Soulsbyville 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/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at 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.

Jeff Winfield, Superintendent/Principal

📍 Principal, Soulsbyville Elementary

About Our School

Contact

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

Phone: 209-532-1419
E-mail: jwinfield@soulsbyvilleschool.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Soulsbyville Elementary
Phone Number	(209) 532-1419
Superintendent	Jeff Winfield
E-mail Address	jwinfield@soulsbyvilleschool.com
Web Site	www.soulsbyvilleschool.com

School Contact Information (School Year 2018—19)	
School Name	Soulsbyville Elementary
Street	20300 Soulsbyville Rd.
City, State, Zip	Soulsbyville, Ca, 95372-9792
Phone Number	209-532-1419
Principal	Jeff Winfield, Superintendent/Principal
E-mail Address	jwinfield@soulsbyvilleschool.com
Web Site	www.soulsbyvilleschool.com
County-District-School (CDS) Code	55723976054928

Last updated: 2/4/2019

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

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 responsive citizens.

Last updated: 2/4/2019

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	46
Grade 2	53
Grade 3	61
Grade 4	65
Grade 5	61
Grade 6	66
Grade 7	53
Grade 8	53
Total Enrollment	530
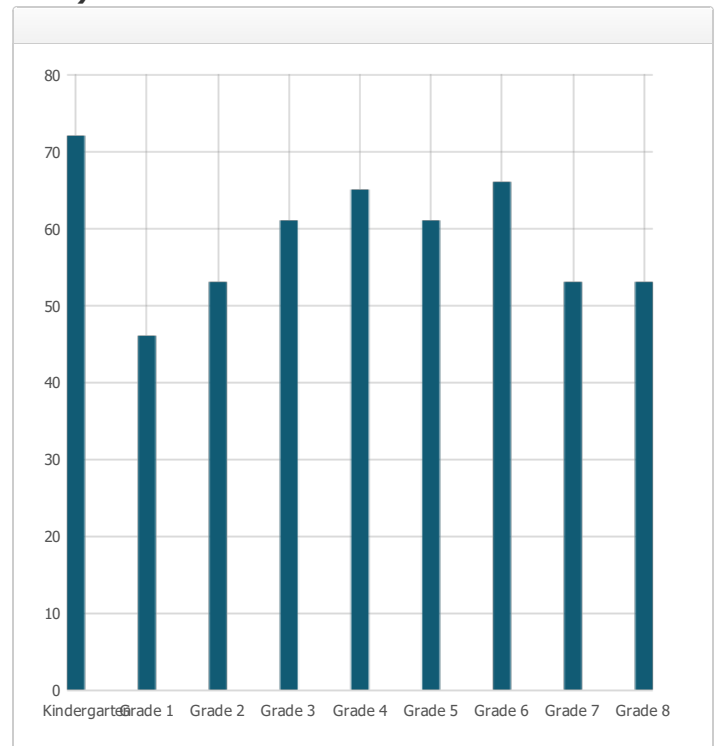
Last updated: 1/30/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.8 %
Asian	%
Filipino	0.2 %
Hispanic or Latino	14.5 %
Native Hawaiian or Pacific Islander	%
White	77.0 %
Two or More Races	7.0 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	45.3 %
English Learners	1.7 %
Students with Disabilities	14.3 %
Foster Youth	0.2 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	24	26	26
Without Full Credential	0	3	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	3	3
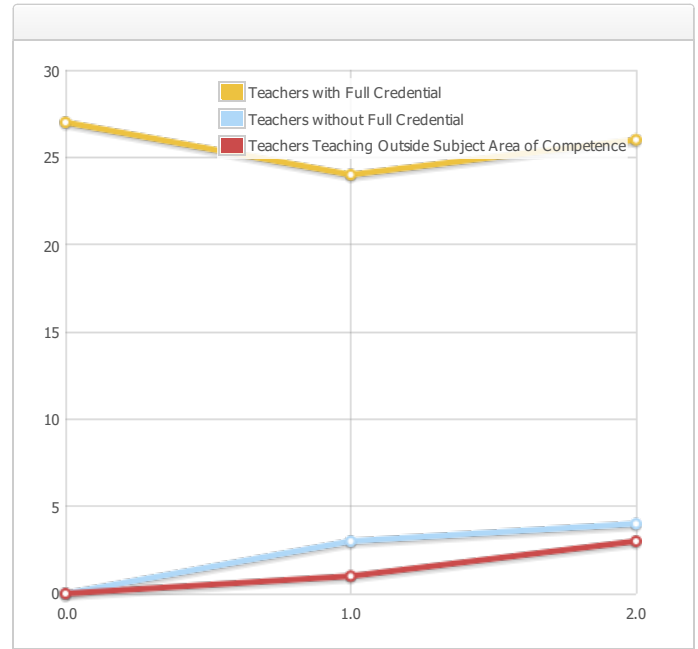
Last updated: 1/30/2019

