

Springville Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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 <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.



Connie S. Owens, Principal

Principal, Springville Elementary

About Our School

Springville Union Elementary School is a single small school District that serves TK 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 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
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: 1/8/2019

School Description and Mission Statement (School Year 2018—19)

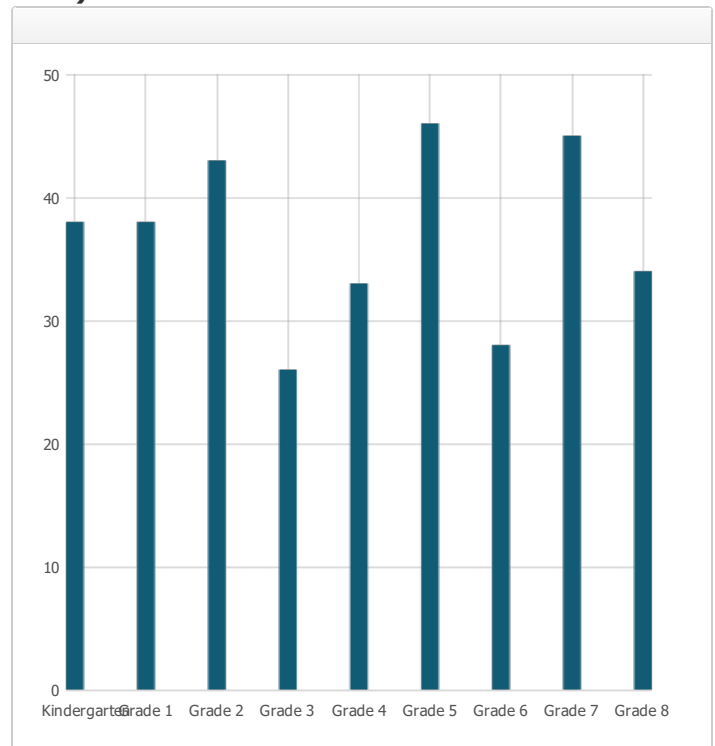
Springville Elementary School District encompasses 960 square miles of foothill and mountain areas of the Sierra Nevada Mountain Range. It is located in Tulare County within the foothill community of Springville, California, which is located on the eastern edge of the San Joaquin Valley. The school serves approximately 331 students in 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: 2/8/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	38
Grade 1	38
Grade 2	43
Grade 3	26
Grade 4	33
Grade 5	46
Grade 6	28
Grade 7	45
Grade 8	34
Total Enrollment	331



Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	3.6 %
Asian	1.2 %
Filipino	1.2 %
Hispanic or Latino	23.3 %
Native Hawaiian or Pacific Islander	%
White	69.2 %
Two or More Races	1.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.9 %
English Learners	4.5 %
Students with Disabilities	2.4 %
Foster Youth	0.6 %

