# Springville Elementary

## California Department of Education
## School Accountability Report Card
### Reported Using Data from the 2015-16 School Year

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 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 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.



# Connie S. Owens, Principal

Principal, Springville Elementary

## About Our School

Springville Union Elementary School is a single small school District that serves T/K through 8th grade students. Students receive instruction from Highly Qualified Instructors who receive on-going professional development opportunities to enable them to implement new strategies and techniques to assure that all students, including SES, Foster Youth, and English Learners have access to State adopted curriculum at their independent level.

## Contact

*Springville Elementary*
*35424 Ward Ave.*
*Springville, CA 93265-0349*

*Phone: 559-539-2605*
*E-mail: sus@ocsnet.net*

# About This School

## Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|---|---|
| **District Name** | Springville Union Elementary |
| **Phone Number** | (559) 539-2605 |
| **Superintendent** | Connie Owens |
| **E-mail Address** | connies@ocsnet.net |
| **Web Site** | www.springvilleschool.org |

| School Contact Information (School Year 2016-17) | |
|---|---|
| **School Name** | Springville Elementary |
| **Street** | 35424 Ward Ave. |
| **City, State, Zip** | Springville, Ca, 93265-0349 |
| **Phone Number** | 559-539-2605 |
| **Principal** | Connie S. Owens, Principal |
| **E-mail Address** | sus@ocsnet.net |
| **Web Site** | www.springvilleschool.org |
| **County-District-School (CDS) Code** | 54721326054365 |

*Last updated: 2/7/2017*

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

Springville Elementary School District encompasses 960 square miles of foothills and mountains areas of the Sierra Nevada Mountain Range. It is located in Tulare County within the foothill community of Springville, California, which is located on the eastern edge of the San Joaquin Valley. The school serves approximately 300 students in grades kindergarten through eighth grade.

The mission of Springville Elementary School is to provide a solid foundation of tradition, spirit, self-esteem and high academic achievement. The building, strengthening and continuing of this foundation will be our goal for bringing an even finer standard of excellence to our school.

*Last updated: 2/7/2017*

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

| Grade Level | Number of Students |
| --- | --- |
| Kindergarten | 49 |
| Grade 1 | 18 |
| Grade 2 | 26 |
| Grade 3 | 40 |
| Grade 4 | 27 |
| Grade 5 | 47 |
| Grade 6 | 26 |
| Grade 7 | 31 |
| Grade 8 | 35 |
| Total Enrollment | 299 |
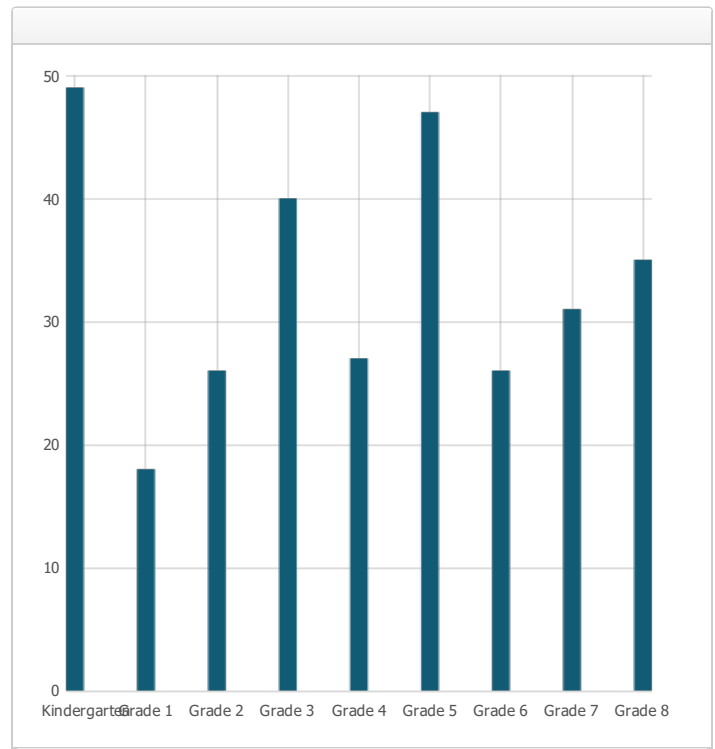


