

Escuela Primaria Spencer Valley
Informe de Responsabilidad Escolar 2022-23
Informado utilizando datos del año escolar 2022-23
Departamento de Educación de California

DIRECCIÓN:	4414 Carretera 78 y 79 Santa Ysabel, CA, 92070-0159	Principal:	Kelly Baas, directora
Teléfono:	(760) 765-0336	Rango de grados:	K-8

Antes del 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/> .
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/> .
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel escolar de California

El Panel Escolar de California (Dashboard) <https://www.caschooldashboard.org/> refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acceso a Internet

El acceso a Internet está disponible en bibliotecas públicas y otros lugares de acceso público (por ejemplo, la Biblioteca Estatal de California). El acceso a Internet en bibliotecas y lugares públicos generalmente se proporciona por orden de llegada. Otras restricciones de uso pueden incluir las horas de funcionamiento, el tiempo que se puede utilizar una estación de trabajo (según la disponibilidad), los tipos de programas de software disponibles en una estación de trabajo y la capacidad de imprimir documentos.

Acerca de esta escuela

Kelly Baas, directora

📍Directora, Escuela Primaria Spencer Valley

Acerca de nuestra escuela

Kelly Baas

Contacto

Spencer Valley Elementary
4414 Highway 78 y 79
Santa Ysabel, CA 92070-0159

Teléfono: [\(760\) 765-0336](tel:7607650336)

Correo electrónico: kelly@svesd.net

Información de contacto (año escolar 2023-24)

Información de contacto del distrito (año escolar 2023-24)

Nombre del distrito	Escuela Primaria Spencer Valley
Número de teléfono	(760) 765-0336
Superintendente	Baas, Kelly
Dirección de correo electrónico	kelly@svesd.net
Sitio web	www.sdcoe.k12.ca.us/districts/spencer

Información de contacto de la escuela (año escolar 2023-24)

Nombre de escuela	Escuela Primaria Spencer Valley
Calle	4414 Carreteras 78 y 79
Código postal	Santa Isabel, CA, 92070-0159
Número de teléfono	(760) 765-0336
Principal	Kelly Baas, directora
Dirección de correo electrónico	kelly@svesd.net
Sitio web	http://svesd.net
Código de condado-distrito-escuela (CDS)	37684036040554

Última actualización: 30/01/24

Descripción de la escuela y declaración de misión (año escolar 2023-24)

La Escuela Spencer Valley combina los valores tradicionales y el ambiente personalizado de la escuela del siglo XIX con la tecnología actual y la comprensión del potencial humano para crear una escuela modelo para el siglo XXI. Hemos estado educando estudiantes desde 1876.

Spencer Valley Elementary, un distrito de una sola escuela con aulas de varios grados, está ubicada en Wynola Valley, al pie de la montaña Volcan, en el noreste del condado de San Diego, cerca de la histórica ciudad de Julian. El distrito escolar de 9,9 millas cuadradas consta de una escuela, con 15 empleados de tiempo parcial y completo, y una población estudiantil que fluctúa entre 30 y 60 estudiantes de preescolar a octavo grado en un año determinado.

Los miembros del personal cuentan con credenciales y certificados especializados y/o tienen experiencia y capacitación en primera infancia (TK), especialistas en recursos, artes, primeros auxilios/RCP, música, tecnología y jardinería. Con una población estudiantil de 50 y un personal de 4 maestros de tiempo completo, un maestro/administrador, un maestro de recursos de aula de tiempo parcial, dos asistentes de apoyo de aula de tiempo parcial, un asistente de tecnología y tutores pares; los estudiantes reciben la instrucción individualizada necesaria adaptada a sus necesidades. Este entorno único permite a los estudiantes ganar independencia y desarrollar responsabilidad por su propio aprendizaje, comportamiento y la comunidad escolar.

