

# Tournament Hills Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Tournament Hills Elementary School
<b>Street</b>	36611 Champions Drive
<b>City, State, Zip</b>	Beaumont, CA 92223
<b>Phone Number</b>	(951) 769-0711
<b>Principal</b>	Callie Beitler
<b>E-mail Address</b>	cbeitler@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="http://www.beaumontusd.k12.ca.us/thills">www.beaumontusd.k12.ca.us/thills</a>
<b>CDS Code</b>	33-66993-0113936

District Contact Information	
<b>District Name</b>	Beaumont Unified School District
<b>Phone Number</b>	(951) 845-1631
<b>Superintendent</b>	Dr. Maureen Latham
<b>E-mail Address</b>	mlatham@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="http://www.beaumont-ca.schoolloop.com">www.beaumont-ca.schoolloop.com</a>

## School Description and Mission Statement (Most Recent Year)

Dear Eagle Families,

Welcome to Tournament Hills Elementary, "Home of the Eagles". All of us at Tournament Hills would like to welcome you to our outstanding school. Our goal is to offer a program that encourages high levels of academic achievement and develop good citizenship. Our Mission Statement is: We have created a culture of high expectations for student development. We are committed to students' present and future achievement, success and well-being through the shared responsibility of teachers, parents, staff and community.

The parent involvement and staff dedication are major reasons for our great academic progress. The continued participation from parents ensures student academic success. We have over 100 approved parent volunteers and an active Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Committee (ELAC).

One of our goals is to establish an environment where families can feel welcome. We strive to keep our families involved and informed through our website, social media, and phone/text connections.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	139
Grade 1	119
Grade 2	138
Grade 3	138
Grade 4	129
Grade 5	126
Total Enrollment	789

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0.8
Asian	4.2
Filipino	3.4
Hispanic or Latino	37.9
Native Hawaiian or Pacific Islander	0.1
White	40.8
Two or More Races	4.9
Socioeconomically Disadvantaged	35.1
English Learners	10.9
Students with Disabilities	9.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	31	31	35	361
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
Mathematics	MacMillan/ McGraw Hill Adoption Year 2008	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

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

Tournament Hills Elementary was originally constructed in 2007 and is comprised of 32 classrooms, a multipurpose room, a library, a staff lounge, a computer lab, numerous conferencing and administration rooms, and a playground. Cleaning Process: The principal works daily with the custodial staff of three (one full-time day custodian, one full-time night custodian, and a three hour night cusodian) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair by District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/14/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	61	61	65	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	60
<b>All Student at the School</b>	65
<b>Male</b>	67
<b>Female</b>	62
<b>Black or African American</b>	42
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	64
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	70
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	53
<b>English Learners</b>	50
<b>Students with Disabilities</b>	25
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	69	68	62	58	62	59	54	56	55
Mathematics	75	70	70	48	52	49	49	50	50
History-Social Science				45	52	47	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	9	8	7
Similar Schools	8	5	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	2	-21	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	-6	-42
Native Hawaiian/Pacific Islander			
White	3	-25	9
Two or More Races			
Socioeconomically Disadvantaged	-4	-28	-22
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.4	21.6	42.2

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

Tournament Hills Elementary greatly benefits from its supportive parents who are active participants in their child's education. The school working with the district has a volunteer application system that does not cost to complete. The school has a strong base of parent volunteers who provide ongoing support for the classroom teachers. Parents are also welcome to join the PTA. We have a very active PTA with over 300 parents as members. We have a School Site Council (SSC) and we encourage all parents to attend our meetings. English Language Advisory Committee (ELAC) meetings were held last year for parents of students that speak a second language at home. The school also benefits from several community partnerships, including an attendance incentive program sponsored by the Beaumont Police, which helps the site promote the importance of school attendance. The Rotary Club is a sponsor of the Early Act Club which meets monthly at the site. Other community sponsorship that help us recognize our students for academic and social achievements are McDonald's, Baker's, Denny's, Applebee's and Ruby's Dinner. The school supports the Relay for Life event through a variety of fundraising activities. We also participate in an annual Canned Food Drive through the San Gorgonio Pass area HELP Organization, and Winter-Wish program to help those in need during the Holidays.

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Callie Beitler at Tournament Hills Elementary at (951)769-0711.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	2.7	2.4	1.2	7.2	5.5	5.2	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Tournament Hills Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated on 10/7/14 by the School Site Committee. All revisions were communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before, after, and during school by classified staff, certificated staff, and administration. Classified staff and the administration supervise during breaks. There is a designated area for student drop off and pick up. Visitors and volunteers must sign in at the front office prior to entering the school grounds.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.2	1	4	0	28	3	9		28		15	
1	21.8	5	0	0	20	3	15		24	3	12	
2	22.3	5	1	0	22	5	12	1	20	6	15	
3	31	0	3	0	27	3	10	1	26	4	12	
4	34.3	0	0	4	28	3		9	32		9	3
5	34	0	0	3	31		6	6	32		12	

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



**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.33	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.7/.3	---
Resource Specialist	0	---
Other	1.0	---

Note: Cells with "---" do not require data. 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,240	\$684	\$3,556	\$59,451
District	---	---	\$4,608	\$66,424
Percent Difference: School Site and District	---	---	-22.8	-10.5
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-24.2	-12.3

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**
**District Revenue Sources**

In addition to general state funding, Tournament Hills Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, EIA/LEP, EIA/SCE, and Special Education. These funds are used to pay for instructional assistants, student performances, supplemental materials, equipment, library books, maintenance contracts, and extra duty for teachers and aides to provide services to students outside of the normal workday.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,300	\$41,243
Mid-Range Teacher Salary	\$65,629	\$64,893
Highest Teacher Salary	\$89,548	\$83,507
Average Principal Salary (Elementary)	\$106,565	\$103,404
Average Principal Salary (Middle)	\$106,398	\$109,964
Average Principal Salary (High)	\$126,957	\$120,078
Superintendent Salary	\$157,000	\$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

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

## Professional Development

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As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies, for example: Direct Interactive Instruction/DII, Instructional Coach support, CELDT training for certificated teachers and subs, Illuminate conferences, new teacher district training, English Language Development (ELD) for certificated staff and paraprofessionals, Crisis Prevention Training - CPI, Intensive Intervention for ELA - Gateways and Instructional Leadership Council (ILC) training, PBIS-Positive Behavior Interventions and Supports.

### Counseling & Support Staff

It is the goal of Tournament Hills Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Beaumont Unified School District currently has one Mental Health Counselor and one Mental Health Psychologist both primarily focusing on Tier 2 and Tier 3 Positive Behavior Intervention Supports (PBIS).. The Beaumont Unified School District also has one Behavior Support Specialist who primarily services Child Help students. The table lists the support service personnel available at Tournament Hills Elementary.

### Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2008-09 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, Tournament Hills Elementary had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher mis-assignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.