

**Escuela primaria Spencer Valley**  
**Informe de Responsabilidad Escolar 2024-25**  
**Informado utilizando datos del año escolar 2024-25**  
**Departamento de Educación de California**

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

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

- Para obtener más información sobre los requisitos del SARC y acceder a los 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 el LCFF o el LCAP, consulte la página web LCFF del CDE 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 disponible en la página web de DataQuest del CDE ( <https://dq.cde.ca.gov/dataquest/>). Contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. DataQuest es un sistema dinámico que genera informes para la rendición de cuentas (p. ej., datos de exámenes, matrícula, graduados de la escuela secundaria, deserción escolar, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

## **Panel de control de las escuelas de California**

El Panel de Control Escolar de California (Panel de Control) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las autoridades educativas locales (LEA) y las escuelas atienden las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos estudiantiles según un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas de mejora.

## **Acceso a Internet**

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/>.

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## About This School

### Kelly Baas, Principal

📍 Principal, Spencer Valley Elementary

#### Contact

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

Phone: [\(760\) 765-0336](tel:(760)765-0336)

Email: [kelly@svesd.net](mailto:kelly@svesd.net)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Spencer Valley Elementary
<b>Phone Number</b>	(760) 765-0336
<b>Superintendent</b>	Baas, Kelly
<b>Email Address</b>	<a href="mailto:kelly@svesd.net">kelly@svesd.net</a>
<b>Website</b>	<a href="http://www.svesd.net">www.svesd.net</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Spencer Valley Elementary
<b>Street</b>	4414 Highway 78 and 79
<b>City, State, Zip</b>	Santa Ysabel, CA , 92070-0159
<b>Phone Number</b>	(760) 765-0336
<b>Principal</b>	Kelly Baas, Principal
<b>Email Address</b>	<a href="mailto:kelly@svesd.net">kelly@svesd.net</a>
<b>Website</b>	<a href="http://svesd.net">http://svesd.net</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	37684036040554

## School Description and Mission Statement (School Year 2025–26)

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 16 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 45 and a staff of 4 full-time teachers, a teacher/administrator, one part-time classroom resource teacher, three 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.

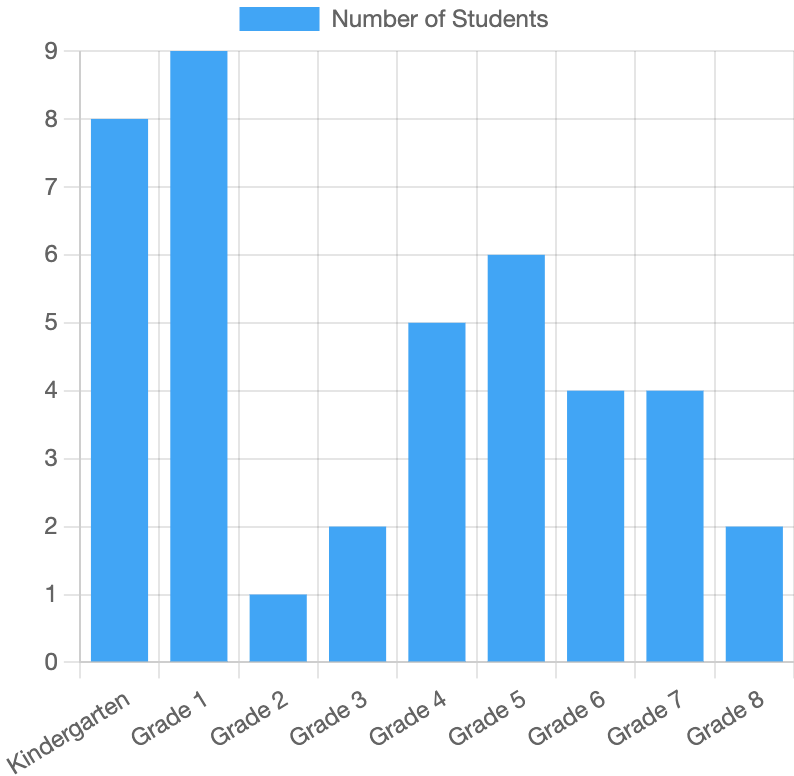
Our Mission:

