



# Tipton Elementary School

370 North Evans Rd • Tipton, CA 93272 • (559) 752-4213 • Grades K-8

Stacey Bettencourt, Principal  
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www.tiptonschool.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Tipton Elementary School District**

370 North Evans Rd  
Tipton, CA 93272  
(559) 752-4213  
www.tiptonschool.org

#### **District Governing Board**

Greg Rice  
Iva Sousa  
John Cardoza  
Shelley Heeger  
Fernando Cunha

#### **District Administration**

Stacey Bettencourt  
**Superintendent**  
Stacey Bettencourt  
**Superintendent/Principal**  
Fausto Martin  
**MOT Supervisor**  
Maryann Henry  
**Business Manager**

### **School Description**

#### **Principal's Message**

Tipton Elementary School District is the main hub of the community. The school is a safe, caring place for students. The grounds and buildings reflect the pride of ownership of both the students and staff. Technology has been an emphasis for several years — two fully equipped computer labs, 6 iPads in each K-2 classroom, and in all 3rd through 8th grade classrooms we have implemented a 1 to 1 Chromebook initiative. Our teachers each have a laptop and printer setup in their classrooms.

Tipton Elementary School's staff has always been committed to providing each student with learning opportunities. Students are held to high expectations and the staff work toward providing an instructional program that is aligned to the California State Standards in English language arts and mathematics. Each teacher is fully credentialed and each possesses the training and certification to work with second-language students.

Tipton Elementary School's philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to provide each student with basic facts and experiences. These will aid our youth in becoming self-sufficient individuals mentally, physically, socially, and morally so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through personal development in initiative, resourcefulness, and responsibility.

Tipton Elementary School is a Title I school in year five of Program Improvement. Students and staff have made steady progress this year in addressing the needs of students. The staff has continued to emphasize teaching the standards that will enable students to make adequate progress on the CAASPP assessment.

#### **Vision Statement**

Tipton Elementary's vision is to provide quality instruction that integrates character development and academic achievement for all students.

#### **Mission Statement**

At Tipton Elementary, we are developing a culture of high expectations, academic excellence, and self-efficacy. Character education is of vital importance to the process. We want our students to have the knowledge, skills, and morality to lead our society into the future. It is our responsibility to guide them through this process.

## About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	77
Grade 1	65
Grade 2	61
Grade 3	73
Grade 4	56
Grade 5	51
Grade 6	77
Grade 7	62
Grade 8	67
<b>Total Enrollment</b>	<b>589</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.0
Hispanic or Latino	90.0
Native Hawaiian or Pacific Islander	0.0
White	2.9
Socioeconomically Disadvantaged	90.7
English Learners	68.4
Students with Disabilities	3.6
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Tipton Elementary School	16-17	17-18	18-19
With Full Credential	28	28	26
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Tipton Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	26
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Tipton Elementary School	16-17	17-18	18-19
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 2018-19)**

The Tipton Elementary School District has purchased Standards-aligned textbooks and instructional materials in the core curriculum areas of reading/language arts, math, science, history/ social science, health, and science laboratory equipment. The District can verify each student has access to his or her own copy of Standards-aligned textbooks and instructional materials for use in the classroom and at home.

Textbooks and Instructional Materials Year and month in which data were collected: 09/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Treasures (K- 5) Adopted 2011</p> <p>Glencoe/McGraw-Hill (6-8) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>GO Math! Houghton Mifflin Harcourt (K-8) Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Harcourt (K-5) Adopted 2007</p> <p>Glencoe/McGraw-Hill (6-8) Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman, History-Social Science for California (K-5) Adopted 2006</p> <p>Discovery Education, Discovery Education Social Science Techbook (6-8) Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

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

Tipton Elementary School was originally built in 1874. The current school site was built in 1959. In November of 2014 the community of Tipton approved a general obligation bond for site modernization, health, safety, and energy efficiency improvements, modernization of outdated classrooms, restrooms, and school facilities, and construction of a multipurpose room for school and community use. Construction of the multipurpose room was completed in August of 2018.

The remainder of the 19.2-acre campus is well maintained. The school's athletic facilities include a track, soccer fields, and basketball courts that are open to the public after school hours. Every building on campus is alarmed for security after school hours.

Covert cameras are in place to film all movements during and after school hours. The only gate that remains open during the school day is the front gate, leading to the office.

The District takes pride in the cleanliness and adequacy of the school grounds, building, and restroom, including any maintenance needed to ensure quick and prompt repairs. The overall emphasis of the District is to maintain appropriate facilities for our students.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/12/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Stained ceiling tiles and light bulbs need to be replaced. Mounted TVs need to be removed. Repairs to be made by February 2019.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Multiple drinking fountains need to be repaired. Repairs to be made in February 2019.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	35.0	38.0	35.0	38.0	48.0	50.0
Math	26.0	27.0	26.0	27.0	37.0	38.0

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.