A. Conditions of Learning

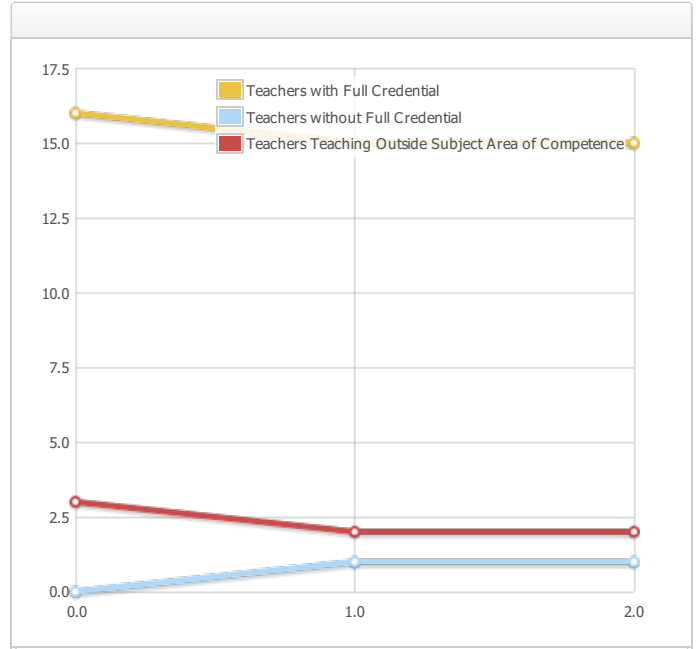
State Priority: Basic

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

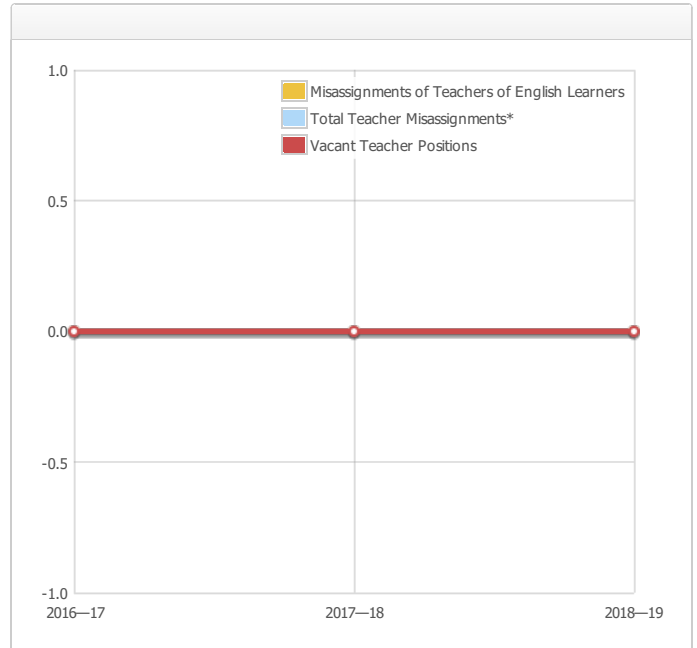
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	15	15	15
Without Full Credential	0	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	2	2	2



Last updated: 1/8/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/8/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin	Yes	0.0 %
Mathematics	Engage New York - Eureka Math	Yes	0.0 %
Science	K-5 McMillan McGraw Hill 6-8 Holt, Rinehart & Winston	Yes	0.0 %
History-Social Science	K-6 Houghton Mifflin 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: 1/8/2019

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 obtained by contacting the Springville School office.

Last updated: 2/8/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/8/2019

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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	51.0%	43.0%	51.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	40.0%	31.0%	40.0%	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.

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	204	96.68%	50.98%
Male	120	115	95.83%	47.83%
Female	91	89	97.80%	55.06%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	53	49	92.45%	36.73%
Native Hawaiian or Pacific Islander				
White	146	143	97.95%	54.55%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	112	110	98.21%	40.91%
English Learners	14	14	100.00%	21.43%
Students with Disabilities	11	11	100.00%	
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 (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.

Last updated: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	204	96.23%	39.71%
Male	120	114	95.00%	38.60%
Female	92	90	97.83%	41.11%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	54	49	90.74%	26.53%
Native Hawaiian or Pacific Islander				
White	146	143	97.95%	42.66%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	113	110	97.35%	27.27%
English Learners	15	15	100.00%	6.67%
Students with Disabilities	11	11	100.00%	
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 (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.

Last updated: 1/8/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	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 new California Science Test (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.

Last updated: 1/8/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.2%	37.0%	23.9%
7	14.0%	25.6%	51.2%

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.

Last updated: 1/8/2019

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)

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 grading periods for parent conferences. These conferences allow the teacher and parent to work closely together for the success of each student. Home to school communication is established and ongoing through e-mail and mail messages. Parents have opportunities to participate in decision making affecting students, school, and community through the Booster Club, volunteering, school meetings including monthly school board and periodic School Site Council, in addition to, other school events/activities as they are calendared.

The Springville Community Organizations and Springville Booster's Club are a valued part of Springville School. The funds they raise and donate to the students and staff for school activities and events truly enhance student learning and provide a variety of educational opportunities for our students.