Our Mission:

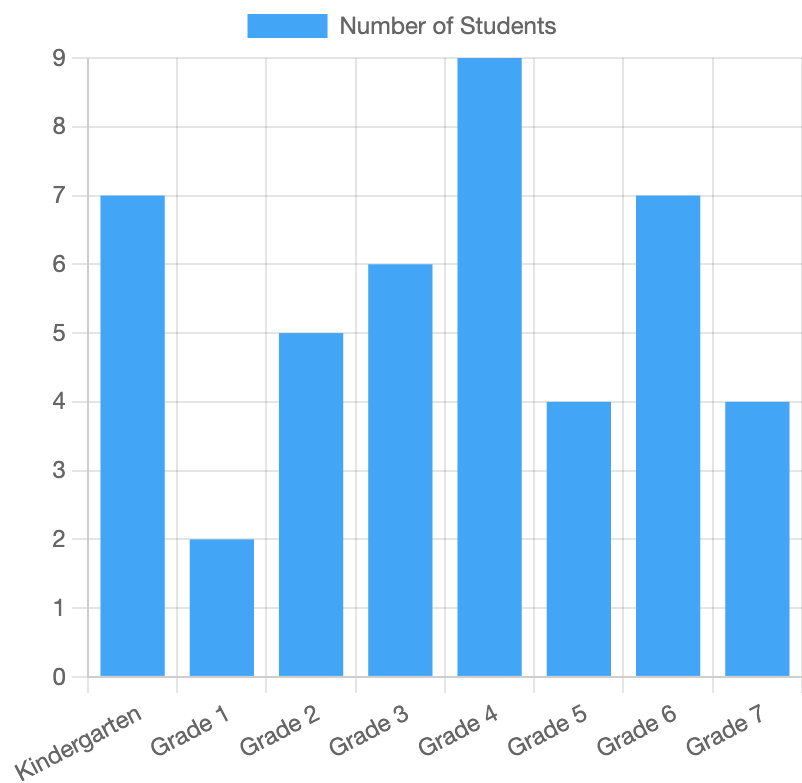
Our mission:

Spencer Valley School is a public elementary school, which provides a comprehensive education, in a safe, nurturing environment. Students develop the high academic skills, creativity, self confidence and resourcefulness necessary to approach life with optimism, live it with integrity, and to make a positive difference in the world. The school's unofficial credo, "Produce great people, the rest follows", paraphrases a quote from author and poet, Walt Whitman, who published at the time this school was founded in 1876.

Last updated: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	7
Grade 1	2
Grade 2	5
Grade 3	6
Grade 4	9
Grade 5	4
Grade 6	7
Grade 7	4
Total Enrollment	44



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	36.40%	English Learners	11.40%

Female	33.40%
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English Learners	11.40%
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Student Group	Percent of Total Enrollment
Male	63.60%
Non-Binary	0.00%
American Indian or Alaska Native	4.50%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	36.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	11.40%
White	47.70%

Student Group (Other)	Percent of Total Enrollment
Foster Youth	2.30%
Homeless	2.30%
Migrant	0.00%
Socioeconomically Disadvantaged	43.20%
Students with Disabilities	11.40%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.50	87.50%	135.80	95.85%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	12.50%	0.50	0.35%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.20	2.27%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	2.10	1.53%	18854.30	6.86%
Total Teaching Positions	4.00	100.00%	141.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.00	100.00%	123.70	94.72%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.10	0.08%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	2.33%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	3.70	2.86%	15831.90	5.67%
Total Teaching Positions	4.00	100.00%	130.60	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.60%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Wonders, McGraw Hill Education, Grades K-6 California Wonders ELD, McGraw Hill Education, Grades K-6 California Collections, Houghton Mifflin Harcourt, Grades 7-8 Units of Study in Opinion, Information, and Narrative Writing, Lucy Calkins, Grades K-5 SRA Flex Literacy, McGraw Hill Education, Grades 3-8 Phonics, Pearson, Grades K-6	Yes	0
Mathematics	Everyday Mathematics, McGraw Hill Education, Grades Pre-K-6 CPM (College Preparatory Mathematics), CPM Educational Program, Grades 6-8	Yes	0
Science	Twig Science, Twig Education, Grades K-5 Science Bits, Learning Bits, S.L., Grades 5-8	Yes	0
History-Social Science	myWorld, Pearson, Grades K-5 Ancient Civilizations, National Geographic, Grade 6 Medieval & Early Modern Times, National Geographic, Grade 7 US History, National Geographic, Grade 8	Yes	0
Foreign Language	¡Listos!, Vista Higher Learning,	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	HIV/STD Prevention Education, UCSF, available through American Red Cross	Yes	0
Visual and Performing Arts	Art in Action District adopted district designated alternative program in July 2009. Participated in training for the National Core Arts Standards Supplements with Art in Action and lessons provided by local artists.	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