*Last updated: 2/7/2017*

## Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
| --- | --- |
| Black or African American | 0.0 % |
| American Indian or Alaska Native | 2.0 % |
| Asian | 1.3 % |
| Filipino | 1.0 % |
| Hispanic or Latino | 19.7 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 75.6 % |
| Two or More Races | 0.3 % |
| Other | 0.1 % |

| Student Group (Other) | Percent of Total Enrollment |
| --- | --- |
| Socioeconomically Disadvantaged | 52.2 % |
| English Learners | 2.7 % |
| Students with Disabilities | 0.0 % |
| Foster Youth | 0.0 % |

*Last updated: 2/7/2017*

# 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 |
| --- | --- | --- | --- | --- |
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 14 | 15 | 15 | 15 |
| Without Full Credential | 1 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |
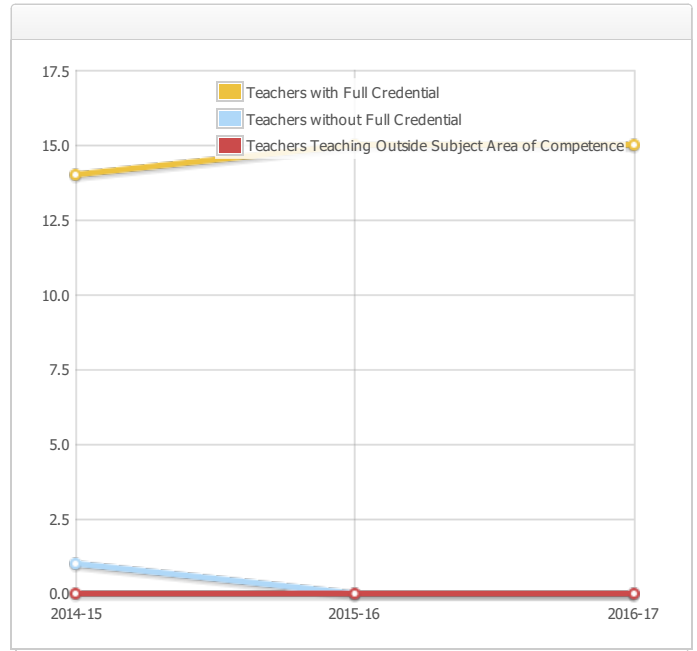


*Last updated: 2/7/2017*

## 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.

*Last updated: 2/7/2017*

## 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 | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|---|---|---|
| This School | 100.0% | 0.0% |
| All Schools in District | 100.0% | 0.0% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 0.0% | 0.0% |

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.

Last updated: 2/7/2017

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2015

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | K-5 Houghton Mifflin<br><br>6-8 Glencoe | No | 0.0 % |
| Mathematics | K-5 Engage New York<br><br>6-8 Houghton Mifflin | Yes | 0.0 % |
| Science | K-5 McMillan McGraw Hill<br><br>6-8 Holt, Rinehart and Winston | Yes | 0.0 % |
| History-Social Science | K-6 Houghton Mifflin<br><br>6-8 Glencoe | Yes | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | Included as a component of Social Science | | 0.0 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 2/7/2017

**School Facility Conditions and Planned Improvements**

Springville Union Elementary School maintains high expectations for our school facilities and common areas. The administration and maintenance staff make regular inspections of our campus to insure that the learning environment remains safe, clean, and hazard free. The facility remains in good repair. Further information can be received by contacting the Springville School office.

Completion in December 2015 of New Construction/Modernization project including: Library, Computer Lab, Kitchen and Multi Purpose building.

*Last updated: 2/7/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2016

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Repair 1 leaking faucet, unclog 1 sink - Completed |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | several roofs leaking due to heavy rains - repaired |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate

Year and month of the most recent FIT report: January 2016

| Overall Rating | Good |
|---|---|

*Last updated: 2/7/2017*

## 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**

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| Subject | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 42.0% | 44.0% | 42.0% | 44.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 33.0% | 34.0% | 33.0% | 34.0% | 34.0% | 36.0% |

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.

