

# Soulsbyville Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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](#) 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.

## Jeff Winfield, Superintendent/Principal

Principal, Soulsbyville Elementary

### About Our School

Soulsbyville School provides a safe learning environment where:

- A family atmosphere prevails that includes nurturing relationships and expectations
- A caring, team approach that includes staff, parents and community, is used to ensure that ALL students achieve at their maximum level.
- Individual student success is measured against mastery and application of California grade level standards.
  - Technology is embedded in our practices to improve teaching, learning and technology literacy.
  - Everyone feels empowered to do his or her personal best.
  - Teachers have all the knowledge/skills necessary to meet needs of every student so each one achieves at a proficient level or above in all core academic areas by the time they graduate from Soulsbyville School.
  - Every student and faculty member is motivated by a resilient "can do" attitude that promotes individual contribution/participation and respect for learning.
  - Students grow academically, gain self-confidence and self-discipline, practice responsible citizenship, and enjoy becoming life-long learners.
  - Parents feel empowered to become partners with the school in their children's learning.

The first Soulsbyville School was a private one, and begun in 1865. The public school was established in 1869. Since that time, Soulsbyville School has been located at various sites in our area. The last "Little Red Schoolhouse" was located just down the road from our present location. The present school site was begun in 1962 with the new Falcon Gym and classrooms being built in 2007.

Currently, Soulsbyville Elementary School serves students K through 8th grade and the school is located in Tuolumne County California, northwest of Yosemite National Park and east of Sonora.

Soulsbyville is named after Ben Soulsby, who resided in the area during the California Gold Rush.

Mr. Soulsby ran a lumber mill near the intersection of Community Drive and Soulsbyville Road. His contribution to society is forever embossed in the following elementary school song:

" Drop on by, we're up the hill.

We're the kids from Soulsbyville.

See the town with the old saw mill,

We're the kids from Soulsbyville.

Living here is mighty fine,

Named for Ben Soulsby's old gold mine, Come see us, if you will.

WE'RE THE KIDS FROM SOULSBYVILLE !".

### Contact

*Soulsbyville Elementary  
20300 Soulsbyville Rd.  
Soulsbyville, CA 95372-9792*

*Phone: 209-532-1419*

*E-mail: [jwinfield@soulsbyvilleschool.com](mailto:jwinfield@soulsbyvilleschool.com)*

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Soulsbyville Elementary
<b>Phone Number</b>	(209) 532-1419
<b>Superintendent</b>	Jeff Winfield
<b>E-mail Address</b>	<a href="mailto:jwinfield@soulsbyvilleschool.com">jwinfield@soulsbyvilleschool.com</a>
<b>Web Site</b>	<a href="http://www.soulsbyvilleschool.com">www.soulsbyvilleschool.com</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Soulsbyville Elementary
<b>Street</b>	20300 Soulsbyville Rd.
<b>City, State, Zip</b>	Soulsbyville, Ca, 95372-9792
<b>Phone Number</b>	209-532-1419
<b>Principal</b>	Jeff Winfield, Superintendent/Principal
<b>E-mail Address</b>	<a href="mailto:jwinfield@soulsbyvilleschool.com">jwinfield@soulsbyvilleschool.com</a>
<b>County-District-School (CDS) Code</b>	55723976054928

*Last updated: 1/12/2018*

## School Description and Mission Statement (School Year 2017-18)

Soulsbyville School is a K-8 single school district with approximately 530 students, 60 staff members, (30 certificated personnel, including regular and special education teachers, administrators, a music instructor, highly qualified paraprofessionals) and about 354 families. It is located in Tuolumne County in a rural mountainous, unincorporated area. Most of our students are bused to school from dissimilar housing subdivisions and land parcels. The population has a range of 0-10 Limited English Speaking students. In spite of the diverse socioeconomic backgrounds from which they come, students interact very positively with one another at school. Our student population blends together with minimal friction based on social, cultural, or economic prejudice. Soulsbyville has been honored as a Distinguished School two times, the first year of the award's existence in 1986 and again in 2000.

