

Tournament Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Tournament Hills Elementary School
Street	36611 Champions Drive
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 769-0711
Principal	Callie Beitler
E-mail Address	cbeitler@beaumontusd.k12.ca.us
Web Site	https://tournamenthills-beaumont-ca.schoolloop.com/
CDS Code	33-66993-0113936

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (School Year 2016-17)

Principals Message,

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 200 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 feel welcomed. We strive to keep our families involved and informed through our website, social media, phone, and personal connections.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	179
Grade 1	124
Grade 2	130
Grade 3	131
Grade 4	140
Grade 5	150
Total Enrollment	854

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.7
Asian	4.3
Filipino	4.4
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0.6
White	39.8
Two or More Races	4.4
Socioeconomically Disadvantaged	33.1
English Learners	9.7
Students with Disabilities	8.8
Foster Youth	1.1

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	35	37	35	388
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.2	5.8
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	46.8	53.2

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 2016-17)**Year and month in which data were collected:** 09/27/2016

Beaumont Unified School District held a public hearing on September 27, 2016, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Units of Study Adoption Year 2016	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2015	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 35 classrooms, a multipurpose room, a library, a staff lounge, a computer lab, numerous conferencing and administration rooms, and a playground. Cleaning Process: The administration works daily with the custodial staff of three (one full-time day custodian, one full-time night custodian, and a three hour night custodian) 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 of the most recent FIT report: 09/26/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/26/16				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	48	59	42	49	44	48
Mathematics	43	53	29	33	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	132	131	99.2	51.9
	4	135	135	100.0	63.0
	5	158	154	97.5	60.4
Male	3	66	66	100.0	42.4
	4	73	73	100.0	57.5
	5	83	81	97.6	56.8
Female	3	66	65	98.5	61.5
	4	62	62	100.0	69.3
	5	75	73	97.3	64.4
Black or African American	5	16	15	93.8	53.3
Hispanic or Latino	3	48	48	100.0	45.8
	4	50	50	100.0	58.0
	5	75	75	100.0	48.0
White	3	54	54	100.0	64.8
	4	48	48	100.0	68.8
	5	50	49	98.0	79.6
Socioeconomically Disadvantaged	3	44	43	97.7	32.6
	4	55	55	100.0	49.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	72	70	97.2	52.9
Students with Disabilities	3	14	14	100.0	14.3
	4	19	19	100.0	36.8
	5	21	20	95.2	30.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	132	131	99.2	60.3
	4	135	135	100.0	57.8
	5	157	153	97.5	43.1
Male	3	66	66	100.0	59.1
	4	73	73	100.0	56.2
	5	82	80	97.6	43.8
Female	3	66	65	98.5	61.5
	4	62	62	100.0	59.7
	5	75	73	97.3	42.5
Black or African American	5	16	15	93.8	13.3
Hispanic or Latino	3	48	48	100.0	54.2
	4	50	50	100.0	52.0
	5	74	74	100.0	33.8
White	3	54	54	100.0	66.7
	4	48	48	100.0	60.4
	5	50	49	98.0	63.3
Socioeconomically Disadvantaged	3	44	43	97.7	44.2
	4	55	55	100.0	36.4
	5	72	70	97.2	32.9
Students with Disabilities	3	14	14	100.0	14.3
	4	19	19	100.0	31.6
	5	20	19	95.0	15.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	65	53	53	59	49	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	158	153	96.8	52.9
Male	83	81	97.6	55.6
Female	75	72	96.0	50.0
Black or African American	16	15	93.8	20.0
Hispanic or Latino	75	75	100.0	45.3
White	50	48	96.0	68.8
Socioeconomically Disadvantaged	72	70	97.2	38.6
Students with Disabilities	21	20	95.2	30.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.2	29.8	12.6

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 (School Year 2016-17)

Tournament Hills Elementary greatly benefits from its supportive parents who are active participants in their child's education. The school in collaboration with the district has a volunteer application system which ensures we have approved volunteers that is at no cost to our families. The school has a strong base of parent volunteers who provide ongoing support for the classroom teachers. Parents are encouraged to join the PTA, which currently has 300 members at Tournament Hills Elementary. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings are held on a regular basis and all are encouraged to attend. The school also benefits from several community partnerships such as the Rotary Club which is a sponsor of our 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 Geronio 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.8	1.4	5.2	4.3	3.9	4.4	3.8	3.7
Expulsions	1.3	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern of Tournament Hills Elementary. The school is 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 10/20/2016 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. Students are supervised before, after, and during school by classified staff, certificated staff, and administration. Classified staff and the administration supervise students during breaks. There is a designated area for student drop off and pick up. All visitors and volunteers are required to 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	28		15		16	23	8		16	8	3	
1	26		12		22	3	15		25		5	
2	25		18		25		15		26		5	
3	29		15		28		15		26		5	
4	32		9	3	28	3	12		28		5	
5	32		12		27	3	12		30		5	

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 2015-16)

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	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.7/.3	N/A
Resource Specialist	0	N/A
Other	1.0	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,700	\$778	\$3,922	\$63,914
District	N/A	N/A	\$5,377	\$69,861
Percent Difference: School Site and District	N/A	N/A	-27.1	-8.5
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-30.9	-10.6

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

Types of Services Funded (Fiscal Year 2015-16)

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: LCAP Funding and Special Education. These funds are used to pay for professional development, 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,518	\$43,821
Mid-Range Teacher Salary	\$68,991	\$69,131
Highest Teacher Salary	\$94,136	\$89,259
Average Principal Salary (Elementary)	\$111,454	\$108,566
Average Principal Salary (Middle)	\$119,067	\$115,375
Average Principal Salary (High)	\$135,492	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	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 (Most Recent Three Years)

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: Instructional Coach support, CELDT training for certificated teachers and subs, Illuminate conferences, new teacher district training, District-wide Professional Development Days, AVID/ELA/Math Training, English Language Development (ELD) for certificated staff and paraprofessionals, Crisis Prevention Training - CPI, Interventions, 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).

Highly Qualified Teachers

Every Student Succeeds 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 2015-16 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 2016-2017 school year, Tournament Hills Elementary had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines and 2 teachers with an internship.