

Hot Springs Elementary School

2018-2019 School Accountability Report Card

Hot Springs Elementary School District

CDS: 54-71951-6054100

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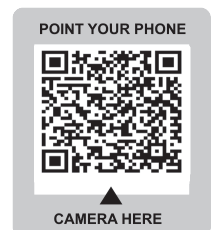
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[www.tcoe.org/
districts/hotsprings.
shtm](http://www.tcoe.org/districts/hotsprings.shtm)

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District Profile (School Year 2019-20)

Hot Springs Elementary School is located 32 miles southeast of Porterville and 63 miles northeast of Bakersfield at an elevation of 3,500 feet, just below the Sequoia National Monument's western boundary. The District is composed of one elementary school serving students in grades k-8. The District's vision of Hot Springs Elementary School is to make steady, sustained progress toward academic excellence. We teach to build foundations for future learning and academic growth. While our primary function is to academically educate, we also would like to equip our students with moral and emotional stability and integrity with a stimulated interest in education and the world around. Hot Springs Elementary School uses a child-centered, self-motivating approach to create active learners. Due to our small student-to-staff ratio, our district is able to provide "individualized program instruction" for every student, thereby, enabling every student to progress at his or her own individual rate. A high value is placed on enhancing a child's positive self-image and development of self-discipline and self-motivation.

School Enrollment

The charts illustrates the enrollment trend by grade or student group.

Enrollment by Student Group	
2018-19	
	Percentage
Hispanic or Latino	21.1
White	63.2
Two or More Races	10.5
Socioeconomically Disadvantaged	100.0
Students with Disabilities	5.3

Enrollment Trend by Grade Level			
	2016-17	2017-18	2018-19
K	4	1	-
1st	3	2	1
2nd	2	3	2
3rd	2	3	3
4th	2	2	4
5th	2	3	3
6th	-	3	3
7th	1	-	2
8th	2	1	1
Total	18	18	19

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	1	2	2	2
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

District-Adopted Textbooks

Hot Springs Elementary School District held a public hearing on September 11, 2018 and determined that the school had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: October, 2019					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
K-6	English Language Development	Houghton Mifflin	2017	Yes	0.0%
7th-8th	English Language Development	McGraw-Hill	2017	Yes	0.0%
7th-8th	History/Social Science	National Geographic	2018	Yes	0.0%
K-6	History/Social Science	Weekly Studies	2018	Yes	0.0%
K-8	Mathematics	Go Math!	2015	Yes	0.0%
K-6	Reading Language Arts	Houghton Mifflin	2017	Yes	0.0%
7th-8th	Reading/Language Arts	McGraw-Hill	2017	Yes	0.0%
K-6	Science	Glencoe	2018	Yes	0.0%
7th-8th	Science	McGraw-Hill	2018	Yes	0.0%

School Facilities (School Year 2019-20)

Hot Springs Elementary School has one facility with two classrooms, an administrative office, reception area and a library. The large classroom can be split into two classrooms when attendance reaches the point that the students can be split into lower and upper grades. The classroom next to the library is used as a computer lab and conference room. The grounds and buildings are maintained to the highest standards.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. The table shows the results of the most recent school facilities inspection, data of which was collected in October 2019. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

School Facility Conditions				
Date of Last Inspection: 05/06/2019				
Overall Summary of School Facility Conditions: Exemplary				
Data Collected: October, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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)

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The results of Hot Springs Elementary School are not presented because the student population is fewer than 10 at each grade level. If presented, the data could easily be associated with a specific student, therefore the state does not report actual data when the student population is fewer than 10.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of physical education.

Physical Fitness (School Year 2018-19)

In the spring of each year, Hot Springs Elementary School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. More information is available at the website of <http://www.cde.ca.gov/ta/tg/pf/>. The results of Hot Springs Elementary School are not presented because the student population is fewer than 10 at each grade level. If presented, the data could easily be associated with a specific student, therefore the state does not report actual data when the student population is fewer than 10.