*Last updated: 2/7/2017*

## CAASPP Test Results in ELA by Student Group

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

### ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 40 | 39 | 97.5% | 38.5% |
| Male | 21 | 20 | 95.2% | 45.0% |
| Female | 19 | 19 | 100.0% | 31.6% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 32 | 31 | 96.9% | 38.7% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 18 | 18 | 100.0% | 22.2% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 26 | 26 | 100.0% | 46.2% |
| Male | 17 | 17 | 100.0% | 29.4% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 21 | 21 | 100.0% | 42.9% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 15 | 100.0% | 33.3% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 47 | 45 | 95.7% | 31.8% |
| Male | 24 | 23 | 95.8% | 21.7% |
| Female | 23 | 22 | 95.7% | 42.9% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 38 | 36 | 94.7% | 40.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 26 | 26 | 100.0% | 32.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 25 | 25 | 100.0% | 48.0% |
| Male | 12 | 12 | 100.0% | 33.3% |
| Female | 13 | 13 | 100.0% | 61.5% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 22 | 22 | 100.0% | 40.9% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 14 | 14 | 100.0% | 35.7% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 32 | 32 | 100.0% | 56.3% |
| Male | 19 | 19 | 100.0% | 42.1% |
| Female | 13 | 13 | 100.0% | 76.9% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 24 | 24 | 100.0% | 54.2% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 12 | 100.0% | 58.3% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 35 | 32 | 91.4% | 53.1% |
| Male | 17 | 16 | 94.1% | 43.8% |
| Female | 18 | 16 | 88.9% | 62.5% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 28 | 25 | 89.3% | 52.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 14 | 93.3% | 50.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 2/7/2017*

## CAASPP Test Results in Mathematics by Student Group

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

### Mathematics - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 40 | 39 | 97.5% | 31.6% |
| Male | 21 | 20 | 95.2% | 45.0% |
| Female | 19 | 19 | 100.0% | 16.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 32 | 31 | 96.9% | 26.7% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 18 | 18 | 100.0% | 17.7% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 26 | 26 | 100.0% | 38.5% |
| Male | 17 | 17 | 100.0% | 35.3% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 21 | 21 | 100.0% | 38.1% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 15 | 100.0% | 20.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 2/7/2017*

## Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 47 | 45 | 95.7% | 36.4% |
| Male | 24 | 23 | 95.8% | 39.1% |
| Female | 23 | 22 | 95.7% | 33.3% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 38 | 36 | 94.7% | 45.7% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 26 | 26 | 100.0% | 28.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 2/7/2017*

## Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 25 | 25 | 100.0% | 20.0% |
| Male | 12 | 12 | 100.0% | 16.7% |
| Female | 13 | 13 | 100.0% | 23.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 22 | 22 | 100.0% | 18.2% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 14 | 14 | 100.0% | 14.3% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 32 | 32 | 100.0% | 31.3% |
| Male | 19 | 19 | 100.0% | 31.6% |
| Female | 13 | 13 | 100.0% | 30.8% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 24 | 24 | 100.0% | 29.2% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 12 | 100.0% | 41.7% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 35 | 31 | 88.6% | 41.9% |
| Male | 17 | 16 | 94.1% | 31.3% |
| Female | 18 | 15 | 83.3% | 53.3% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 28 | 24 | 85.7% | 37.5% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 15 | 14 | 93.3% | 28.6% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 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.

*Last updated: 2/7/2017*

## CAASPP Test Results in Science for All Students

| | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| Subject | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 73.0% | 77.0% | 71.0% | 73.0% | 77.0% | 71.0% | 60.0% | 56.0% | 54.0% |

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.

*Last updated: 2/7/2017*

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

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|---|---|---|---|
| All Students | 82 | 80 | 97.6% | 71.3% |
| Male | 41 | 40 | 97.6% | 75.0% |
| Female | 41 | 40 | 97.6% | 67.5% |
| Black or African American | 0 | 0 | 0.0% | 0.0% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 11 | 100.0% | 45.5% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 66 | 64 | 97.0% | 75.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 41 | 40 | 97.6% | 60.0% |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

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.

