

Springhill Elementary School

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	Springhill Elementary School
Street	3301 Springhill Rd.
City, State, Zip	Lafayette, CA 94549-2519
Phone Number	925.927.3580
Principal	Mette Thallaug
Email Address	mthallau@lafsd.org
Website	http://ses-lafsd-ca.schoolloop.com/
County-District-School (CDS) Code	07617136003792

Entity	Contact Information
District Name	Lafayette Elementary School District
Phone Number	(925) 927-3500
Superintendent	Richard Whitmore
Email Address	rwhitmore@lafsd.org
Website	www.lafsd.org

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

The mission of the Springhill School community is to learn, work, and play in a safe place where respect for each other and responsibility for our actions creates trust, teamwork, and an atmosphere of friendship.

Springhill is nestled in a residential neighborhood and is known for its high achievement and close-knit “family” feel. We attribute this success to a highly committed staff and community of families. Students, staff members, and parents perceive the school as a positive place to learn and have established high expectations for student achievement and behavior. Springhill School is proud of its consistent and outstanding academic achievements as well as its character development program under the umbrella of CHARACTER COUNTS!®. The dedication and expertise of staff and a supportive parent community provide an outstanding educational experience that promotes the academic, social, emotional, cultural, and physical development of each child. While the Parent Faculty Club (PFC) provides a wide range of volunteer services, parent education opportunities and financial support, the District education foundation, Lafayette Partners in Education (LPIE), provides generous financial support to all our schools.

Springhill School is an elementary school of approximately 450 students in a kindergarten through fifth grade setting, including three Special Day Classes. Maintaining high district-wide standards, we have a soft cap of 22 students in kindergarten, 24 in first through third grade classes and a soft cap of 29 in our fourth and fifth grade classes.

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

Grade Level	Number of Students
Kindergarten	63
Grade 1	72
Grade 2	75
Grade 3	76
Grade 4	81
Grade 5	87
Total Enrollment	454

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	7
Filipino	1.1
Hispanic or Latino	7.3
White	69.6
Two or More Races	13.9
Socioeconomically Disadvantaged	2.9
English Learners	2.9
Students with Disabilities	11
Homeless	

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	26	26	25	196
Without Full Credential	0	0	0	0
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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann- Units of Study in Reading and Writing Adopted 2011	Yes	0
Mathematics	Houghton Mifflin - Math Expressions Adopted 2016	Yes	0
Science	Pearson Scott Foresman- California Science Adopted 2007	Yes	0
History-Social Science	TCI- Social Studies Alive! Adopted 2018	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is in good condition. 70% of the roofs are at 80% of their lifespan.

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: 11/21/19

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	School is clean and well maintained.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	70% of roofs are at 80% of their life span.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	82	80	85	84	50	50
Mathematics (grades 3-8 and 11)	77	77	82	83	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	230	221	96.09	3.91	79.64
Male	126	121	96.03	3.97	76.86
Female	104	100	96.15	3.85	83.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	19	18	94.74	5.26	77.78
Native Hawaiian or Pacific Islander					
White	163	156	95.71	4.29	79.49

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	30	29	96.67	3.33	75.86
Socioeconomically Disadvantaged	11	11	100.00	0.00	72.73
English Learners	--	--	--	--	--
Students with Disabilities	26	25	96.15	3.85	36.00
Students Receiving Migrant Education Services					
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	230	220	95.65	4.35	77.27
Male	126	119	94.44	5.56	80.67
Female	104	101	97.12	2.88	73.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	19	18	94.74	5.26	61.11
Native Hawaiian or Pacific Islander					
White	163	155	95.09	4.91	76.13
Two or More Races	30	29	96.67	3.33	86.21
Socioeconomically Disadvantaged	11	11	100.00	0.00	81.82
English Learners	--	--	--	--	--
Students with Disabilities	26	23	88.46	11.54	52.17
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	11.5	31.0	46.0

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)

The objective of the Springhill Parent-Faculty Club (PFC) is to make its members available to contribute to the ongoing school program in a variety of ways. There are countless opportunities for parents to get involved. All time spent volunteering enhances the education our children are receiving. In addition to numerous PFC activities, there are classroom representatives that liaison with each teacher and volunteers that work directly with the students in each class.

Springhill has a very active Parent Faculty Club (PFC), which support vital programs, materials, and services. Community and school events abound, with parent volunteers at the center of each. Parent and community volunteers are essential partners in education at Springhill. A visitor at Springhill might see volunteers working in classrooms, helping with special programs, tutoring individuals or groups, doing clerical work, checking books out of the library, working on fundraising committees, or any other needed support work around campus. The PFC at Springhill has a passion for building community with our families. They host events throughout the year to bring families closer together: Welcome Back and Grade Level Coffees, Fall Family Picnic, Walkathon and Parent Education evenings.

