

Spring Grove Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Spring Grove Elementary
Street	500 Spring Grove Rd.
City, State, Zip	Hollister, CA 95023
Phone Number	(831) 637-3745
Principal	Jennifer Bernosky
Email Address	jbernosky@sbcoe.org
Website	www.ncjUSD.org
County-District-School (CDS) Code	35 67504 6095202

Entity	Contact Information
District Name	North County Joint Union School District
Phone Number	(831) 637-5574
Superintendent	Jennifer Bernosky
Email Address	jbernosky@sbcoe.org
Website	www.ncjUSD.org

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

The mission of the North County Joint Union School District and Spring Grove School is to ensure that every student will receive an engaging, enriching, and rigorous educational experience using Common Core State Standards-based curriculum and common formative assessments and support to ensure student success.

Spring Grove School is dedicated to meeting the goals listed below.

1. All students will reach mastery of essential grade level ELA and Math standards
2. English Learners will be reclassified to Fluent English Proficient within 5 years
3. Attendance - maintain 96.5% attendance rate
4. Maintain a safe, clean and orderly campus
5. Increase communication to ensure that all stake holders are informed as it relates to academics, attendance, and student events

Spring Grove School is the only school in the North County Joint Union School District, located in the rural area of northern San Benito County. Spring Grove School serves an area of approximately 100 square miles. The 2018-2019 CALPADS report shows an enrollment of 720 students, in Transitional Kindergarten through eighth grades. Of these 720 students 432 (60%) are Hispanic, and 239 (33.19%) are white. The remaining 49 (6.81%) students include American Indian, Asian, African American and students with multiple ethnicity/races.

The school population is comprised of students whose families can trace their roots back to the abandoned one-room schoolhouses still visible in our district. Students come from generations of farming and ranching families. We also have students whose families migrated here from Mexico. In addition, there has been an influx of families that have moved here from outside of the county. The common element, however, is a belief in quality public education and high academic expectations.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	74
Grade 2	66
Grade 3	80
Grade 4	75
Grade 5	76
Grade 6	94
Grade 7	97
Grade 8	80
Total Enrollment	720

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.3
Filipino	0.3
Hispanic or Latino	60
White	33.2
Two or More Races	1
Socioeconomically Disadvantaged	44.6
English Learners	18.8
Students with Disabilities	10
Foster Youth	0.4
Homeless	0.7

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	36	36	36	46
Without Full Credential	3	0	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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.

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

Year and month in which data were collected: 10/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin K-5/ Saxon Phonics K-2/ Prentice Hall 6-8/Scholastic News and Storyworks	Yes	0
Mathematics	Eureka Math TK - 5th/ Big Idea Math 6th - 8th	Yes	0
Science	Scott Foresman K-5/ Glencoe 6-8	Yes	0
History-Social Science	Scott Foresman K-5/ Holt 6-8	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Spring Groves School boasts a very clean and well maintained school. Custodians and maintenance employees work tirelessly to keep classrooms and other facilities in exceptional condition. Each year the school is thoroughly inspected by school board members. Their findings and suggestions are quickly addressed by the superintendent.

The following improvement are made regularly:

- New carpets in classrooms and office buildings
- Old and damaged furniture replacement
- Gym floor restoration
- New outdoor tables and benches complete with umbrellas
- New fibar in playground
- New exterior paint for classrooms and office buildings
- Addition of a 30' x 30' shade structure
- Additional approved playground equipment
- Other routine repairs and upgrades

In addition to the list above, all classroom and exterior light fixtures have been updated with the latest technology and LED bulbs. Classrooms were also updated with dimmers for their lights. The District continues to increase Bandwidth which allows students and staff faster internet connection and will provide students the opportunity to complete the CAASPP Test efficiently.

All improvements are tied to the District Board of Trustee goals and objectives, to maintain a safe, clean and orderly campus environment.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/2019

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 Rating	Exemplary	

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)	65	66	65	66	50	50
Mathematics (grades 3-8 and 11)	52	50	52	50	38	39

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.

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	506	496	98.02	1.98	65.73
Male	244	236	96.72	3.28	61.02
Female	262	260	99.24	0.76	70.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	319	312	97.81	2.19	58.65
Native Hawaiian or Pacific Islander					
White	168	166	98.81	1.19	78.31
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	241	235	97.51	2.49	57.02
English Learners	138	134	97.10	2.90	43.28
Students with Disabilities	63	59	93.65	6.35	30.51
Students Receiving Migrant Education Services	57	56	98.25	1.75	51.79
Foster Youth					
Homeless	--	--	--	--	--

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.

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	506	497	98.22	1.78	49.90
Male	244	237	97.13	2.87	47.68
Female	262	260	99.24	0.76	51.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	319	313	98.12	1.88	38.34
Native Hawaiian or Pacific Islander					
White	168	166	98.81	1.19	69.88
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	241	235	97.51	2.49	37.45
English Learners	138	134	97.10	2.90	28.36
Students with Disabilities	63	59	93.65	6.35	30.51
Students Receiving Migrant Education Services	57	56	98.25	1.75	32.14
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

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
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas 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	16.2	20.3	48.6
7	11.9	33.0	42.2

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.

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)

Parents are actively involved in their children's education at Spring Grove School through membership in the Parent Teacher Organization, School Site Council, Asset Building Champions - Anti Bully Program, English Learner Advisory Committee (ELAC) and the Migrant Parent Advisory Committee. In addition, parents help out as classroom and school volunteers, guest speakers, and at special events. Parents have had multiple opportunities to contribute ideas during the development of the District's LCAP through surveys and meetings. As Common Core math strategies began to raise questions, the District continued to offer several math information workshops to help parents understand the shifts that were occurring. These math nights provided parents with strategies that they could use to assist their children with math homework. The District has also added parent training on reading strategies, digital citizenship, cyber-bullying, and cannabis.