School indoor and outdoor environments are clean and well maintained. Roofing, carpet, interior and some exterior paint, and a fire system were replaced in summer of 2017. In the summer of 2018, Prop 39 energy upgrades took place with installation of new HVAC systems, efficient lighting, and new ceilings. Gutters and fascia were replaced, and exterior painting was completed in Fall of 2023. The Spencer Valley Annex is completed and houses our after school program and two preschool classrooms. The Annex includes additional parking and site safety upgrades with the addition of a new entrance. Bathroom upgrades, interior painting, and a water system storage tank to be upgrade are in planning processes.

Per the FIT, the school is in exemplary condition. The District is in the process of going out to bid for interior painting during the summer of 2024. The annex building is only 1 year old.

Last updated: 1/30/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

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	Art room faucet does not work. The primary use is to wash paint brushes and trays. Other sinks are used for this purpose. A plumber has been hired to find a suitable replacement.
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: January 2024

Overall Rating	Exemplary
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Last updated: 1/30/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-administered assessment****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	58%	67%	58%	42%	47%	46%
Mathematics (grades 3-8 and 11)	68%	47%	68%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/31/24***CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment****Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	30	100.00%	0.00%	66.67%
Female	--	--	--	--	--
Male	20	20	100.00%	0.00%	60.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	14	100.00%	0.00%	57.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	12	100.00%	0.00%	91.67%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	15	15	100.00%	0.00%	53.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	30	100.00%	0.00%	46.67%
Female	--	--	--	--	--
Male	20	20	100.00%	0.00%	45.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	14	100.00%	0.00%	50.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	12	100.00%	0.00%	58.33%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	15	15	100.00%	0.00%	40.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	--	--	--	--	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Spencer Valley Elementary School District looks to provide family engagement activities in order to build capacity within our school families and extended community.

We provide:

- Opportunities for adults, students, and staff to participate in meetings and surveys for curricular, safety, and budgetary decision making.
- Educational Partner Meetings monthly in order to have community and families provide input into the new LCAP development
- Other surveys to collect school safety information about the effectiveness of Spencer Valley's programs and effectiveness of home to school communication from all groups.

Together we identify and implement new ideas, monitor and evaluate our successes, and make any needed changes each year in:

- Goals to support achievement targets
- Instructional support programming (homework, summer school, Jump Start Summer Camp, tutoring)
- Expansion of programs

Expansion of programs

- Social/emotional supports and attendance targets
- Enrichment activities and partnerships

Parents, family, and community members have opportunities to become:

- Classroom volunteers
- Field trip chaperones or guest speakers
- Attendees of fall festival, Shakespeare performances, dinner theater volunteers, Family Movie Nights, Family Math Nights, Valentine Family Karaoke Night, Family Dodgeball Tournament, and Tacky Day (to name a few).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	45	45	2	4.4%
Female	16	16	2	12.5%
Male	29	29	0	0.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	0	0	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	15	15	0	0.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	6	6	1	16.7%
White	22	22	1	4.5%
English Learners	5	5	0	0.0%
Foster Youth	1	1	0	0.0%
Homeless	1	1	0	0.0%
Socioeconomically Disadvantaged	14	14	0	0.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	8	8	2	25.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

School Safety Plan (School Year 2023–24)

The school safety protocols and routines are updated each school year. Parents are updated and provided input through meetings and various surveys sent home. The entire staff reviewed and provided input in the safety plan at the start of the 2023-24 school year. Staff and students participate in safety drills throughout the year. All staff is CPR/First Aid trained, and staff has received CPI training. Plans and procedures were updated to incorporate the input from staff and families.