*Last updated: 2/7/2017*

# 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

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

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
| --- | --- | --- | --- |
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 15.6% | 33.3% | 35.6% |
| 7 | 6.2% | 31.2% | 43.8% |

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.

Last updated: 2/7/2017

## 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 2016-17)**

Parent involvement is an essential component in a program which fosters academic achievement and self-esteem. Minimum days are scheduled in the middle of the first and second periods for parent conferences. These conferences allow the teacher and parent to work closely together for the success of the student. In addition, Home to school communication is established and ongoing.

The Springville Boosters Club's valued contributions and resources of the community are used to enhance the learning environment of the school. Booster Club members are an active and essential part of our school's success.

Other opportunities are: School Site Council, volunteering for classroom help, as well as multiple school activities.

# State Priority: Pupil Engagement

Last updated: 2/9/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.9 | 0.0 | 2.1 | 0.9 | 0.0 | 2.1 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |
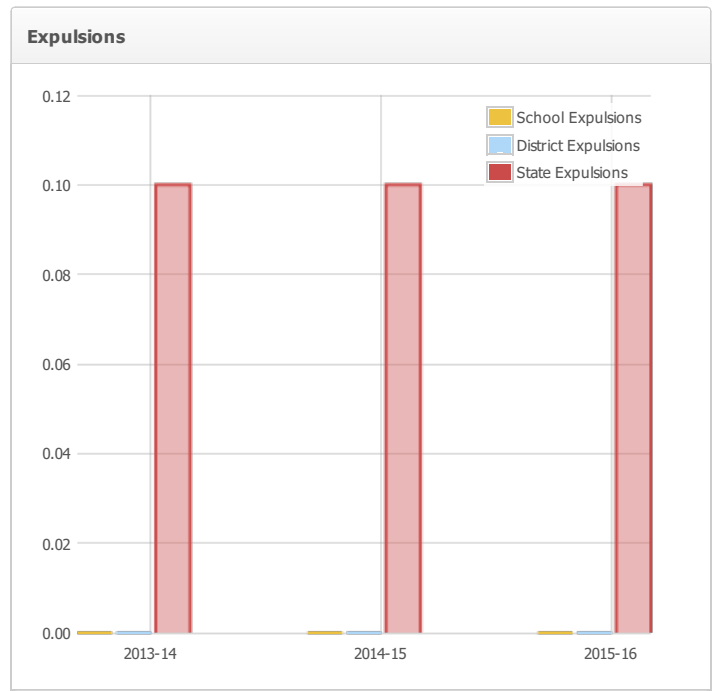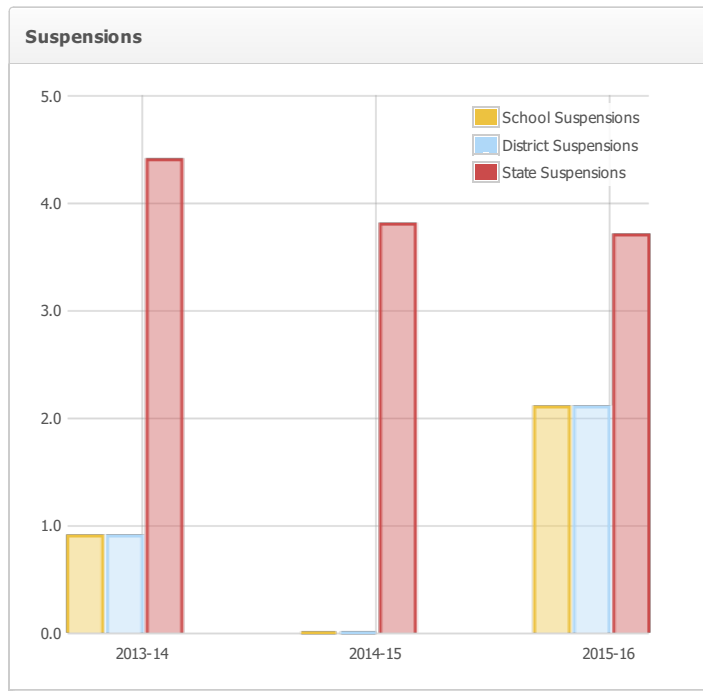




*Last updated: 2/7/2017*

## School Safety Plan (School Year 2016-17)

The School Safety Plan is reviewed annually by the School Site Council and Springville School Staff.