Although parents are provided with many opportunities to be connected, parent involvement remains at top priority at Spring Grove School. Spring Grove is committed to improving communication with parents through providing translation of all information, keeping the school and District website as current as possible, and using social media.

The Spring Grove Parent Teacher Organization meets monthly on campus and hosts many annual fundraising and community events. The annual Wine and Roses Benefit helps raise the much needed funds the PTO uses to provide academic programs i.e: field trips, Reading Counts, campus beautification, and computer programs. Funds raised by the PTO also help to provide improved technology in the classrooms, teacher wish lists, sport teams uniforms and facility enhancements like benches, trees, landscaping and other campus beautification items. Additionally, Spring Grove PTO hosts a Fall Festival, fund raisers, Bingo Nights, Scholastic Book Fairs, and many other community events. The PTO enjoys encouraging and supporting staff, children and parents at Spring Grove.

The Spring Grove PTO is always seeking new members. More information regarding the Parent Teacher Organization and how they support Spring Grove can be found by visiting their website www.springgrovepto.com

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	1.0	0.0	0.1	1.0	0.0	0.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Spring Grove School provides a safe, clean environment for students, staff, parents and the community. A team of 5 custodial/grounds staff take pride in maintaining an organized, clean, and safe facility. A scheduled maintenance program is administered by the school in order to ensure that all classrooms and facilities are clean and well maintained. It is the goal of Spring Grove School to provide a safe, respectful environment for students as they learn.

The safety of students and staff is a primary concern of Spring Grove School. Spring Grove School school has a secure campus with fencing surrounding the entire campus. All gates are closed and locked during the school day. All classrooms and office buildings are equipped with columbine locks. Additional lighting has been installed in the main areas of the campus to provide more security. To further secure the campus, each classroom and adjoining doors have been equipped with a "123 Lock-Down Latch" which can be used in a Lockdown or emergency situation.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials, and state earthquake standards. The Disaster Preparedness Plan is a key element in the School Safety Plan. It includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock down drills are held on a regular basis throughout the school year. Emergency Plans and evacuation procedures are posted in each classroom and a five minute safety in-service is presented to the staff at each staff meeting. Yard duty staff are equipped with two way radios for communication and First Aid kits while on duty to maximize student safety on a daily basis. Annually, fibar is brought into the kindergarten and primary play structures to accommodate the underground playground safety code. A safety committee reviews and updates the safety plan and reports to the School Site Council.

Having clear discipline policies and procedures as well as effective supervision is essential. All visitors on campus are required to sign-in at the school office and proceed directly to their designated area.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	3		21	1	3		19	4		
1	22		3		23		3		24		3	
2	21	1	3		20	3	1		22		3	
3	24		3		25		3		20	2	2	
4	35		3	2	30		3	2	28		6	2
5	28		4		29		4		25	1	6	
6	26		3		31		3		22	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.5
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.

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	\$7,678.00	\$3,762.00	\$3,916.00	\$73,741.00
District	N/A	N/A	\$3,916.00	\$73,741.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-62.9	12.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

This figure reflects the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually. In addition to the general fund, Spring Grove received state and federal funding for the following categorical, special education and support programs:

- RtI: Tier I and Tier II
- Push-In Support ELA and Math and Special Education
- Extended Day Intervention ELA and Math
- Enrichment Programs such as Art and Technology
- English Language Development (ELD)
- Study Hall
- Summer School
- Evening Math Support
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- Orton-Gillingham
- After-School Tutoring
- AVID

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,642	\$45,252
Mid-Range Teacher Salary	\$70,059	\$65,210
Highest Teacher Salary	\$91,161	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$133,000	\$124,686
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

Spring Grove School continues to keep professional development a high priority. Teachers and administrators are actively involved in professional growth activities. These activities keep educators abreast of changes in curriculum standards, instructional materials, assessment and instructional strategies. Staff members are provided with time and resources for collaboration and planning. Professional improvement opportunities for teachers include training for new teachers, in-services and general staff development.

Professional Learning Communities (PLC's) continue to be a point of emphasis at Spring Grove School. PLC's are the most significant strategy for long-term school improvement. PLC's help administrators and teachers develop clear goals for student achievement and the strategies to maximize student performance. The main focus of PLC's is teacher collaboration. Every Thursday, the students are dismissed at 1:00 p.m. The remainder of the day is devoted to teacher collaboration for curriculum improvement based on data, targeted remediation, academic development and reassessment.

Other training for staff include:

- Eureka Math Training for administrators and teachers
- CAASPP/Smarter Balanced training for the assistant principal and teachers
- Whole Brain Teaching
- Academic vocabulary building with a core group of K-8th grade teachers
- ELD curriculum training
- Special Education training and updates on the law for the Administrative School Psychologist/Special Education Coordinator
- Special Education training for resource teachers, classroom teachers, and Special Education Aides
- Technology training for teachers
- CTA - Good Teacher Conference
- NGSS training for teachers
- Integrating the Arts for teachers
- Math standards and pacing for teachers (2 days)
- PLC conference (3 days)
- Read 180 training and coaching for Special Education Teachers
- AVID for teachers and teachers and administrators
- Orton-Gillingham (phonics and reading) teachers and paraprofessionals
- Powerschool (SIS) Training
- Multi-Tiers System of Support (MTSS)
- i-Ready Math training for all teachers

Spring Grove School encourages all teachers in continuing their education and professional growth. Current listings of educational workshops and classes are posted in the staff room.