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 2024–25)

Grade Level	Number of Students
Kindergarten	8
Grade 1	9
Grade 2	1
Grade 3	2
Grade 4	5
Grade 5	6
Grade 6	4
Grade 7	4
Grade 8	2
Total Enrollment	41



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	34.00%
Male	66.00%
Non-Binary	0.00%
American Indian or Alaska Native	9.76%
Asian	4.88%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	26.83%
Native Hawaiian or Pacific Islander	2.44%
Two or More Races	7.32%
White	48.78%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.76%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	53.66%
Students with Disabilities	21.95%

## 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 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%
<b>Total Teaching Positions</b>	<b>4.00</b>	<b>100.00%</b>	<b>145.20</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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 2023–24)

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%	144.80	97.48%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	0.20	0.15%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	3.40	2.32%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.03%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>4.00</b>	<b>100.00%</b>	<b>148.60</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

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	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

**Class Assignments**

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
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%	0%	0.00%

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 2025–26)

Year and month in which the data were collected: September 2025

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	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	0
Mathematics	Everyday Mathematics, McGraw Hill Education, Grades Pre-K-6 CPM (College Preparatory Mathematics), CPM Educational Program, Grades 6-8	0
Science	Twig Science, Twig Education, Grades K-5 Science Bits, Learning Bits, S.L., Grades 5-8	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	0
Foreign Language	¡Listos!, Vista Higher Learning, Grades K-8	0
Health	HIV/ STD Prevention Education, UCSF available through American Red Cross	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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	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**

Per the FIT, the school is in exemplary condition.

## 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 2026

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
<b>Interior:</b> Interior Surfaces	Good	NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	NA
<b>Electrical:</b> Electrical	Good	NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Art closet sink replacement has been purchased; waiting for installation by contractor.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	NA
<b>Structural:</b> Structural Damage, Roofs	Good	NA
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	One window is cracked; waiting for repair company to give quote to repair.

## Overall Facility Rate

Year and month of the most recent FIT report: January 2026

Overall Rating	Exemplary
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## 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**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	58%	52%	39%	42%	47%	48%
Mathematics (grades 3-8 and 11)	55%	44%	29%	36%	35%	37%

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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	25	25	100.00%	0.00%	52.00%
Female	--	--	--	--	--
Male	17	17	100.00%	0.00%	52.94%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	11	11	100.00%	0.00%	36.36%
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	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	14	100.00%	0.00%	64.29%
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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	25	25	100.00%	0.00%	44.00%
Female	--	--	--	--	--
Male	17	17	100.00%	0.00%	52.94%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	11	11	100.00%	0.00%	36.36%
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	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	14	100.00%	0.00%	57.14%
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.

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**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
Science (grades 5, 8, and high school)	36.36%	33.33%	36.36%	33.33%	30.73%	32.52%

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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
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	--	--	--	--	--
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	--	--	--	--	--

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 2024–25)****Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
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 2025–26)

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	45	45	7	15.6%
Female	16	16	4	25.0%
Male	29	29	3	10.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	4	28.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	20	2	10.0%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	26	26	5	19.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	16	3	18.8%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
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 selected student population is ten or fewer.

## School Safety Plan (School Year 2025–26)

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 2022–23)

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	3.00	1		
1				
2				
3				
4				
5				
6	4.00	1		
Other**	12.00	2		

\* 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 (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Salario promedio de los docentes</b>
Sitio escolar	\$35517.00	\$7709.00	\$27808.00	\$61670.00
Distrito	N / A	N / A	\$27808.00	\$61670.00
Diferencia porcentual: escuela y distrito	N / A	N / A	--	--
Estado	N / A	N / A	\$11146.18	\$85291.00
Diferencia porcentual: escuela y estado	N / A	N / A	--	--

