

Tournament Hills Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

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 2016-17)

Grade Level	Number of Students
Kindergarten	171
Grade 1	169
Grade 2	138
Grade 3	135
Grade 4	142
Grade 5	135
Total Enrollment	890

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.7
Asian	3.6
Filipino	4.5
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.8
White	38.4
Two or More Races	3.7
Socioeconomically Disadvantaged	34.2
English Learners	6.5
Students with Disabilities	8.9
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	37	35	37	409
Without Full Credential	0	1	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 09/12/2017

Beaumont Unified held a public hearing on September 12, 2017, 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)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/06/2017				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/06/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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: 11/06/2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	59	49	49	47	48	48
Mathematics (grades 3-8 and 11)	53	52	33	33	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	422	99.76	49.29
Male	220	219	99.55	42.47
Female	203	203	100	56.65
Black or African American	34	34	100	35.29
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	71.43
Filipino	19	19	100	63.16
Hispanic or Latino	162	162	100	43.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	157	157	100	53.5
Two or More Races	25	25	100	56
Socioeconomically Disadvantaged	156	156	100	33.33
English Learners	48	48	100	43.75
Students with Disabilities	55	55	100	12.73
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	422	99.76	51.66
Male	220	219	99.55	52.51
Female	203	203	100	50.74
Black or African American	34	34	100	23.53
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	64.29
Filipino	19	19	100	73.68
Hispanic or Latino	162	162	100	45.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	157	157	100	59.87
Two or More Races	25	25	100	52
Socioeconomically Disadvantaged	156	156	100	33.97
English Learners	48	48	100	50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	55	55	100	25.45
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	53	53	49	47	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1	35.4	19.2

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 State priority: Parental Involvement (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 2017-18)

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 from various local businesses. 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.8	1.4	1.6	4.3	3.9	4.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 12/10/17 by the School Site Committee. All revisions were communicated to the both the classified and certificated staff.

The current school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster and we are currently in the process of adopting new procedures with the Hour Zero safety program. 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 through the Raptor system with proper ID 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 2017-18)

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	2014-15				2015-16				2016-17			
	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	16	23	8		16	8	3		17	6	4	
1	22	3	15		25		5		24		7	
2	25		15		26		5		23	1	5	
3	28		15		26		5		27		5	
4	28	3	12		28		5		33		3	1
5	27	3	12		30		5		29		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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.9	N/A
Resource Specialist	2	N/A
Other		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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5498	556	4942	68202
District	N/A	N/A	3574	\$72,984
Percent Difference: School Site and District	N/A	N/A	38.3	-6.6
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-24.8	-8.4

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,596	\$46,511
Mid-Range Teacher Salary	\$72,141	\$73,293
Highest Teacher Salary	\$98,434	\$92,082
Average Principal Salary (Elementary)	\$117,804	\$113,263
Average Principal Salary (Middle)	\$125,281	\$120,172
Average Principal Salary (High)	\$144,292	\$131,203
Superintendent Salary	\$205,446	\$213,732
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	5%

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 and BELIEF training for certificated teachers and subs, Illuminate training, 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 provides additional supports 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 2017-18 school year, Tournament Hills Elementary had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines and 1 teacher with an internship.