Last updated: 1/30/24

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 2020–21)

All classrooms are combo classes. For 2023-24 school year the combo classes are TK/K/1st grade, 2nd/3rd grades, 4th/5th grades and 6th/7th/8th grades.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	1		
1	7.00	1		
2	4.00	1		
3	2.00	1		
4	6.00	1		
5	4.00	1		
6	4.00	1		
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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	1		
1	2.00	1		
2	5.00	1		
3	6.00	1		
4	4.00	1		
5	5.00	1		
6	2.00	1		
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7.00	1	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	11.00	3	0	0

* 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.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	0.50

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento de tiempo completo.

Última actualización: 30/01/24

Gastos por alumno y salarios de los maestros del plantel escolar (año fiscal 2021-22)

Nivel	Gastos totales por alumno	Gastos por alumno (restringidos)	Gastos por alumno (sin restricciones)	Salario promedio de los maestros
Sitio escolar	\$42155.00	\$13252.00	\$28903.00	\$54652.00
Distrito	N / A	N / A	\$28903.00	\$54652.00
Diferencia porcentual: sitio escolar y distrito	N / A	N / A	0,00%	0,00%
Estado	N / A	N / A	\$7606.62	\$75753.00
Diferencia porcentual: sitio escolar y estado	N / A	N / A	--	--

Nota: Las celdas con valores N/A no requieren datos.

Última actualización: 31/01/24

Tipos de servicios financiados (año fiscal 2022-23)

El Distrito Escolar Spencer Valley apoya estratégicamente a los estudiantes con bajo rendimiento en lectura, artes del lenguaje y matemáticas, y apoya a todos los estudiantes con apoyo social y emocional. A continuación se muestra una lista de los servicios ofrecidos.
• el club de tareas después de la escuela y la tutoría individual con un maestro están abiertos a los estudiantes tres días a la semana y están organizados y atendidos por maestros certificados. Todos los estudiantes están invitados o simplemente asisten al club de tareas cuando necesitan ayuda y, ocasionalmente, los maestros solicitan que los estudiantes asistan a tutorías si tienen dificultades. • Los estudiantes EL asisten regularmente al club de tareas para obtener apoyo académico adicional. • Proporción de computadora 1 a 1 en los grados 2 a 8 • Recursos en línea • Intervenciones específicas en el aula y mediante apoyo con el maestro de recursos y el asistente de instrucción. • El psicólogo escolar trabaja a tiempo parcial y trabaja con estudiantes con dificultades. • Consejero de Vista Hill que apoya a los estudiantes en crisis o estudiantes que tienen comportamientos que impiden el aprendizaje. • Apoyos de comportamiento positivo (PBIS) • Prácticas restaurativas y estrategias receptivas en el aula • Recopilación y monitoreo de datos • Asociaciones con fundaciones y grupos comunitarios locales • Enriquecimiento ELOP después de clases para todos los estudiantes hasta las 4 p.m.