Note: 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.4	20.4	8.2

7	12.7	17.5	9.5
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\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	372	98.41	38.17
Male	192	189	98.44	35.45
Female	186	183	98.39	40.98
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	346	343	99.13	38.48
White	--	--	--	--
Socioeconomically Disadvantaged	359	356	99.16	37.64
English Learners	300	297	99.00	35.35
Students with Disabilities	18	18	100.00	0.00
Students Receiving Migrant Education Services	20	20	100.00	20.00
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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	379	373	98.42	26.81
Male	193	189	97.93	28.57
Female	186	184	98.92	25
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	347	343	98.85	27.11
White	--	--	--	--
Socioeconomically Disadvantaged	360	357	99.17	26.89
English Learners	301	297	98.67	24.92
Students with Disabilities	18	18	100	0
Students Receiving Migrant Education Services	20	20	100	20
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.

## 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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

All families are encouraged to become informed and actively involved. We invite everyone to attend and participate in our School Site Council, English Learner Advisory Committee, PSO, Back-to-School Night, Kindergarten Orientations, Open House, informational meetings, and student performances throughout the year. We encourage parents to volunteer in classrooms, the library, or chaperone field trips.

The Parent Staff Organization (PSO) operates during the school year to provide help and support for various programs at the school. The school Fall Festival is the main fundraiser for the PSO. Funds earned this school year are used to help with class parties, field trips, and other co-curricular activities.

For more information on how to become involved at the school, please contact Principal Stacey Bettencourt at (559) 752-4213.

### 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.

### School Safety Plan

Our School Safety Plan was revised and updated in Fall of 2018. The team consists of the Superintendent/Principal, Assistant Superintendent, Supervisor of Maintenance, operations and transportation, and other staff members and parents. The Safety Plan will provide explicit directions for every emergency situation that could occur on campus. Parents interested in obtaining a complete copy of the plan may request one from the Principal.

### Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	3.1	4.1	1.4
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.1	4.1	1.4
Expulsions Rate	0.2	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

### Academic Counselors and Other Support Staff at this School

#### Number of Full-Time Equivalent (FTE)

Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0.2
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	17	21	19	4	1	4		3				
1	18	19	22	4	18				18			
2	18	25	20	3		10		15	5			
3	16	18	21	3	15				15			
4	24	23	21			1	18	12	17			
5	21	25	26	6			12	18	12			
6	22	17	26		10		21	4	12			

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

### Professional Development provided for Teachers

Based on the analysis of CAASPP data as well as local assessments the district has implemented the research based Developmental Reading Assessment (DRA) as well as a guided reading program intended to differentiate instruction and meet the needs of each individual student, especially our EL population. The district has implemented the Teacher's College Writing Workshop units of study, which is a standards based writing program that allows teachers and instructional aides to work on the individual needs of each child. Professional Development is delivered by consultants during our early release days, by attending workshops, or during the regular school day by providing substitutes for classroom teachers. The district is implementing a data driven tiered reading as well as language intervention program to target struggling English learners, and accelerate their learning to meet grade



level expectations. Teachers are supported through follow up meetings with administration to discuss the implementation as well as student data that is generated through the assessment process.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,920	\$44,375
Mid-Range Teacher Salary	\$67,754	\$65,926
Highest Teacher Salary	\$87,076	\$82,489
Average Principal Salary (ES)	\$106,353	\$106,997
Average Principal Salary (MS)	\$0	\$109,478
Average Principal Salary (HS)	\$0	
Superintendent Salary	\$126,825	\$121,894
Percent of District Budget		
Teacher Salaries	33.0	32.0
Administrative Salaries	6.0	7.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,070	\$1,380	\$5,690	\$73,129
District	♦	♦	\$5,690	\$73,434
State	♦	♦	\$7,125	\$63,218
Percent Difference: School Site/District			0.0	8.3
Percent Difference: School Site/ State			0.2	19.9

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded

- Provide highly qualified highly trained staff in all TK-8 classrooms with a teacher to pupil ratio of less than or equal to 24:1. Small class sizes allow our teachers to build quality relationships with our students and to develop a deeper understanding of their individual needs.
- Provide reading intervention support for students who are performing below grade level with the purpose of accelerating student learning and closing the achievement gap. Our intervention approach is data driven and employs flexible groupings based on student need. Our local data has demonstrated strong growth for our students who participate in this intervention.
- Provide our students with access to a variety of technology in order to develop 21st century knowledge and skills.
- Provide our students with access to computer based programs that will individualize instruction in order to accelerate their learning.
- Provide all students with access to rich reading material and other media for both instructional and recreational purposes with the goal of engaging students in powerful reading experiences.
- Provide summer school in order to accelerate the learning of our students who are performing below grade level.
- Provide access to enrichment programs and electives focused around Science, Technology, Engineering, Arts, and Mathematics. In order to create a collegial school culture of inclusivity the TESD has committed to improving school attendance, reducing suspensions and expulsions, as well as increasing parent participation and voice in local decision making. In order to achieve these goals we will provide the following direct services to our students and school community:
- Provide a health aide to assist with student health issues and family outreach.
- Provide school sponsored parent events, meetings, and workshops in order to increase participation in school decision making

## 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).

## 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.