Spencer Valley Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 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 Span:**	K-8

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, 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 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.

About This School

Kelly Baas, Principal

 Principal, Spencer Valley Elementary

About Our School

Spencer Valley School blends the traditional values and personalized environment of the 19th century schoolhouse with current technology, and understanding of human potential, to create a model school for the 21st century. A one-school district, Spencer Valley Elementary is nestled in Wynola Valley at the foot of Volcan Mountain, in northeast
San Diego County, 4 miles from the historic town of Julian. With a student population of 35 and a staff which includes a superintendent/principal, 4 full time classroom teachers, a part time school psychologist, and a specialist in technology, students receive individualized instruction. Students learn to be responsible for their own learning, behavior, and to the school community.

Contact

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

Phone: (760) 765-0336
Email: spencervalley@svesd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Spencer Valley Elementary
Phone Number	(760) 765-0336
Superintendent	Baas, Kelly
Email Address	kelly@svesd.net
Website	www.sdcoe.k12.ca.us/districts/spencer

School Contact Information (School Year 2021—2022)

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	spencervalley@svesd.net
Website	http://svesd.net
County-District-School (CDS) Code	37684036040554

Last updated: 1/31/22

School Description and Mission Statement (School Year 2021—2022)

ASSETS

Differentiated learning tied to California State Academic Standards

Approximately 1 teacher for every 11 students

Multi-age grouping, modern classrooms, library, creative arts/multi-purpose room

Networked technology lab with full internet access - 1 computer for every student in grades 2 through 8, 1 iPad for every TK-K student

Historic one room schoolhouse, bell tower, courtyard garden, waterfall and pond

4 acres of play area with grass, boulders, live oak trees, play equipment, and ball court

Shakespearan drama productions

Music program

Visual Arts program

Opportunities for gardening for students

Wholesome meals made from scratch

MISSION STATEMENT

Spencer Valley School is a public elementary school w hich provides a comprehensive education, in a safe, nurturing environment. Students develop the high academic skills, self-confidence and resourcefulness necessary to approach life with optimism, live it with integrity, and to make a positive difference in the world.

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	7
Grade 2	4
Grade 3	2
Grade 4	6
Grade 5	4
Grade 6	4
Grade 7	3
Kindergarten	2
Total Enrollment	32
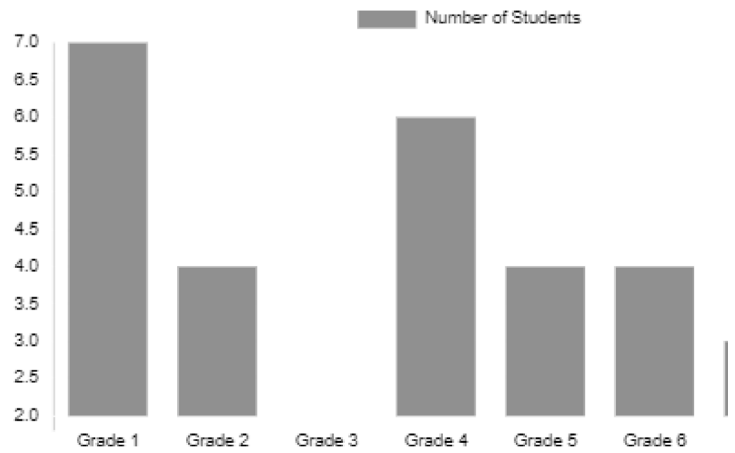
Last updated: 1/27/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	31.30%
Male	68.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	37.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.30%
White	50.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	18.80%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	46.90%
Students with Disabilities	6.30%

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—2021)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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 2021—2022)

Year and month in which the data were collected: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Wonders, McGraw Hill Eduation, Grades K-6 California Wonders ELD, McGraw Hill Eduation, Grades K-6 California Collections, Houghton Mifflin Harcourt, Grades 7-8 Units of Study in Opinion, Information, and Narrative Writing Lucy Calkins, Grades K-2 Phonics, Pearson, Grades K-6 Daybook of Critical Reading & Writing, Houghton Mifflin Harcourt, Grades 3-8	Yes	0%
Mathematics	Everyday Mathematics, McGraw Hill Education, Grades PreK-6 CPM (College Preparatory Mathematics), CPM Educational program, Grades 6-8	Yes	0%
Science	California Science, Harcourt School Publishers, Grades K-6 Glencoe Sicence, McGraw Hill, Grades 6-8 Mystery Science, Grades K-6 *Currently piloting new curriculum, for adoption in Spring 2022	Yes	0%
History-Social Science	myWorld, Pearson, Grades K-5 Ancient Civilizations, National Geographic, Grade 6 Medieval & Early Modern Times, National Geographic, Grade 7 US History, National Geographic, Grade 8	Yes	0%
Foreign Language			0%
Health	HIV/STD Prevention Education, UCSF, availble through American Red Cross	Yes	0%
Visual and Performing Arts	District adopted district designated alternate program in July 2009 Participated in training for the National Core Arts Standards Supplements with Scholastic ART and lessons presented by loal artists	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

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. Bathroom upgrades are planned for Summer 2022, and water system storage tank to be upgraded in 2022-2023. The Spencer Valley Annex will be completed in March 2022.   The Annex includes additional parking and site safety upgrades with the addition of a new entrance.

