Soulsbyville Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 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
Email: jwinfield@soulsbyvilleschool.com

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Soulsbyville Elementary
Phone Number	(209) 532-1419
Superintendent	Jeff Winfield
Email Address	jwinfield@soulsbyvilleschool.com
Website	www.soulsbyvilleschool.com

School Contact Information (School Year 2019—20)	
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
Email Address	jwinfield@soulsbyvilleschool.com
County-District-School (CDS) Code	55723976054928

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

Soulsbyville School is a TK-8 single school district with approximately 575 students, 70 staff members, (33 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 aw ard'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: 2/3/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	73
Grade 1	61
Grade 2	46
Grade 3	51
Grade 4	65
Grade 5	63
Grade 6	65
Grade 7	65
Grade 8	50
Total Enrollment	539
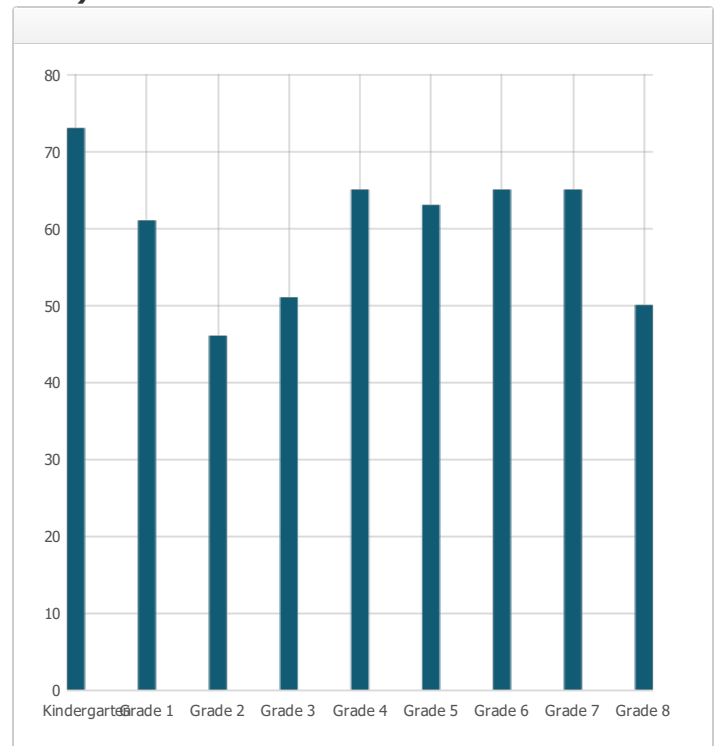
Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.60 %
American Indian or Alaska Native	0.70 %
Asian	%
Filipino	0.20 %
Hispanic or Latino	15.40 %
Native Hawaiian or Pacific Islander	%
White	75.70 %
Two or More Races	7.40 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.60 %
English Learners	1.70 %
Students with Disabilities	14.50 %
Foster Youth	0.20 %
Homeless	5.80 %