In addition to volunteer work at our school, parents fund several vital school programs at Springhill in collaboration with LPIE. Through the efforts of an enormous volunteer cohort, the PFC and LPIE fund physical education instruction, supplemental instructional materials, facility improvements, staff professional development, classroom aides and many other programs and supports. These funds are raised through school site fund raising events and the Annual LPIE ONE ASK Campaign.

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	1.4	0.6	0.6	1.2	0.5	0.8	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)

Our School Safety and Emergency Plans are on file in the office.

We hold monthly drills and review safety procedures with students and staff on a regular basis. The plan is updated annually. The plan includes emergency school- wide responses to fire, flood, earthquake, chemical spills and other disasters. In addition, it details plans for setting up a temporary shelter, an evacuation center or evacuation to other sites. The plan includes assignment of special, temporary duties for all personnel. Parents receive regular information and reminders about our emergency procedures in the weekly Springhill Spotlight. The school Leadership Team meets regularly, adding safety to the agenda as needed throughout the year to work on specific improvements to playground supervision and campus safety issues as they arise.

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		3		22		3		21		3	
1	23		3		24		3		24		3	
2	22		3		23		3		24		3	
3	23		3		19	1	3		19	1	3	
4	22		4		25		3		24		3	
5	19	1	4		18	2	4		23	1	3	
Other**	8	3			7	1			5	1		

*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	
Speech/Language/Hearing Specialist	1.0

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	1.5
Other	1.6

*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	\$12,258	\$3,597	\$8,661	\$76,650
District	N/A	N/A	\$8,661	\$76,963
Percent Difference - School Site and District	N/A	N/A	0.0	-0.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	4.5	-2.5

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)

The District's general fund includes monies for:

- General operations – services, materials, and support to general education
- Special education – programs offering appropriate, individualized education to students with special needs
- Maintenance and operations; grounds
- District administration

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,013	\$49,378
Mid-Range Teacher Salary	\$72,495	\$77,190
Highest Teacher Salary	\$91,752	\$96,607
Average Principal Salary (Elementary)	\$123,909	\$122,074
Average Principal Salary (Middle)	\$153,826	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$221,346	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	6%

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	3	3

School Instruction and Leadership:

District curriculum work is based on a comprehensive Three-Year Plan that was presented to the Governing Board in September of 2019. The plan includes implementation of key initiatives within the Strategic Plan and District Goals. The Three-Year Plan sets forth goals and priorities which serve to focus and guide the District in its instructional planning and align with the LCAP.

Instruction at all grade levels is currently based on adopted content standards. Research-based instructional strategies, including critical thinking, the workshop model, Teachers College Reading and Writing Project and differentiated instruction are all used in all classrooms with a clear focus on meeting the academic needs of each student. Teachers meet regularly in grade level teams or in departments to plan and engage in professional dialogue around student learning and to monitor student progress.

The District's Curriculum Council meets monthly to discuss and review all areas of the curriculum. They are also a guiding force in determining systemic, relevant professional development for the District. Curriculum Council grade level leaders organize and facilitate District-wide grade level opportunities for articulation and planning. Administrators and teachers at all grade levels participate in professional development days, after school workshops and Professional Learning Communities to deepen and expand strategy instruction. Site administrators at all schools are committed to providing focused, aligned instructional leadership. Principals meet together monthly to discuss and plan for the implementation of instructional strategies based on data analysis. Professional Learning Communities and department meetings engage in professional dialogue around student data and content areas to plan and share strategies and promote deeper understanding of content. We have recently adopted materials aligned to Next Generation Science Standards with a focus on instructional practices providing understanding through rich tasks, discourse, and thinking.

Professional Development:

The Lafayette School District values professional development as fundamental to the success of the District. Professional development increases educators' knowledge and enhances their professional skills, deepens their understanding and appreciation for the varied needs of students and enhances their capacity to facilitate the learning success of all students. A Professional Development Three-Year Plan has been developed to provide the structure and means through which educators continuously enhance their professional competency. Creating and sustaining a teacher effectiveness system that enhances student achievement hinges on a well-developed professional development strategy focused on District Goals. The plan includes implementation of key initiatives within the Strategic Plan and District Goals.

Our plan recognizes that high quality professional development that improves the learning of all students is:

- driven by the results of a regular and systematic analysis of a variety of data and information on student learning
- focused on the effective implementation of research-based educational practices
- responsive to the unique learning needs and styles of each individual educator
- best accomplished through the development of collaborative learning communities whose goals are aligned with the priorities of the district.

Focus areas for professional development are based on assessment data, District initiatives and content standards and are focused on improving student achievement and deepening and strengthening teacher practice. Professional development also occurs at all sites in a variety of ways. Professional Learning Communities, book groups, peer coaching, demonstration lessons, after-school workshops, weekly K-5 designated meeting times and 6-8 grade level/department level meetings all provide opportunities for collaboration and professional development. Three District-wide professional development days are scheduled throughout the year providing the opportunity for collaboration and expanding and deepening district curriculum work.