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

Parents have an opportunity to be involved in the Hot Springs Elementary School Site Council and the Parent Group. All activities are in the monthly newsletter and calendar that is mailed to the parents. Flyers are sent out to ask for volunteers for the various school events. Parents are encouraged to have teacher conferences and visit the classroom. Hot Springs Elementary School believes that the basis for a good education is a strong commitment from students and teachers, and parent involvement. Parents are encouraged to monitor homework on a nightly basis to check that it is complete, correct and neat prior to its being turned in the following day. Children participate in a nightly reading program sponsored by Pizza Hut and based upon their participation and the parents' involvement; the children receive monthly certificates for individual pizzas.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

The Student and Parent/Guardian Handbook for the Hot Springs Elementary School District is followed to enforce district wide rules which will allow all of our students to be safe and free of distraction in our schools. We encourage all students to practice respect for themselves and others in order to avoid any disciplinary issues. It is never wrong to "do the right thing!"

The table displays the percentage of students suspended and expelled for the school, district and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.00	0.00	4.00	0.00	0.00	0.00
District	0.00	0.00	4.00	0.00	0.00	0.00
State	3.65	3.51	3.50	0.09	0.08	0.10

Safe School Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Hot Springs Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in April, 2019. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Students are supervised before and after school by certificated staff, classified staff, and the principal. Classified staff and the principal supervise students during lunch. There is a designated area for student drop off and pick up which is directly in front of the school. Visitors are required to check in with the office upon arrival at school.

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.

School Leadership

Leadership at Hot Springs Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership responsibilities have been assumed by Superintendent Tom Byars.

Staff Development

The School Site Council has identified staff development as a top priority and approves time and training every year. Teachers are encouraged to enroll in professional development classes. Hot Springs Elementary School did not provide any mandatory staff development days in the 2018-19 school year.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Tulare County public libraries located in Pixley, which contain numerous computer workstations.

Counseling & Support Staff (School Year 2018-19)

The Tulare County Office of Education, through a county-wide SELPA program and Library Media contract, provides the Hot Springs Elementary School District with personnel as needed.

Class Size

The table indicates the average class size by grade level as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	16	17	18	16	17	18	16	17	18	16	17	18
By Grade Level												
K	4	1	-	1	1	-	-	-	-	-	-	-
1	3	2	1	1	1	1	-	-	-	-	-	-
2	2	3	2	1	1	1	-	-	-	-	-	-
3	2	3	3	1	1	1	-	-	-	-	-	-
4	2	2	4	1	1	1	-	-	-	-	-	-
5	2	3	3	1	1	1	-	-	-	-	-	-
6	-	3	3	-	1	1	-	-	-	-	-	-
7	1	-	2	1	-	1	-	-	-	-	-	-
8	2	1	1	1	1	1	-	-	-	-	-	-

Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the budget for the state averages for districts of the same type and size. As a one-site school district, Hot Springs Elementary School District is not required to publicize this data in order to protect the privacy of sensitive salary details of staff. (Reference to Education Code 41409.3) Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2017-18		
	District	State
Beginning Teachers	-	\$45,252
Mid-Range Teachers	-	\$65,210
Highest Teachers	-	\$84,472
Elementary School Principals	-	\$107,614
Middle School Principals	-	\$112,242
High School Principals	-	-
Superintendent	-	\$124,686
Salaries as a Percentage of Total Budget		
Teacher Salaries	11.0%	31.0%
Administrative Salaries	8.0%	7.0%

District Expenditures (Fiscal Year 2017-18)

The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School & District	
Total Expenditures Per Pupil	\$24,741
From Supplemental/Restricted Sources	\$6,160
From Basic/Unrestricted Sources	\$18,581
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	147.5%

District Revenue Sources (Fiscal Year 2018-19)

Hot Springs Elementary School District pays for county services (i.e.: nurse, psychologist, and speech therapist). Categorical funds provide us with monies for school improvement, economic impact aid, Title I, Title II, Title IV, and Title VI. Each year the site council makes a decision on the most beneficial use of these funds.