# 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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	24	26	30	30
Without Full Credential	3	4	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	3	0	0
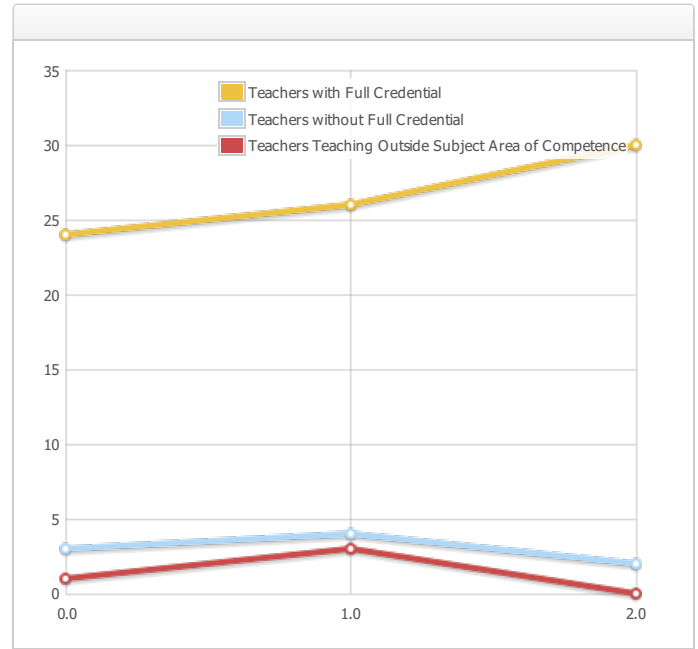
Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
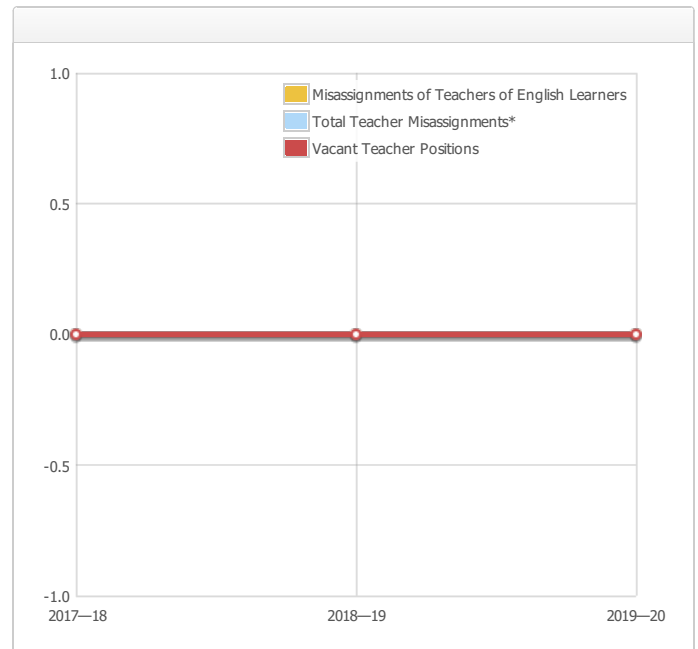
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.00 %
Mathematics		Yes	0.00 %
Science		Yes	0.00 %
History-Social Science		Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
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: 1/30/2020

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. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Our Facility Inspection Tool reports indicate that all facilities are maintained in good to exemplary conditions. 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: 1/30/2020

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	The old gym needs a new floor.
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: September 2019

Overall Rating	Good

Last updated: 1/30/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	47.0%	43.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	35.0%	35.0%	35.0%	38.0%	39.0%

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: 1/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	351	99.15%	0.85%	47.29%
Male	186	185	99.46%	0.54%	41.08%
Female	168	166	98.81%	1.19%	54.22%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	55	54	98.18%	1.82%	37.04%
Native Hawaiian or Pacific Islander					
White	263	262	99.62%	0.38%	49.24%
Two or More Races	32	31	96.88%	3.12%	51.61%
Socioeconomically Disadvantaged	164	164	100.00%	0.00%	35.98%
English Learners	--	--	--	--	
Students with Disabilities	64	63	98.44%	1.56%	14.29%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	15	15	100.00%	0.00%	13.33%

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: 1/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	350	98.87%	1.13%	34.57%
Male	186	185	99.46%	0.54%	31.89%
Female	168	165	98.21%	1.79%	37.58%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	55	53	96.36%	3.64%	22.64%
Native Hawaiian or Pacific Islander					
White	263	262	99.62%	0.38%	36.64%
Two or More Races	32	31	96.88%	3.12%	38.71%
Socioeconomically Disadvantaged	164	163	99.39%	0.61%	24.54%
English Learners	--	--	--	--	
Students with Disabilities	64	62	96.88%	3.12%	14.52%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	15	15	100.00%	0.00%	13.33%

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: 1/30/2020

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 2018—19)

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	14.30%	14.30%	48.60%
7	12.50%	10.90%	50.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/30/2020

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 2019—20)

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 the 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 activities and are honored 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

Last updated: 1/30/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.50%	2.90%	2.90%	1.50%	2.90%	2.90%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.40%	0.00%	0.00%	0.40%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

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 that are dealt with by the 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 monthy 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: 1/30/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.00	3		0
1	25.00		2	0
2	18.00	1	2	0
3	19.00	1	2	0
4	18.00	1	2	0
5	20.00	1	2	0
6	27.00	2	0	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	17.00	2	1	0
1	23.00	0	2	0
2	27.00	0	2	0
3	31.00	0	2	0
4	28.00	0	2	0
5	36.00	0	2	0
6	33.00	1	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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	0	3	0
1	20.00	0	3	0
2	23.00	0	2	0
3	26.00	0	2	0
4	24.00	0	0	2
5	38.00	0	0	2
6	32.00	1	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.