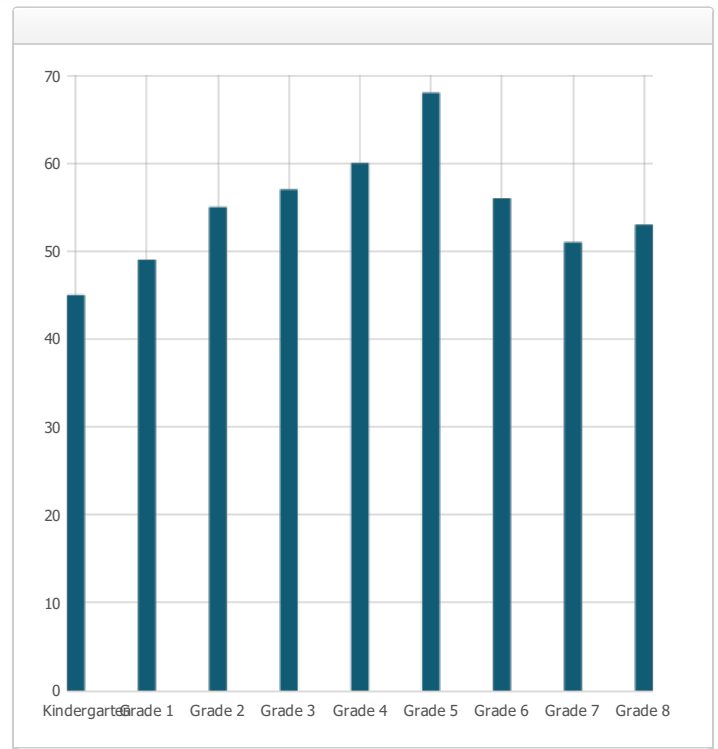
### Our Mission Statement

Our mission is to cultivate excellence: by challenging our students, staff and school community to reach their maximum potential; by using innovative, enlightening curriculum and educational programs with reliable infrastructure; and by providing technology-embedded instruction across content areas. In nurturing excellence, we develop learners who are productive workers, effective communicators, resourceful thinkers, and responsively citizens.

*Last updated: 1/12/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	45
Grade 1	49
Grade 2	55
Grade 3	57
Grade 4	60
Grade 5	68
Grade 6	56
Grade 7	51
Grade 8	53
Total Enrollment	494



*Last updated: 1/12/2018*

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	1.0 %
Asian	0.0 %
Filipino	0.2 %
Hispanic or Latino	16.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	75.1 %
Two or More Races	6.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.3 %
English Learners	1.6 %
Students with Disabilities	14.2 %
Foster Youth	0.8 %