State Priority: Pupil Engagement

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

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

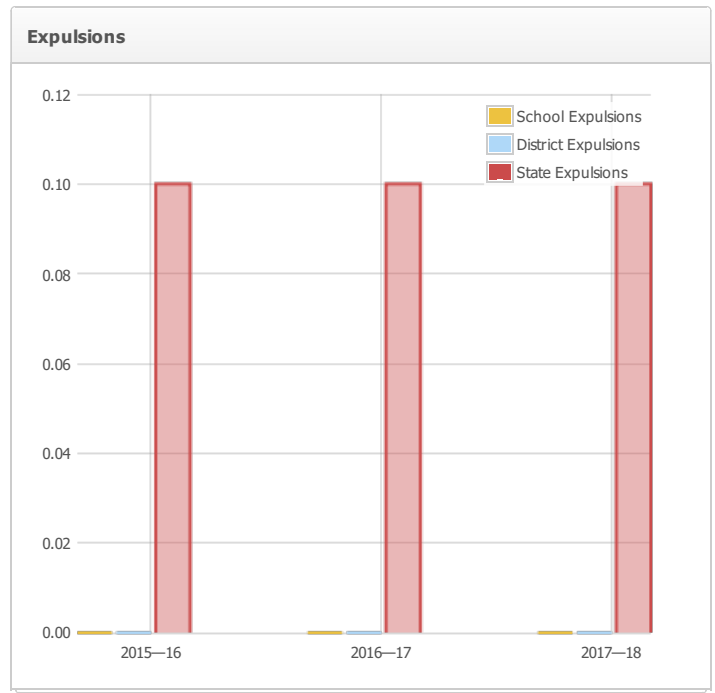
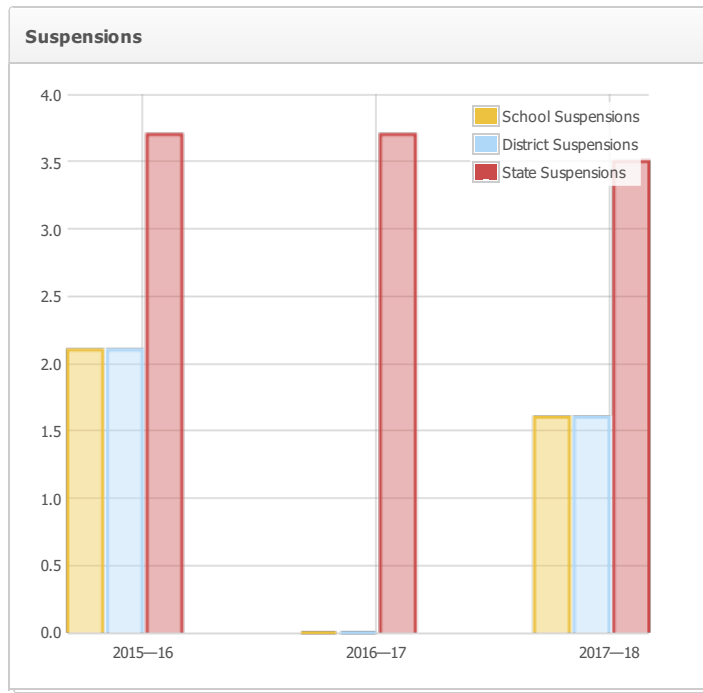
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.1%	0.0%	1.6%	2.1%	0.0%	1.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

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

Last updated: 1/8/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		2	
1	18.0	1		
2	13.0	2		
3	20.0	1	1	
4	27.0		1	
5	24.0		2	
6	26.0		6	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0		2	
1	22.0		2	
2	24.0		1	
3	15.0	2		
4	23.0		2	
5	27.0		1	
6	24.0		12	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1	1	
1	19.0	2		
2	22.0	1	1	
3	26.0		1	
4	33.0			1
5	23.0		2	
6	28.0		7	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/8/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	2		1
Mathematics	35.0			1
Science	22.0	2		1
Social Science	22.0	2		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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0		2	
Mathematics	31.0		1	
Science	29.0		2	
Social Science	29.0		2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	1	1	1
Mathematics	26.0	1	1	1
Science	26.0	1	1	1
Social Science	26.0	1	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: 1/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker		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: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9232.0	\$859.4	\$8372.6	\$63998.0
District	N/A	N/A	\$8372.6	\$63998.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	25.3%	1.2%

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

Last updated: 1/9/2019

Types of Services Funded (Fiscal Year 2017–18)

Professional staff include a full time county Resource Specialist, a part time resource aide, a School Psychologist two days per week, and a Speech/Language Specialist one and one half days 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/ELPAC Administration
- Coaching

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

- Bus Drivers
- Instructional Aides
- Library Clerk
- Business Administrator
- Administrative Assistant
- Cafeteria Manager & Worker
- Director of Transportation
- Maintenance/Custodial Workers