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

**Tipos de servicios financiados (año fiscal 2024-25)**

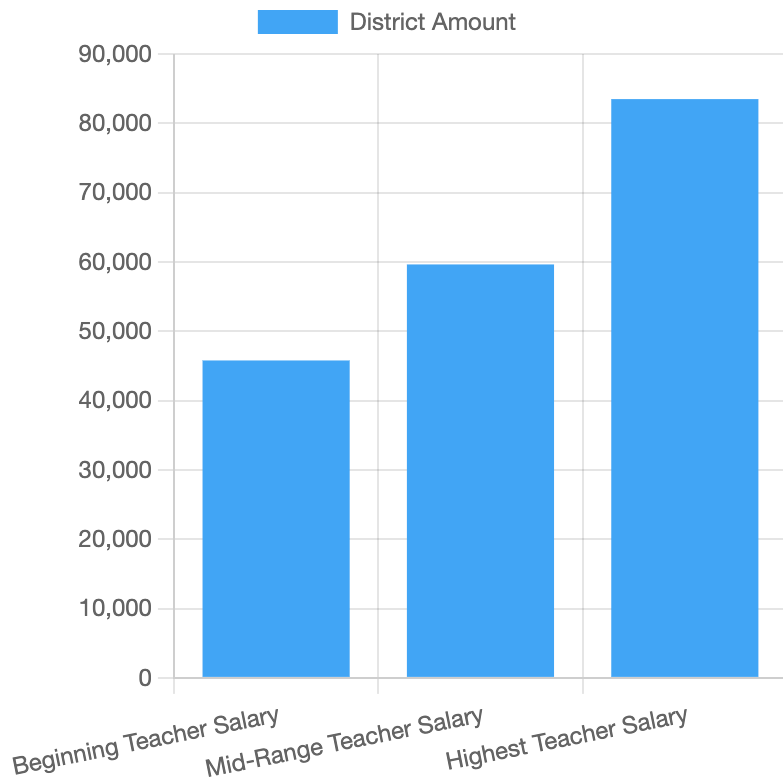
El Distrito Escolar Spencer Valley apoya estratégicamente a los estudiantes con bajo rendimiento en lectura, lengua y literatura, y matemáticas, y brinda apoyo socioemocional a todos los estudiantes. A continuación, se presenta una lista de los servicios que ofrecemos.

- El club de tareas extraescolar y las tutorías individuales con un profesor están disponibles para los estudiantes tres días a la semana, organizados y atendidos por profesores certificados. Todos los estudiantes están invitados o simplemente asisten al club de tareas cuando necesitan ayuda, y ocasionalmente, los profesores solicitan que los estudiantes asistan a las tutorías si tienen alguna dificultad.
- Los estudiantes de EL asisten regularmente al club de tareas para recibir apoyo académico adicional.
- Relación de 1 a 1 por computadora en los grados 2 a 8
- recursos en línea
- intervenciones específicas en el aula y a través del apoyo del maestro de recursos y el asistente de instrucción.
- Pasante de Trabajo Social a través de SDCOE (Oficina de Educación del Condado de San Diego) que apoya a estudiantes en crisis o que necesitan apoyo de salud mental y que no tienen un IEP.
- Consejero de ERMHS para intervenciones en salud mental para estudiantes con IEP.
- Apoyos para conductas positivas (PBIS)
- Equipos de la casa para apoyar la construcción de la comunidad y el apoyo a los estudiantes en todos los niveles de grado.
- Prácticas restaurativas y estrategias de aula receptivas
- Recopilación y seguimiento de datos
- Asociaciones con grupos comunitarios locales y fundaciones
- ELOP enriquecimiento después de la escuela para todos los estudiantes hasta las 4 p.m.

**Salarios de docentes y personal administrativo (año fiscal 2023-24)**

<b>Categoría</b>	<b>Monto del distrito</b>	<b>Promedio estatal para distritos en la misma categoría</b>
Salario de profesor principiante	\$45792.00	\$55247.70
Salario medio de un profesor	\$59643.00	\$80745.76
El salario más alto de un profesor	\$83494.00	\$109655.38
Salario promedio de director (primaria)	--	\$133828.44
Salario promedio del director (medio)	--	\$142253.44
Salario promedio del director (alto)	--	--
Salario del superintendente	\$136500.00	\$155953.89
Porcentaje del presupuesto para salarios docentes	22,74%	25,26%
Porcentaje del presupuesto para salarios administrativos	1,42%	6,12%

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



**Desarrollo profesional**

Medida	2023– 24	2024– 25	2025– 26
Número de días escolares dedicados al desarrollo del personal y la mejora continua	3	3	4