

Spencer Valley Elementary
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address:	4414 Highway 78 and 79 Santa Ysabel, CA , 92070- 0159	Principal:	Kelly Baas, Principal
Phone:	(760) 765-0336	Grade	TK-8
		Span:	

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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Kelly Baas, Principal

📍 Principal, Spencer Valley Elementary

Contact

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

Phone: (760) 765-0336

Email: kelly@svesd.net

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Spencer Valley Elementary
Phone Number	(760) 765-0336
Superintendent	Baas, Kelly
Email Address	kelly@svesd.net
Website	https://www.svesd.net

School Contact Information (School Year 2024–25)

School Name	Spencer Valley Elementary
Street	4414 Highway 78 and 79
City, State, Zip	Santa Ysabel, CA , 92070-0159
Phone Number	(760) 765-0336
Principal	Kelly Baas, Principal
Email Address	kelly@svesd.net
Website	https://www.svesd.net
Grade Span	TK-8
County-District-School (CDS) Code	37684036040554

School Description and Mission Statement (School Year 2024–25)

Spencer Valley School blends the traditional values and personalized environment of the 19th century schoolhouse with current technology an understanding of human potential to create a model school for the 21st century. We have been educating students since 1876.

A one-school district, with multigrade grade classrooms, Spencer Valley Elementary is nestled in Wynola Valley at the foot of Volcan Mountain, in northeast San Diego County, near the historic town of Julian. The 9.9 square mile school district consists of one school, with 15 part and full time staff, and a student population that fluctuates between 30 and 60 preschool through 8th grade students in any given year.

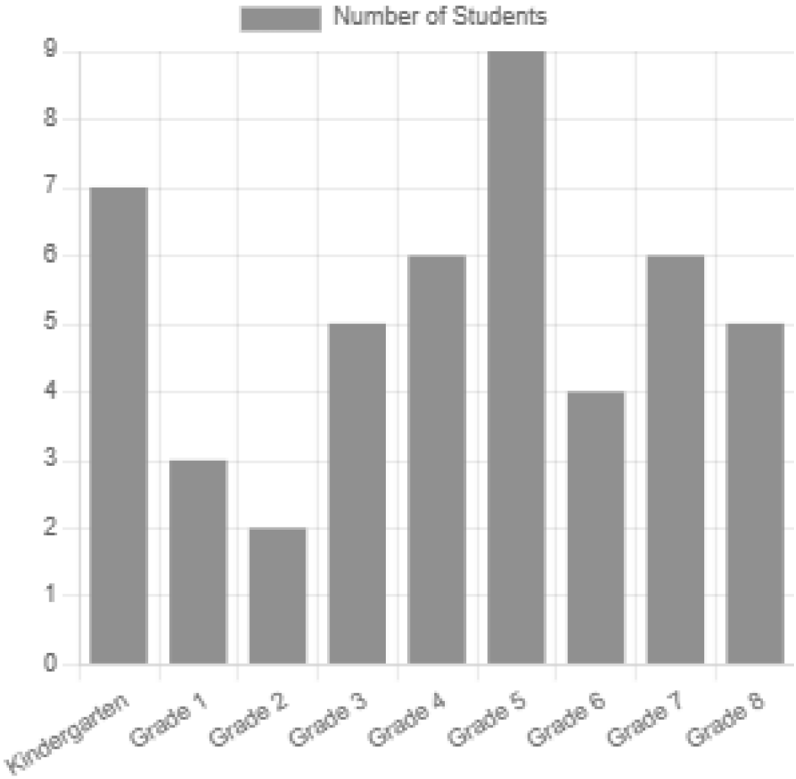
Staff members hold specialized credentials, certificates and/or have expertise and training in early childhood (TK), resource specialist, the arts, first aid/CPR, music, technology, and gardening. With a student population of 47 and a staff of 4 full-time teachers, a teacher/administrator, one part-time classroom resource teacher, two classroom support aides, part-time technology aide, and peer tutors; students receive needed individualized instruction tailored to their needs. This unique environment enables students to gain independence and develop responsibility for their own learning, behavior, and the school community.