Last updated: 2/8/2019

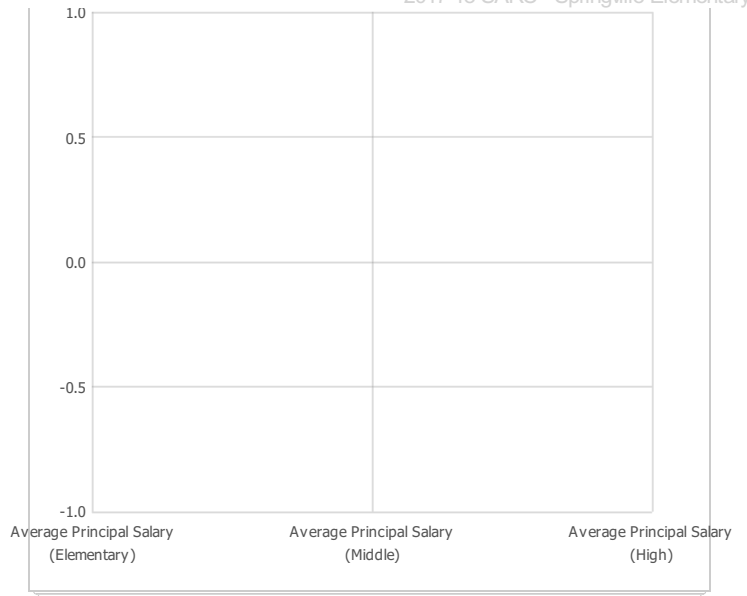
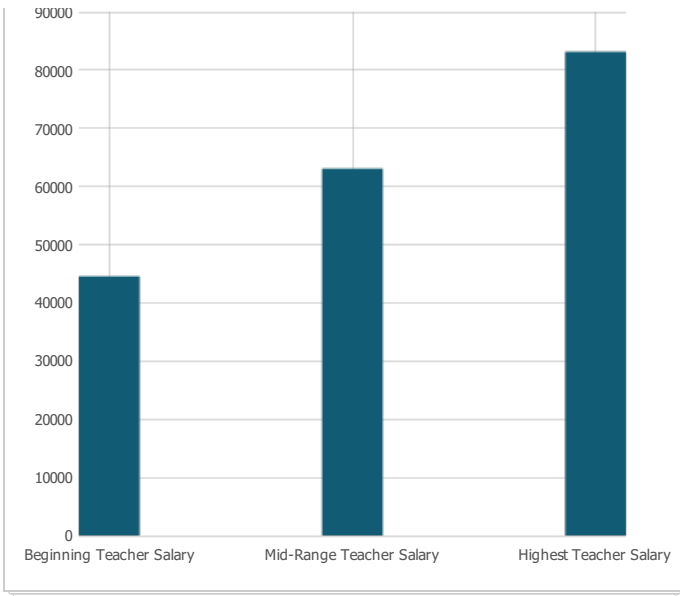
Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,560	\$44,375
Mid-Range Teacher Salary	\$63,083	\$65,926
Highest Teacher Salary	\$83,168	\$82,489
Average Principal Salary (Elementary)	\$	\$106,997
Average Principal Salary (Middle)	\$	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$94,284	\$121,894
Percent of Budget for Teacher Salaries	39.0%	32.0%
Percent of Budget for Administrative Salaries	3.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/9/2019

Professional Development

Professional Development activities are essential for maintaining, supporting, and improving quality instruction. The current focus continues to be on implementation of the newly adopted State Standards 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 together to provide intervention opportunities for struggling readers. Teachers in K – 8th grades had the opportunity to receive Professional Development in Mathematics over the Summer. The District adopted Houghton Mifflin English Language Arts (ELA/ELD) in K – 8th grades. Professional Development for this curriculum is on-going, as well as, staff training to development Guided Reading Strategies for grades K – 5th. In addition, teachers have received training in Units of Writing Strategies, Kagan Strategies, Project Based Learning, and Close Reading. For the 2017/2018 school year, staff attended a school wide Professional Development sponsored by Tulare County Office of Education (TCOE). Teachers were offered stipends to attend Professional Development opportunities during the Summer recess and opportunities for release time during the school year to have the time to observe other classrooms, attend trainings, conferences, webinars, as well as, collaboration time.

Last updated: 2/8/2019