Última actualización: 30/01/24

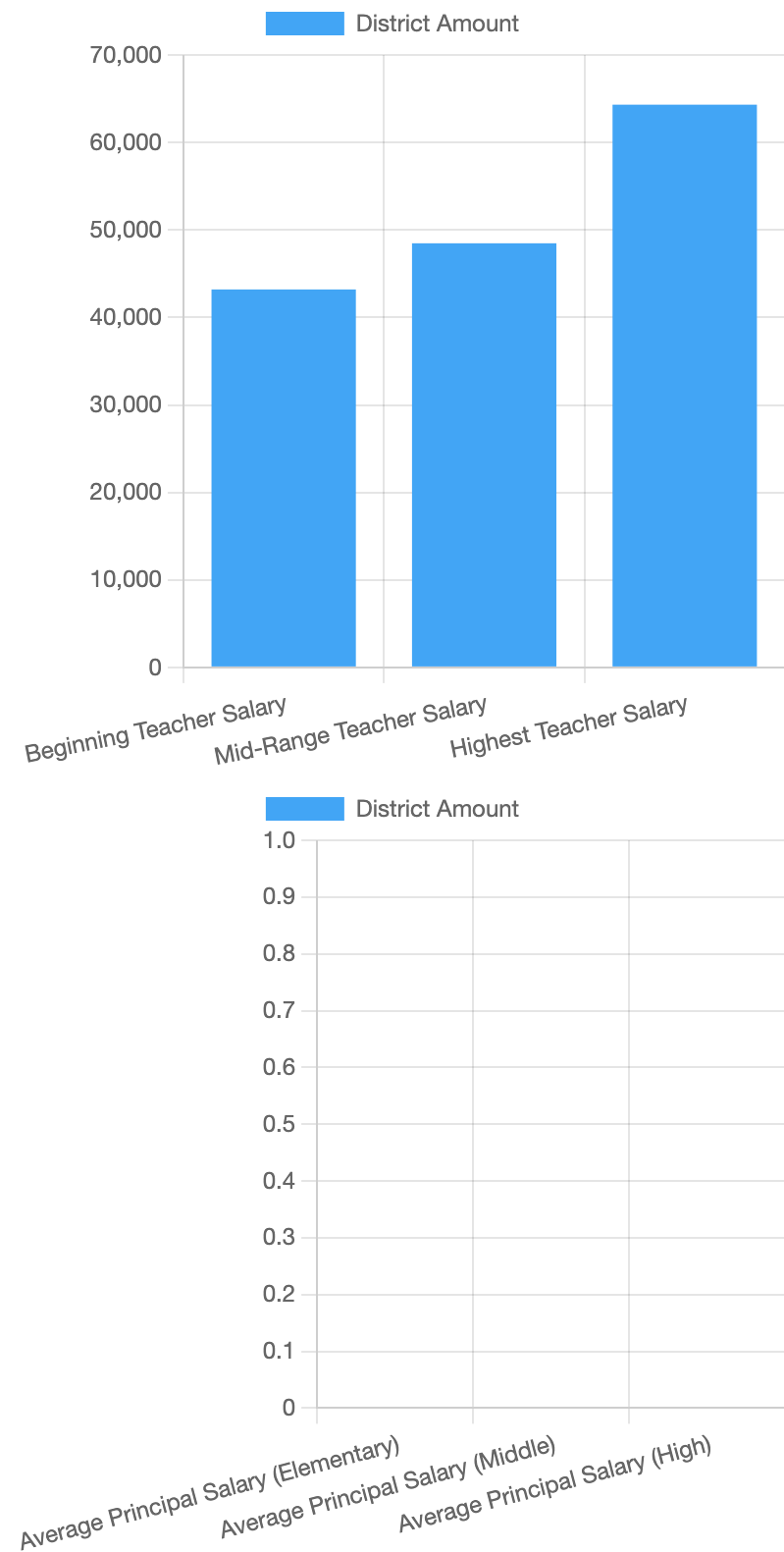
Salarios administrativos y docentes (año fiscal 2021-22)

La página no guardaba los montos ingresados.

Categoría	Monto del distrito	Promedio estatal para distritos de la misma categoría
Salario del maestro principiante	\$43200.00	\$48480.69
Salario docente de rango medio	\$48474.00	\$73129.10
El salario más alto de un maestro	\$64318.00	\$99406.48
Salario principal promedio (primaria)	\$0.00	\$117381.01
Salario principal promedio (medio)	\$0.00	\$128157.93
Salario principal promedio (alto)	\$0.00	\$0.00
Salario del superintendente	\$125000.00	\$138991.00
Porcentaje del presupuesto para salarios docentes	11,72%	29,34%

Categoría	Monto del distrito	Promedio estatal para distritos de la misma categoría
Porcentaje del presupuesto para salarios administrativos	0,27%	5,99%

Para obtener información detallada sobre salarios, consulte la página web de Salarios y beneficios certificados del CDE en <https://www.cde.ca.gov/ds/fd/cs/> .



Desarrollo profesional

Medida	2021-22	2022-23	2023-24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	4	4	5

Última actualización: 30/01/24