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	7
Grade 1	3
Grade 2	2
Grade 3	5
Grade 4	6
Grade 5	9
Grade 6	4
Grade 7	6
Grade 8	5
Total Enrollment	47



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	38.30%
Male	61.70%
Non-Binary	0.00%
American Indian or Alaska Native	4.30%
Asian	2.10%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	29.80%
Native Hawaiian or Pacific Islander	2.10%
Two or More Races	14.90%
White	46.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.60%
Foster Youth	0.00%
Homeless	2.10%
Migrant	0.00%
Socioeconomically Disadvantaged	44.70%
Students with Disabilities	19.10%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	140.50	96.74%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.60	0.46%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.10	2.17%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.90	0.62%	14303.80	5.15%
Total Teaching Positions	4.00	100.00%	145.20	100.00%	277698.00	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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.50	0.00	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.60%	0%	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%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

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

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Health	HIV/STD Prevention Education, UCSF, available through American Red Cross	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.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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. In Summer of 2024 all classrooms were painted. The Spencer Valley Annex is completed and houses our after school program, one preschool classroom and one TK/K classroom. The Annex includes additional parking and site safety upgrades with the addition of a new entrance. Bathroom upgrades and a water system storage tank to be upgrade are in planning processes.

Per the FIT, the school is in good condition. The District is beginning the process of adding solar to the Annex.

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 2025

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	The Art Room faucet does not work; a plumber/contractor has ben hired to purchase a new faucet and basin as both must be replaced due to how the faucet was installed. In the Annex work room kitchen, a plumber has been hired to purchase a new faucet to replace the working, but leaking, faucet.
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 2025

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	67%	58%	42%	39%	46%	47%
Mathematics (grades 3-8 and 11)	47%	55%	26%	29%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	33	100%	0%	58%
Female	13	13	100.00%	0.00%	69.23%
Male	20	20	100%	0%	50%
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	10	10	100%	0%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	68.75%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	19	19	100%	0%	52.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	33	100%	0%	54.55%
Female	13	13	100.00%	0.00%	53.85%
Male	20	20	100%	0%	55.00%
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	10	10	100%	0%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	81.25%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	19	19	100%	0%	57.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	--	36.36%	--	36.36%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	11	100%	0%	36.36%
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	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

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 2023–24)
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 requires only participation results 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.

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 2024–25)

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 development and revisions of LCAP
- 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
- Social/emotional supports and attendance targets
- Enrichment activities and partnerships

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

- Parent Teacher Organization Members
- 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	50	50	10	20.0%
Female	18	18	3	16.7%
Male	32	32	7	21.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	3	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	24	24	3	12.5%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	26	26	8	30.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	12	12	3	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.

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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	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.

School Safety Plan (School Year 2024–25)

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 reviews and provides input in the safety plan at the start of each 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.

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 2021–22)

All classrooms are combo classes.

For the 2021-22 school year the combo classes were ESK/K/1st grade, 2nd/3rd grades, 4th/5th grades and 6th/7th/8th grades.

For the 2022-23 school year the combo classes were TK/K, 1st/2nd grades, 3rd/4th grades, 5th/6th/7th grades.

For the 2023-24 school year the combo classes were 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				
1				
2				
3				
4				
5				
6				
Other**	8.00	4		

* 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)

All classrooms are combo classes.

For the 2021-22 school year the combo classes were ESK/K/1st grade, 2nd/3rd grades, 4th/5th grades and 6th/7th/8th grades.

For the 2022-23 school year the combo classes were TK/K, 1st/2nd grades, 3rd/4th grades, 5th/6th/7th grades.

For the 2023-24 school year the combo classes were 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	7.00	1	0	0
1			0	0
2			0	0
3			0	0
4			0	0
5			0	0
6			0	0
Other**	12.00	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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

All classrooms are combo classes.

For the 2021-22 school year the combo classes were ESK/K/1st grade, 2nd/3rd grades, 4th/5th grades and 6th/7th/8th grades.

For the 2022-23 school year the combo classes were TK/K, 1st/2nd grades, 3rd/4th grades, 5th/6th/7th grades.