*Last updated: 1/12/2018*

## A. Conditions of Learning

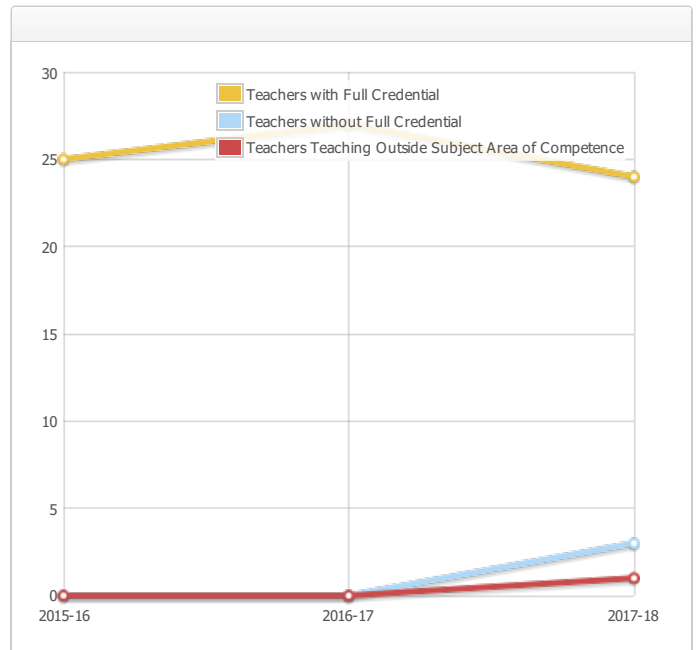
### State Priority: Basic

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

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

#### Teacher Credentials

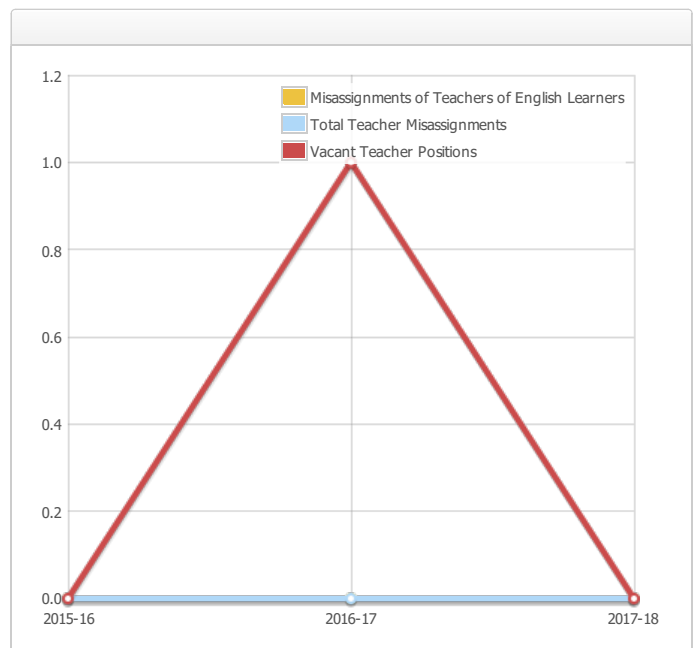
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	27	24	24
Without Full Credential	0	0	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1



Last updated: 1/12/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 1/12/2018

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

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		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: 1/12/2018

## School Facility Conditions and Planned Improvements

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms is available in the District Office upon request. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

We participate in the state Deferred Maintenance Program. We have a dedicated maintenance and custodial staff which cleans and maintains a safe, clean and functional campus.

*Last updated: 1/29/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Gym floor was repaired, a hole in wall was repaired in room 22, and stained ceiling tiles were replaced in room 53 and 47.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Installed a light cover in room 5, organized block electrical panel in room 28, placed a plate cover on outlet in room 54 and 41, and removed chair blocking electrical panel in room 44
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: October 2017

Overall Rating	Good
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*Last updated: 1/31/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	45%	41%	45%	41%	48%	48%
Mathematics (grades 3-8 and 11)	30%	27%	30%	27%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/12/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	349	326	93.41%	41.41%
Male	177	168	94.92%	32.14%
Female	172	158	91.86%	51.27%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	57	51	89.47%	41.18%
Native Hawaiian or Pacific Islander				
White	264	247	93.56%	41.30%
Two or More Races	21	21	100.00%	42.86%
Socioeconomically Disadvantaged	185	176	95.14%	33.52%
English Learners	--	--	--	
Students with Disabilities	43	30	69.77%	16.67%
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: 1/12/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	349	325	93.12%	27.38%
Male	177	168	94.92%	25.60%
Female	172	157	91.28%	29.30%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	57	51	89.47%	29.41%
Native Hawaiian or Pacific Islander				
White	264	246	93.18%	27.24%
Two or More Races	21	21	100.00%	19.05%
Socioeconomically Disadvantaged	185	175	94.59%	21.71%
English Learners	--	--	--	
Students with Disabilities	43	29	67.44%	13.79%
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: 1/12/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	67.0%	73.0%	67.0%	73.0%	56%	54%

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/12/2018*

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	1.0%	6.0%	93.0%
7	3.0%	12.0%	85.0%

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: 1/12/2018*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

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At Soulsbyville, there are many opportunities provided for parents to actively participate in the educational process with their children. PTO sponsors many parent participation events – from manning fundraisers like our annual Jogathon, the talent show, or other seasonal activities. Parents volunteer in classrooms and provide a wide variety of support directly to students. Parents are especially welcome as chaperones on the many extended field studies taken by each grade level. Grandparents also volunteer in these activities and are honored in May at a special school wide Grandparents' Day Celebration. Our School Site Council is very involved in the maintaining of a positive climate, administering student and parent surveys, and collecting input for our LCAP.