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	1	0	0
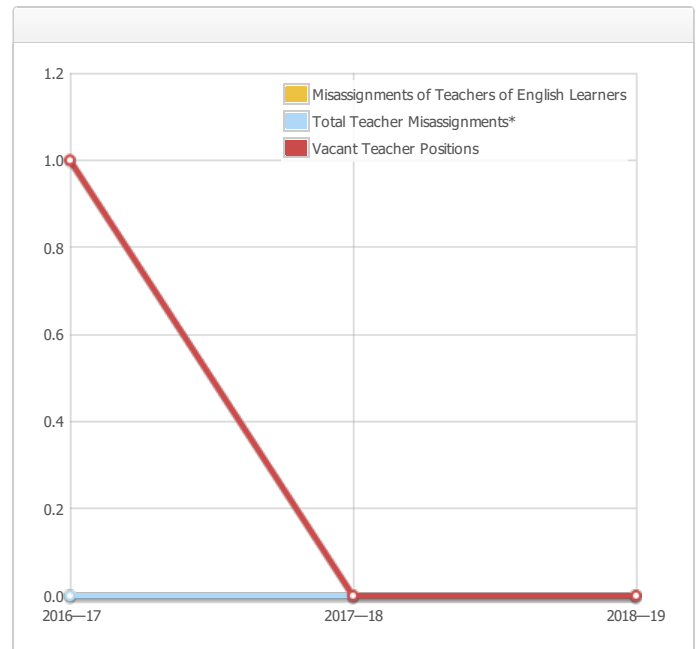
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Light covers were replaced in room 33 and 34. Carpet needs to be replaced in room 36 and 37. The old gym needs a new floor.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Light covers were replaced in room 33 and 34.
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: September 2018

Overall Rating	Good

Last updated: 2/15/2019

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)	41.0%	43.0%	41.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	27.0%	35.0%	27.0%	35.0%	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: 1/30/2019

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	361	349	96.68%	43.27%
Male	182	176	96.70%	33.52%
Female	179	173	96.65%	53.18%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	52	45	86.54%	40.00%
Native Hawaiian or Pacific Islander				
White	276	271	98.19%	43.54%
Two or More Races	28	28	100.00%	50.00%
Socioeconomically Disadvantaged	173	167	96.53%	32.93%
English Learners	--	--	--	
Students with Disabilities	58	51	87.93%	17.65%
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: 1/30/2019

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	361	345	95.57%	35.07%
Male	182	174	95.60%	35.63%
Female	179	171	95.53%	34.50%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	52	43	82.69%	39.53%
Native Hawaiian or Pacific Islander				
White	276	270	97.83%	34.07%
Two or More Races	28	27	96.43%	37.04%
Socioeconomically Disadvantaged	173	165	95.38%	22.42%
English Learners	--	--	--	
Students with Disabilities	58	50	86.21%	22.00%
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: 1/30/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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: 1/30/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18

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	24.2%	27.4%	29.0%
7	17.0%	28.3%	41.5%

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: 1/30/2019

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)

At Soulsbyville, there are many opportunities provided for parents to actively participate in the education process with their children. PTO and staff sponsor multiple occasions for parent participation such as; manning fundraising events like our annual Jog-a-thon, our SCRIP program, and our annual spaghetti feed dinner; or contributing to success of our school functions like dances, sporting events, STEM Expo and History Fair. Parents are especially welcome as chaperones on the many extended field studies taken by each grade level. Grandparents also volunteer in these activites and are honorored in May at a special school-wide Grandparents' Day celebration. Our School SITE Council is very involved in maintaining 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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	4.0%	1.5%	2.9%	4.0%	1.5%	2.9%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.0%	0.4%	0.2%	0.0%	0.4%	0.1%	0.1%	0.1%