For the 2023-24 school year the combo classes were 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			0	0
1			0	0
2			0	0
3			0	0
4			0	0
5			0	0
6			0	0
Other**	11.00	4	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 2023–24)

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**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$35503.00	\$9451.00	\$26052.00	\$57526.00
District	N/A	N/A	\$26052.00	\$57526.00
Percent Difference – School Site and District	N/A	N/A	--	0.00%
State	N/A	N/A	\$10770.62	\$79413.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

Spencer Valley School District strategically supports students who are underperforming in reading language arts, mathematics, and supports all students with social/emotional support. Below is a list of services offered.

- after school homework club and individual tutoring with a teacher are open to students three days a week and are organized and staffed by certificated teachers. All students are invited or just drop into homework club when they need help, and occasionally the teachers request that students attend tutoring if they are having difficulty.
- EL students regularly attend homework club for extra academic support.
- 1 to 1 computer ratio in grades 2-8
- online resources
- targeted interventions in the classroom and through support with the resource teacher and instructional assistant.
- School psychologist is part-time and works with struggling students.
- Vista Hill counselor that supports students in crisis or students who have behaviors that impede learning.
- Positive Behavior Supports (PBIS)
- Restorative Practices and Responsive Classroom Strategies
- Data collection and monitoring
- Partnerships with local community groups and foundations
- ELOP after school enrichment for all students until 4PM.

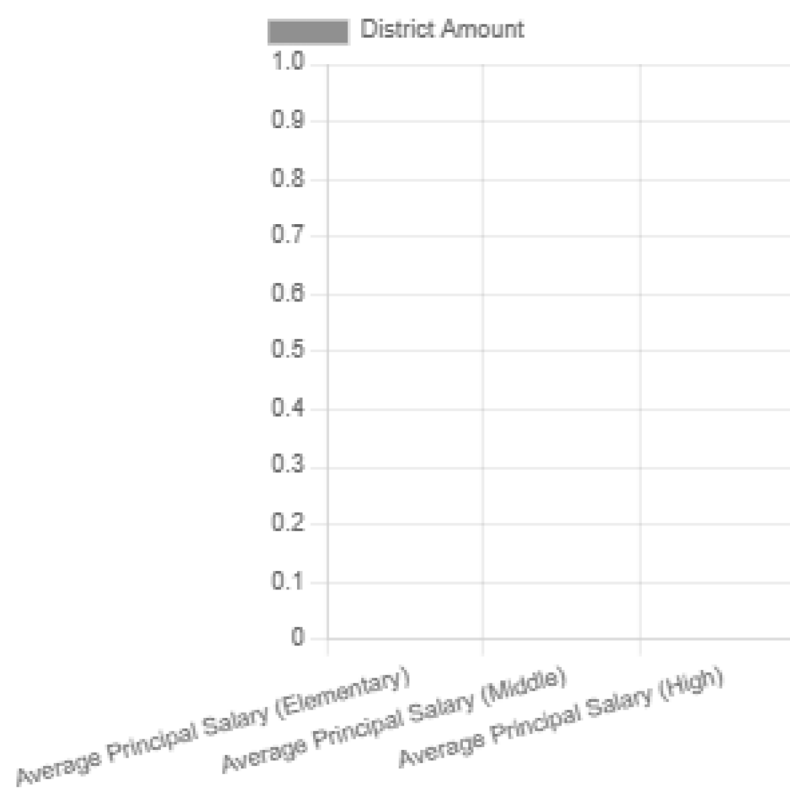
Teacher and Administrative Salaries (Fiscal Year 2022–23)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43200.00	\$51351.73
Mid-Range Teacher Salary	\$50169.00	\$80424.47
Highest Teacher Salary	\$64909.00	\$103442.06
Average Principal Salary (Elementary)	--	\$124851.67
Average Principal Salary (Middle)	--	\$135030.13
Average Principal Salary (High)	--	--
Superintendent Salary	\$131250.00	\$145236.53
Percent of Budget for Teacher Salaries	5.08%	26.17%
Percent of Budget for Administrative Salaries	2.00%	6.29%

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





Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5