Spring Valley Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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/.

2025-26 School Contact Information

School Name	Spring Valley Elementary School
Street	555 Richmond Drive, Millbrae CA 94030
City, State, Zip	Millbrae, CA 94030
Phone Number	(650) 697-5681
Principal	Gordon Hwee
Email Address	ghwee@millbraesd.org
School Website	https://sv.millbraeschooldistrict.org/
Grade Span	K-5
County-District-School (CDS) Code	41 68973 6044259

2025-26 District Contact Information

District Name	Millbrae Elementary School District
Phone Number	(650) 697-5693
Superintendent	Lisa Hickey
Email Address	Lhickey@millbraesd.org
District Website	www.millbraeschooldistrict.org

2025-26 School Description and Mission Statement

Spring Valley School is a dynamic, growing elementary school dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The school has an energetic staff who pride themselves on the success of their students. The Spring Valley family concept is incorporated into the daily routine of the staff and has become part of the school's culture. The result is a warm and friendly atmosphere where parents and staff work together for the benefit of the Spring Valley School students. Our PTA has grown into one of the most involved and productive associations in our area. During the school year, they work hard to provide field trips, an evening event, fall welcome and other events. Spring Valley School's mission is to prepare students for leadership and responsible, productive participation in a changing world. This is accomplished by working in partnership with families and the community to help students become problem solvers and

2025-26 School Description and Mission Statement

critical thinkers. We work together to promote the students' intellectual, physical, emotional, social, ethical, and cultural development and have implemented a Positive Behavior Intervention & Support (PBIS) model that includes character education by focusing on specific character traits throughout the year. We continue to refine our implementation of the California Common Core State Standards and are currently focusing on reading as a way to build our students' capacity to express their development as robust thinkers. With an eye on developing the Next Generation Science Standards, all grade levels participate in related field trips or receive supplemental resources that reinforce science concepts.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	52
Grade 2	52
Grade 3	64
Grade 4	61
Grade 5	74
Total Enrollment	375

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.1
Non-Binary	0.3
Asian	55.7
Black or African American	0.3
Filipino	3.5
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	1.3
Two or More Races	13.1
White	12.8
English Learners	19.2
Homeless	0.3
Socioeconomically Disadvantaged	18.1
Students with Disabilities	7.5

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.

2021-22 Teacher Preparation and Placement

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)	11.9	90.91	73.4	87.38	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.19	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.7	4.44	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	9.09	2.4	2.89	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.4	4.08	15831.9	5.67
Total Teaching Positions	13	100	84	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	13.9	93.29	84.1	93.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	1.11	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.71	2.6	2.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.5	0.62	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.6	1.88	14303.8	5.15
Total Teaching Positions	14.9	100	90	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	12.9	92.81	74.3	87.04	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	7.19	5.7	6.78	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	2.49	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.1	2.49	13705.8	4.91
Total Teaching Positions	13.9	100	85.4	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	1.10	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1	7.1	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)	6.2	6.2	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2021

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	McGraw Hill Wonders - 2017	0
Mathematics	Reveal Math - 2025	0
Science	Twig Science 2020	0
History-Social Science	Studies Weekly - 2017	0

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

School Facility Conditions and Planned Improvements

Spring Valley School's facilities are in good shape and are constantly monitored for maintenance purposes. Our portable was newly constructed where our childcare is housed as a result of the passage of the Measure X bond. New structures were built in front of the school office, between the second and third corridor; this includes a playground area as well as new roofing. New walkways and railings were constructed to make the school compliant per the American Disabilities Act. Restrooms were remodeled and work beneath our building's infrastructure was completed. We have a sizable playground for our children to play on. We have our district facilities, daily custodian and one half-time night custodian who keep our facilities clean. Classrooms are cleaned every other day and restrooms are cleaned daily. District maintenance and grounds responds work orders as needed. A teacher-driven vegetable garden project continues this year. The teachers have created several raised beds with an irrigation system and composting area for students and staff.

Recent facility improvements include a new outdoor play structure and upgraded plumbing. We are in the middle of replacing all the classroom projectors with new LCD monitors with three completed to date and the rest will be replaced before the beginning of the 2022-2023 school year. A new digital message board was installed to inform parents and community members about events and important school information. The exterior lighting was replaced with LED to improve visibility and safety at night. All the air filters throughout the campus were upgraded to Merv 13 filters exceeding CDPH recommendations.