Suspensions	Expulsions
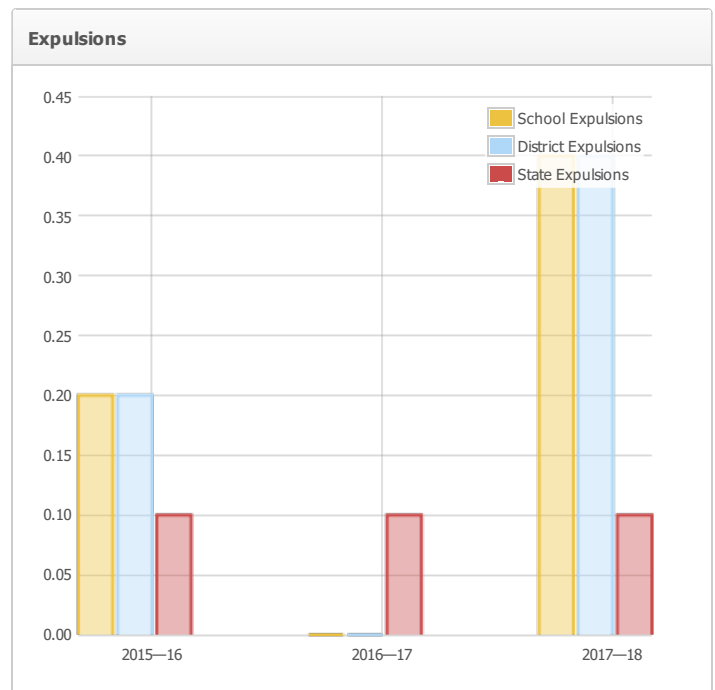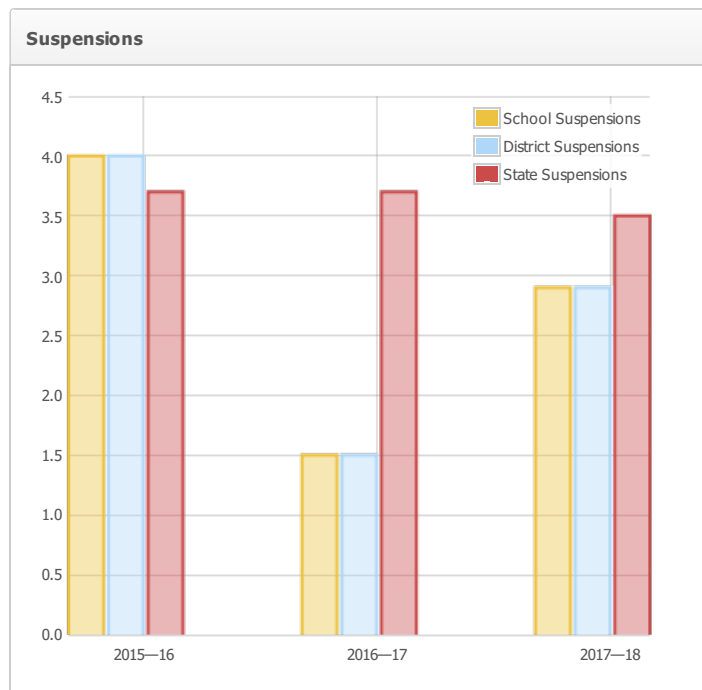
School Safety Plan (School Year 2018—19)

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 disicpline 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 monthy reviews of the factilities and reports to the Board quarterly. The Safety Plan is revised annually by Site Council and adopted annually by the School Board.

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	13.0	4		
1	18.0	1	2	
2	28.0		2	
3	29.0		2	
4	26.0	2	2	
5	21.0	2	2	
6	25.0	1	2	
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	15.0	3		
1	25.0		2	
2	18.0	1	2	
3	19.0	1	2	
4	18.0	1	2	
5	20.0	1	2	0
6	27.0	2		0
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	17.0	4	1	
1	23.0		2	
2	27.0		2	
3	31.0		2	
4	28.0	1	4	2
5	36.0		2	1
6	33.0	1	3	
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: 1/29/2019

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)	0.8	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: 12/3/2018

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	$9551.0	$2006.0	$7545.0	$63429.0
District	N/A	N/A	$7545.0	$63429.0
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	--	--

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

Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,248	$44,375
Mid-Range Teacher Salary	$60,598	$65,926
Highest Teacher Salary	$75,885	$82,489
Average Principal Salary (Elementary)	$78,948	$106,997
Average Principal Salary (Middle)	$	$109,478
Average Principal Salary (High)	$	--
Superintendent Salary	$110,000	$121,894
Percent of Budget for Teacher Salaries	36.0%	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 https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart	Principal Salary Chart
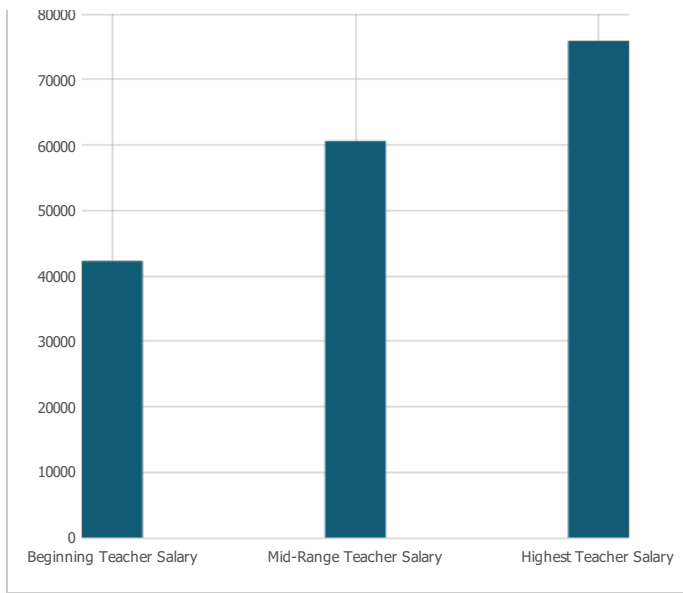
Last updated: 1/30/2019

Professional Development

Teaching staff participates in regular monthly meetings called PGIF (Professional Growth in Faculty). The continued 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 training and continuing education opportunities relveant to their current teaching assignment and class structure. Other training opportunities are made available to and may include all support staff.

Last updated: 2/4/2019