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8702.00	$1914.00	$6788.00	$63114.00
District	N/A	N/A	--	$63114.00
Percent Difference – School Site and District	N/A	N/A	0.00%	--
State	N/A	N/A	$7506.64	$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/2020

## Types of Services Funded (Fiscal Year 2018—19)

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: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,093	$45,252
Mid-Range Teacher Salary	$60,024	$65,210
Highest Teacher Salary	$80,648	$84,472
Average Principal Salary (Elementary)	$	$107,614
Average Principal Salary (Middle)	$	$112,242
Average Principal Salary (High)	$	--
Superintendent Salary	$112,200	$124,686
Percent of Budget for Teacher Salaries	36.00%	31.00%
Percent of Budget for Administrative Salaries	4.00%	7.00%

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
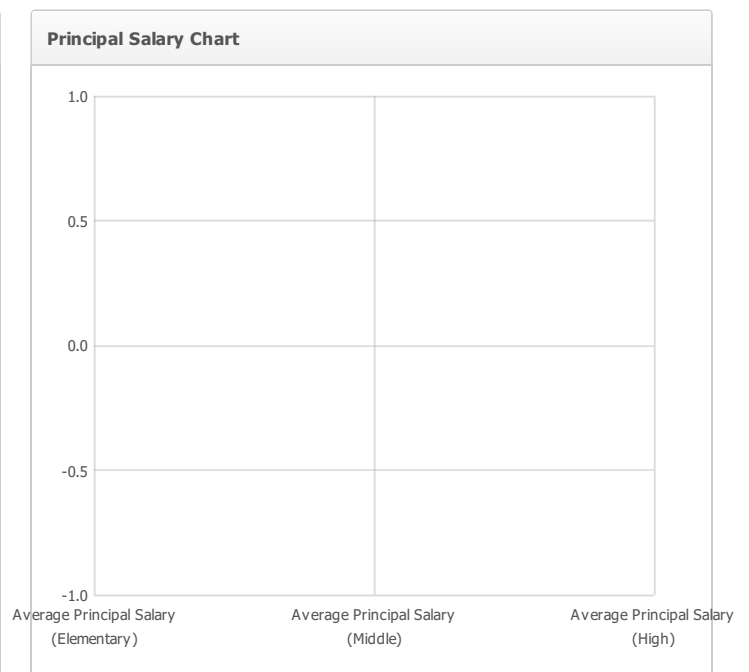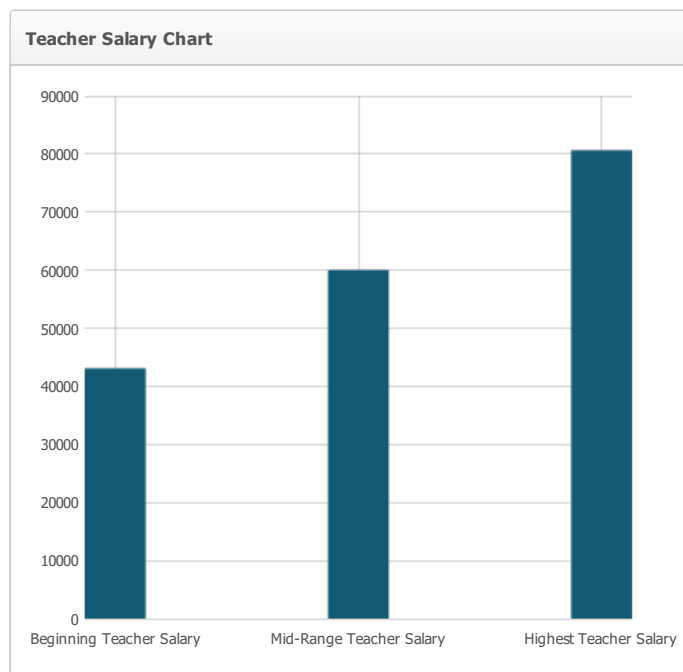
Last updated: 2/3/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4