*Last updated: 2/7/2017*

# 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 | Not in PI |
| First Year of Program Improvement | 2013-2014 | |
| Year in Program Improvement | Year 1 | |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0% |

Note: Cells with NA values do not require data.

*Last updated: 2/7/2017*

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

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
| Grade Level | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ |
| K | 23.0 | 0 | 1 | 0 | 17.0 | 2 | 0 | 0 | 23.9 | 0 | 2 | 0 |
| 1 | 22.0 | 0 | 1 | 0 | 24.0 | 0 | 1 | 0 | 18.5 | 1 | 0 | 0 |
| 2 | 21.0 | 0 | 2 | 0 | 21.0 | 0 | 1 | 0 | 13.4 | 2 | 0 | 0 |
| 3 | 21.0 | 1 | 1 | 0 | 21.0 | 0 | 2 | 0 | 20.0 | 1 | 1 | 0 |
| 4 | 23.0 | 0 | 1 | 0 | 22.0 | 0 | 2 | 0 | 27.3 | 0 | 1 | 0 |
| 5 | 23.0 | 0 | 1 | 0 | 24.0 | 0 | 1 | 0 | 24.2 | 0 | 2 | 0 |
| 6 | 26.0 | 0 | 2 | 0 | 25.0 | 0 | 5 | 0 | | | | |
| Other | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | | 2 | | |

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

*Last updated: 2/7/2017*

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

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 22.0 | 1 | 2 | 0 | 18.0 | 3 | 0 | 0 | 23.0 | 2 | 1 | 1 |
| Mathematics | 17.0 | 3 | 1 | 0 | 18.0 | 1 | 0 | 0 | 23.0 | 2 | 1 | 1 |
| Science | 23.0 | 1 | 2 | 0 | 18.0 | 3 | 0 | 0 | 23.0 | 2 | 1 | 1 |
| Social Science | 23.0 | 1 | 2 | 0 | 18.0 | 3 | 0 | 0 | 23.0 | 2 | 1 | 1 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 2/9/2017*

## 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 | | |
| Counselor (Social/Behavioral or Career Development) | 0.5 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0.3 | N/A |
| Resource Specialist (non-teaching) | 1.0 | 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.

*Last updated: 2/7/2017*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
| --- | --- | --- | --- | --- |
| School Site | -- | $874.2 | -- | -- |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | -- | -- | 0.0% | -- |
| State | N/A | N/A | $5677.0 | $60985.0 |
| Percent Difference – School Site and State | -- | -- | 0.0% | 0.0% |

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

*Last updated: 2/8/2017*

## Types of Services Funded (Fiscal Year 2015-16)

Professional staff include a full time county Resource Specialist, a part time resource aide, a School Psychologist one day per week, a Speech/Language Specialist two half days per week and a Social Worker one day per week.

Additional responsibilities assumed by members of the teaching staff include:

Vice Principal
Curriculum Specialist
Reading Specialist
Computer Lab Director
Family Life Curriculum
School Improvement Director
Library Director
CELDT Administration

Additional staff members supporting the instructional program fill the following positions:

Bus Drivers
Instructional Aides
Library Clerk
Business Administrator
Administrative Assistant
Cafeteria Worker
Director of Transportation
Maintenance/Custodial Workers
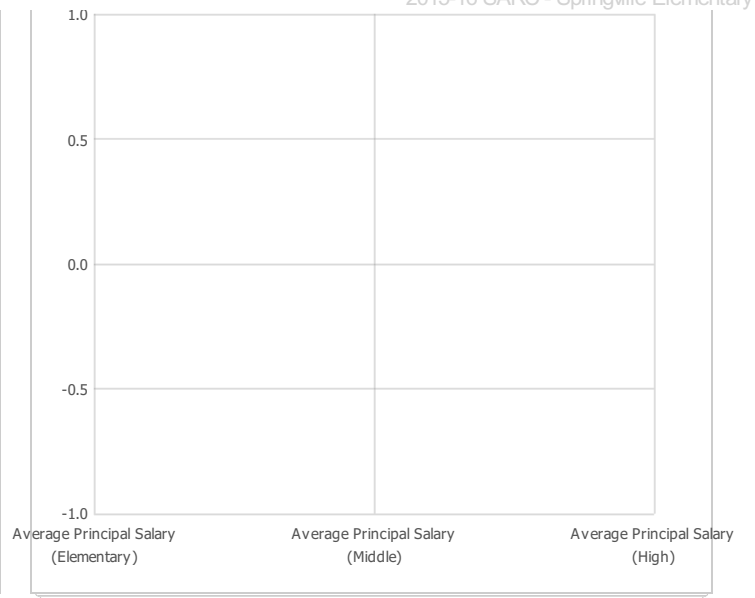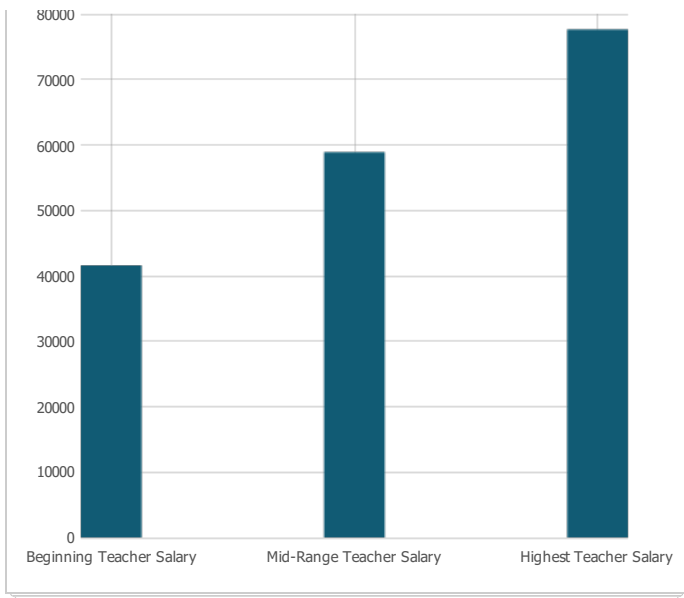
Last updated: 2/9/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $41,598 | $41,085 |
| Mid-Range Teacher Salary | $58,890 | $59,415 |
| Highest Teacher Salary | $77,640 | $75,998 |
| Average Principal Salary (Elementary) | $ | $100,438 |
| Average Principal Salary (Middle) | $ | $101,868 |
| Average Principal Salary (High) | $ | $ |
| Superintendent Salary | $90,658 | $116,069 |
| Percent of Budget for Teacher Salaries | 40.0% | 33.0% |
| Percent of Budget for Administrative Salaries | 4.0% | 7.0% |

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

| Teacher Salary Chart | Principal Salary Chart |
|---|---|
|  |  |

Beginning Teacher Salary | Mid-Range Teacher Salary | Highest Teacher Salary

Average Principal Salary (Elementary) | Average Principal Salary (Middle) | Average Principal Salary (High)

*Last updated: 2/7/2017*

## Professional Development

Professional Development activities are essential for maintaining, supporting, and improving quality instruction. The current focus continues to be new State adopted standards implementing them through all areas of study. Grade level committees continue to develop essential standards and share classroom teaching strategies found to be successful within their grade levels. K through 3rd grade teachers work in conjunction with a Reading Specialist to provide intervention opportunities for struggling readers. Teachers in K – 8th grades have received training in Common Core Mathematics and English Language Arts. In addition, teachers have received training in Lucy Calkins Writing Strategies, Kagan Strategies, Project Based Learning, Close Reading, and Curriculum Counseling. For the 2015/2016 school year, staff attended a school wide staff development sponsored by Tulare County Office of Education. Teachers were offered stipends to attend professional development during the Summer recess and significant substitute opportunities were during the school year provided so teachers would have time off to participate in trainings, conferences, seminars, and other classroom observations.

*Last updated: 2/9/2017*