In 2018 the Millbrae Elementary School District engaged with School Works to develop a Facilities Master Plan. This plan includes replacing the flooring in all classrooms, and replacing portable buildings with a new modular lab/specialty building.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas Leaks "Gas systems and pipes appear safe, functional, and free of leaks. " Examples include but are not limited to the following: a. There is no odor that would indicate a gas leak. (X) b. Gas pipes are not broken and appear to be in good working order. (X) c. Other Mechanical Systems Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following: a. The HVAC system is operable. (X) b. The facilities are ventilated (via mechanical or natural ventilation). c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust. d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy) e. Interior temperatures appear to be maintained within normally accepted ranges. f. The ventilation units are not generating any excessive noise or vibrations. g. Other Sewer Sewer line stoppage is not evident. Examples include but are not limited to the following: a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X) b. The sanitary system controls odors as designed. c. Other
Interior: Interior Surfaces	X			Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following: a. Walls are free of hazards from tears and holes. b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.

School Facility Conditions and Planned Improvements

				c. Ceiling is free of hazards from missing ceiling tiles and holes. d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.) e. Other
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School grounds, buildings, common areas, surfaces, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following: a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session. Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa: The district may choose how to report maintenance and custodial staff. The district may report staffing at the site or district level. Staffing may be based on assigned staff or represented as Full-Time Equivalent increments. a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK). b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)". c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X) 1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up. 2. Walls and Doors free of spots and grime. 3. Desk and Counters clean. 4. Furniture dusted and clean. 5. Baseboards and window sills dusted and clean. 6. Light fixtures clean. 7. Sink clean and drains working properly. 8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue. 9. Windows are free from damage, clean, and in working condition. 10. Water fountains, including handles/buttons, are clean and in working condition. 11. Toilets and bathroom sinks are clean and in working condition. 12. Mirrors and Hand Dryers are clean, intact, and in working condition. 13. Bathroom supplies are stocked and in working condition. 14. Area is free of graffitti. 15. Landscaping - Maintained sufficiently to not hinder student and staff.

School Facility Conditions and Planned Improvements

Electrical	X			1. There is no evidence that any portion of the school has a power failure. (X) 2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following: a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X) b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access. c. Other 3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following: a. Lighting appears to be adequate. b. Lighting is not flickering. c. There is no unusual hum or noise from the light fixtures. d. Other
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367: a. Restrooms are maintained and cleaned regularly. b. Restrooms are fully operational. c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels. d. Restrooms are open during school hours. e. Other Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following: a. Drinking fountains are accessible. b. Water pressure is adequate. c. A leak is not evident. d. There is no moss, mold, or excessive staining on the fixtures. e. The water is clear and without unusual taste or odor. f. Other
Safety: Fire Safety, Hazardous Materials	X			Fire Safety The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following: a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X) b. Emergency alarms appear to be functional. (X)

School Facility Conditions and Planned Improvements

				c. Emergency exit signs function as designed, exits are unobstructed. (X) d. Fire extinguishers are current and placed in all required areas. e. Fire alarms pull stations are clearly visible. f. Other Hazardous Materials (Interior and Exterior) There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following: a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X) b. Paint is not peeling, chipping, or cracking. c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure. d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold. e. Other
Structural: Structural Damage, Roofs	X			Structural Damage There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following: a. Severe cracks are not evident. (X) b. Ceilings & floors are not sloping or sagging beyond their intended design. (X) c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X) d. There is no visible evidence of severe cracks, dry rot, mold, or damage that "undermines the structural components. (X) e. Other" e. Other When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed. Roofs (observed from the ground, inside/outside the building) "Roof systems appear to be functioning properly. Examples include but are not are not limited to the following:" limited to the following: a. Roofs, gutters, roof drains, and down spouts are free of visible damage. b. Roofs, gutters, roof drains, and down spouts are intact.

School Facility Conditions and Planned Improvements

				c. Other
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground/School Grounds "The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:" evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following: a. Significant cracks, trip hazards, holes and deterioration are not found. b. Open “S” hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment. c. Seating, tables, and equipment are functional and free of significant cracks. d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets. e. Other Windows/Doors/Gates/Fences (Interior and exterior) Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following: include but are not limited to the following: a. There is no exposed broken glass accessible to pupils and staff. (X) b. Exterior doors and gates are functioning and do not pose a security risk. (X) c. Windows are intact and free of cracks. d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed. e. Doors are intact. f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed. g. Gates and fences appear to be functional. h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others. i. Other

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	63	70	65	66	47	48
Mathematics (grades 3-8 and 11)	73	69	62	62	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	192	96.97	3.03	69.79
Female	90	89	98.89	1.11	70.79
Male	107	102	95.33	4.67	69.61
American Indian or Alaska Native	0	0	0	0	0
Asian	118	116	98.31	1.69	76.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	59.09
White	22	20	90.91	9.09	75.00
English Learners	24	23	95.83	4.17	26.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	43.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	17	80.95	19.05	58.82

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	193	97.47	2.53	68.91
Female	90	89	98.89	1.11	68.54
Male	107	103	96.26	3.74	68.93
American Indian or Alaska Native	0	0	0	0	0
Asian	118	116	98.31	1.69	75.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	45.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	65.22
White	22	20	90.91	9.09	65.00
English Learners	24	23	95.83	4.17	34.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	18	85.71	14.29	44.44

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	57.33	52.11	54.68	49.69	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	71	97.26	2.74	52.11
Female	35	35	100.00	0.00	48.57
Male	38	36	94.74	5.26	55.56
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	62.86
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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

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.