# 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

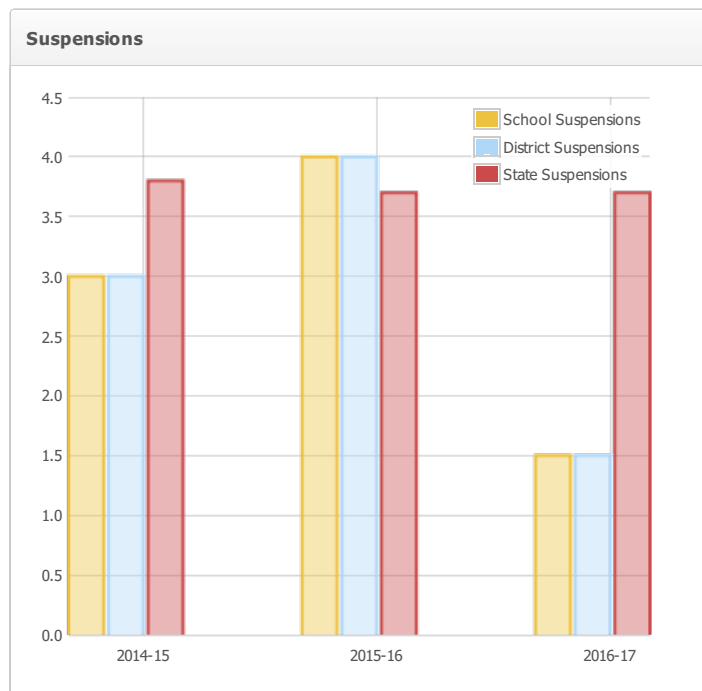
# State Priority: School Climate

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			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.0%	4.0%	1.5%	3.0%	4.0%	1.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.2%	0.0%	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/12/2018

## School Safety Plan (School Year 2017-18)

### School Safety and Climate for Learning

Soulsbyville School conducts an annual Climate Survey through the Site Council. We have board policy ensuring that both normal and emergency operations and procedures are carried out effectively. Soulsbyville School has worked hard to establish and maintain a safe school climate. We have relatively few discipline problems which are dealt with by administration.

Soulsbyville maintains a strong School Safety Plan -- formulated with input from various law and service agencies throughout the county which is updated annually. There are very few acts of violence either on the campus or against the campus. We have a discipline policy and procedure in place. All areas of the campus are carefully monitored with both personnel and surveillance equipment. All visitors are required to report to the office, sign in and wear visitor badges. We believe that students who have regular opportunities to receive recognition and know the limits and consequences of inappropriate behavior perform better academically and socially. In following through with this belief, we have developed an extensive recognition/reward system and have a written set of rules and consequences for misbehavior. All staff members are committed to maintaining a safe and positive learning environment and are trained in a wide variety of classroom management techniques. Students are expected to attend school regularly and keep at least a 2.0 academic and citizenship GPA to meet graduation requirements.

Our maintenance supervisor does monthly reviews of the facilities and reports to the Board quarterly. The Safety Plan is revised annually by Site Council and adopted annually by the School Board.

Last updated: 1/12/2018

## 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)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	3	0	0	13.0	3	0	0	15.0	3	0	0
1	28.0	2	0	0	18.0	1	2	0	25.0	0	2	0
2	21.0	2	0	0	28.0	1	1	0	18.0	1	2	0
3	20.0	0	2	0	29.0	0	2	0	19.0	1	2	0
4	21.0	0	2	0	26.0	0	2	0	18.0	1	2	0
5	24.0	0	2	0	21.0	0	2	0	20.0	1	2	0
6	27.0	0	2	0	25.0	1	2	0	27.0	0	2	0
Other	11.0	1	0	0	0.0	1	0	0	0.0	0	0	0

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

Last updated: 1/12/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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: 1/26/2018

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9082.4	\$1634.8	\$7447.5	\$63263.0
District	N/A	N/A	\$7447.5	\$63263.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	12.5%	2.1%

