 | 0.00 | 11.76 |
| Male | 14 | 14 | 100.00 | 0.00 | 7.14 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| 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 | 19 | 19 | 100.00 | 0.00 | 15.79 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 15 | 15 | 100.00 | 0.00 | 6.67 |
| 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.

2023-24 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. The administration of the PFT requires only participation results 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 | 100% | 100% | 100% | 86% | 100% |
| Grade 7 | 100% | 100% | 100% | 100% | 100% |
| Grade 9 | 100% | 100% | 93% | 86% | 86% |

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.

2024-25 Opportunities for Parental Involvement

Parents and community embers are very supportive of the educational programs at Tenaya School. Parents are welcome to volunteer in the classroom, for school events, and to participate in our Parent Club. Our School Site Council meets the third Tuesday of each school month at 3:15 p.m. 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 Saira Salinas in the main office at (209) 962-7846.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 194 | 185 | 62 | 33.5 |
| Female | 100 | 96 | 36 | 37.5 |
| Male | 94 | 89 | 26 | 29.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 55 | 16 | 29.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 122 | 116 | 39 | 33.6 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 13 | 12 | 6 | 50.0 |
| Socioeconomically Disadvantaged | 95 | 88 | 35 | 39.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 46 | 44 | 21 | 47.7 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 2.73 | 0.99 | 1.03 | 5.83 | 3.83 | 1.37 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.03 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 2.13 | 0.00 |
| Non-Binary | 0.00 | 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 | 1.72 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.82 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.05 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 2024. The current safety plan is available in the Tenaya Office, as well as the Big Oak Flat-Groveland Unified School District Office.

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.

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 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 10 | 2 | | |
| 1 | 16 | 1 | | |
| 2 | 20 | 1 | | |
| 3 | 25 | | 1 | |
| 4 | 21 | | 7 | |
| 5 | 10 | 10 | | |
| 6 | 18 | 2 | 6 | |
| Other | 6 | 1 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 13 | 1 | | |
| 1 | 16 | 1 | | |
| 2 | 16 | 1 | | |
| 3 | 19 | 1 | | |
| 4 | 24 | | 7 | |
| 5 | 22 | | 8 | |
| 6 | 13 | 9 | | |
| Other | 3 | 4 | | |

2023-24 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 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| 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 | |
| Resource Specialist (non-teaching) | |
| Other | 1.6 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$14,718 | \$5,225 | \$9,493 | \$69,682 |
| District | N/A | N/A | \$6,449 | \$64,730 |
| Percent Difference - School Site and District | N/A | N/A | 38.2 | 7.4 |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | -12.6 | -12.1 |

Fiscal Year 2023-24 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 one part-time teacher and 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. ELOP and ESSR funds have been used to expand instructional aide support, summer school, afterschool program and before and after school tutoring.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$52,099 | \$50,757 |
| Mid-Range Teacher Salary | \$75,596 | \$75,693 |
| Highest Teacher Salary | \$94,660 | \$105,687 |
| Average Principal Salary (Elementary) | \$0 | \$121,443 |
| Average Principal Salary (Middle) | \$0 | \$132,509 |
| Average Principal Salary (High) | \$108,497.62 | \$133,106 |
| Superintendent Salary | \$149,262.47 | \$167,660 |
| Percent of Budget for Teacher Salaries | 27% | 25.51 |
| Percent of Budget for Administrative Salaries | 4% | 5.93 |

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 Amplify Science Curriculum Training, 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.

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, ELA, Early Childhood Education, Love and Logic, mental health services, 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.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 2 | 3 |