2025-26 Opportunities for Parental Involvement

The Millbrae community has traditionally been very supportive of its school system. At Spring Valley, parents actively support the schools in a variety of ways with a large majority attending the Back-to-School Night, Open House, and parent-teacher conferences. Parents volunteer to provide STEM courses as well as support our garden/orchard, library and art programs when we are on campus. Parents also participate in the School Site Council, coordinate Heritage Days, the Fall Welcome Event, Trunk or Treat, trimesterly muffin mornings, in person PTA parent dinners, and a winter dance. We sponsor parent education activities several times a year with an active PTA that takes responsibility for an extensive student-activities program. Each classroom has a head classroom parent representative to help with field trips, class projects (including Art in Action), and school events. Parent volunteers are an essential part of Spring Valley School. . Our PTA has a point person for volunteerism. Our principal holds a Principal's Coffee Chat each month as an opportunity to keep parents up to date on school initiatives, to answer questions and to keep communication open. A weekly newsletter from the principal and monthly newsletter from the PTA are also published.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	376	27	7.2
Female	179	176	10	5.7
Male	199	199	17	8.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	212	209	9	4.3
Black or African American	--	--	--	--
Filipino	13	13	0	0.0
Hispanic or Latino	49	49	7	14.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	49	5	10.2
White	50	50	2	4.0
English Learners	74	73	5	6.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	81	81	8	9.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	34	4	11.8

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.

C. Engagement

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

This table displays suspensions data.

Suspensions								
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
0	0	0.53	1.21	0.74	1.75	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.53	0.00
Female	0.00	0.00
Male	1.01	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.47	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.04	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.

2025-26 School Safety Plan

Staff and parent volunteers monitor the school grounds before and after school as well as at all recesses and at lunch time. Teachers continue to regularly review the school rules for safe, responsible behavior in the school and on the playground. When the school campus is open, visitors must sign in at the office, where they receive a volunteer sticker to wear during their stay. Emergency preparedness is a high priority in the Millbrae School District. Each school, in collaboration with the San Mateo Sheriff's Department, has developed and implemented a School Safety Plan that provides emergency response and procedures based on the county-wide Big 5 Protocols. When on campus, the school holds regular fire, earthquake, and other emergency drills. The school's Safety Plan was last revised in August 2025 and the staff were thoughtfully put on safety team in case of an emergency. These teams were reviewed together as a staff in order to understand their specific roles. Parents get monthly reminders of our safety protocols and how to educate their children on them.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	2	0
1	21	0	3	0
2	25	0	2	0
3	26	0	2	0
4	27	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	27	0	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	2	0
1	23	0	2	0
2	25	0	2	0
3	24	0	2	0
4	28	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	27	0	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	26		2	
2	26		2	
3	25		2	
4	31		1	
5	31		2	
Other	28		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	764

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,435	$123	$5,312	$86,735
District	N/A	N/A	$8,007	$99,187
Percent Difference - School Site and District	N/A	N/A	-40.5	-9.9
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-67.9	-8.2

Fiscal Year 2024-25 Types of Services Funded

District and site funds pay for our part-time reading specialist and our English Learner aide, and instructional aide. Our Millbrae Education Foundation pays for a shared music and band teacher, an enrichment program and Legarza our PE program. Our PTA raises funds for classroom supplies, field trips, library books, special assemblies, and many other items and activities that are important to our school program. Their fund-raising efforts include an annual Heritage Day, Fall Welcome back, silent auction, book fair and other fund drives.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,513	$61,516
Mid-Range Teacher Salary	$94,650	$95,479
Highest Teacher Salary	$121,931	$125,208
Average Principal Salary (Elementary)	$158,772	$152,668
Average Principal Salary (Middle)	$145,522	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$243,000	$242,781
Percent of Budget for Teacher Salaries	32.31%	29.76%
Percent of Budget for Administrative Salaries	8.39%	5.74%

Professional Development

Millbrae School District provides two days during the school year for all teachers to attend professional development. This year, the focus is student wellness and implementing new curriculum. Depending on agreed upon school site bell schedules, students are dismissed early on Wednesdays to allow time for teachers to collaborate and support each other, both within and across department and grade levels. Teachers meet with the principal once a month or as needed. The focus is on student achievement; utilizing common assessments to gear instructional practices. Currently our staff has an emphasis Social Emotional Learning Program, MTSS and implementing the newly adopted Twig Science program. In addition, teachers are planning units in all subject areas that correspond to the California Common Core State Standards and the Next Generation Science Standards. The dates of these professional development are: 8/15, 11/20, and 11/21.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3		