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

*Last updated: 1/26/2018*

## Types of Services Funded (Fiscal Year 2016-17)

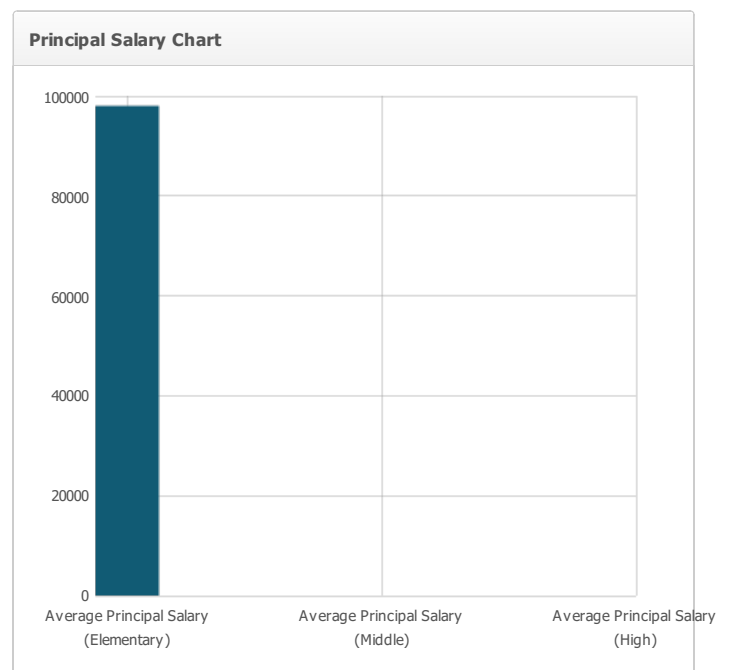
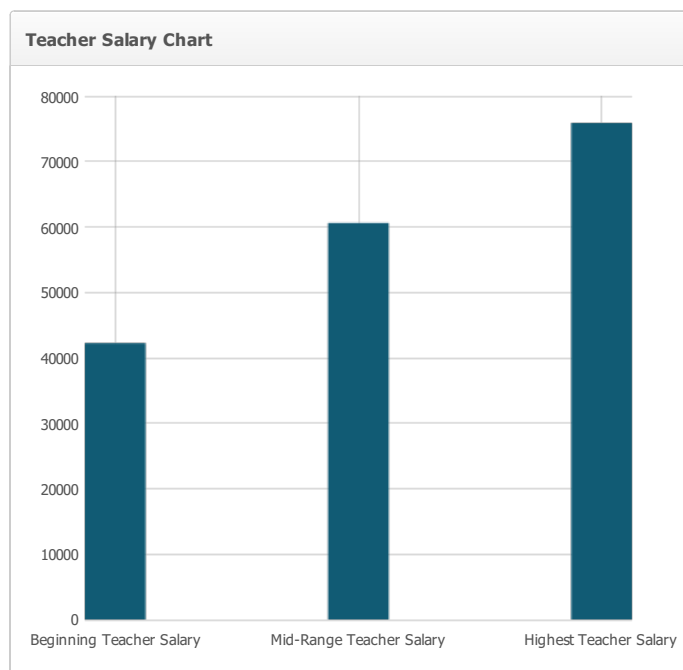
Services funded by Soulsbyville School are comprised of Federal and State Funding. Federal funds consist of Title I funds (to assist low achieving children), Title II funds (teacher quality), Forest Reserve funding and Small Rural School Achievement Program. State Lottery funds are used to support the school's music program and other programs not covered by specific State or Federal funding. Transportation funding has been reduced. Other State categorical funding is flexible and is used for any educational purpose. EIA funding is used for economically disadvantaged children and LEP funding is used for English learners.

*Last updated: 1/12/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,248	\$42,598
Mid-Range Teacher Salary	\$60,598	\$62,232
Highest Teacher Salary	\$75,885	\$80,964
Average Principal Salary (Elementary)	\$98,022	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$111,479	\$117,868
Percent of Budget for Teacher Salaries	38.0%	32.0%
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/>.



*Last updated: 2/2/2018*

## Professional Development

Teaching staff participate in regular monthly inservice meetings called PGIF (Profession Growth in Faculty). The most recent focus of our staff development has been on developing effective classroom management and procedural strategies, technology integration, Smarter Balanced Assessment analysis and preparation, and curriculum adoption training. Individual teachers are also encouraged to seek out opportunities offering training relevant to their current teaching assignment and class structure. Other training opportunities are made available and may include all support staff.

*Last updated: 1/11/2018*