Last updated: 1/31/22

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 2022

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	Fair	Renovations planned for Summer 2022.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Minor roof repairs, and painting need attention.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good

Last updated: 1/27/22

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).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/27/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	18	100.00	0.00	83.33
Female	--	--	--	--	--
Male	13	13	100.00	0.00	76.92
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	0	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	17	94.44	5.56	88.24
Female	--	--	--	--	--
Male	13	12	92.31	7.69	91.67
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	0	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/27/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
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	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/27/22

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/27/22

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

FAMILY ENGAGEMENT
Spencer Valley Elementary School District creates a high level of family engagement to build capacity within our school families and extended community
We provide:
- Training and opportunities for adults and student representatives to collaborate in curricular, safety, and budgetary decision making during parent/community engagement meetings.
- Opportunities for instructional decision making (textbook adoptions)
- Surveys to collect school safety information and information about the effectiveness of Spencer Valley's programs and effectiveness of home to school communication information 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
- Remedial programming (homework, summer extended learning, and tutoring)
- Expansion of programs
- social/emotional supports and attendance targets
- Enrichment activities and partnerships

Parents, family, and community members have opportunities to become:
- Classroom volunteers
- Field trip chaperones or guest speakers
- Attendees of Running Club, Gardening or Science programs, Fall Festival, Winter Season of Giving, Shakespeare performances and dinner theater volunteers, Balboa Park Student Shakespeare Festival participants, Mother's and Father's Day events and Tacky Day (to name a few).

So far this school year, over 90% of families have been present for Back to School Night and parent conferences.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	32	32	3	9.4
Female	10	10	0	0.0
Male	22	22	3	13.6
American Indian or Alaska Native	0	0	0	13.6
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	12	12	2	16.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	16	16	1	6.3
English Learners	7	7	1	14.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	15	15	2	13.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	0	0.0

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0%		0%		3.47%	
Expulsions	0%		0%		0.08%	

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/27/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

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

Last updated:

School Safety Plan (School Year 2021-2022)

The school safety protocols and routines are reviewed and updated each year with all staff. Local law enforcement have provided input to the school safety plan. Parents are updated and provide input during Parent/Community Engagement meetings that occur monthly starting in November. Staff and students participate in safety drills throughout the year. All staff is CPR/First Aid trained, and staff has received CPI training. ALICE (active shooter) training is currently in the works to be provided to staff for the end of the 21-22 school year. Plans and procedures were updated to incorporate the input from staff and families.

Last updated: 1/31/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	2.00	1	1	0
1	7.00	1	0	0
2	4.00	1	0	0
3	2.00	1	0	0
4	6.00	1	0	0
5	5.00	1	0	0
6	4.00	1	0	0
Other**	3.00	1	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 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	2.00	1	0	0
1	7.00	1	0	0
2	4.00	1	0	0
3	2.00	1	0	0
4	6.00	1	0	0
5	4.00	1	0	0
6	4.00	1	0	0
Other**	3.00	1	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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	4.00	1	0	0
1	2.00	1	0	0
2	5.00	1	0	0
3	5.00	1	0	0
4	5.00	1	0	0
5	4.00	1	0	0
6	2.00	1	0	0
Other**	3.00	0	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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.05
Resource Specialist (non-teaching)	0.00
Other	0.80

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$25700.00	$5607.00	$20093.00	$57358.00
District	N/A	N/A	$20093.00	$57358.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$8443.83	$72352.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/27/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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.

- 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 in to Homework Hour when they need help, and occasionally the teachers request that students attend tutoring if they are having difficulty.
- EL students regularly attend Homework Hour 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. High school tutor works with underperforming students in classroom groups.
- 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

Last updated: 1/31/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43200.00	$47265.00
Mid-Range Teacher Salary	$55293.00	$69813.00
Highest Teacher Salary	$67746.00	$91237.00
Average Principal Salary (Elementary)	--	$113466.00
Average Principal Salary (Middle)	--	$115186.00
Average Principal Salary (High)	--	--
Superintendent Salary	$124797.00	$131359.00
Percent of Budget for Teacher Salaries	19.00%	30.00%
Percent of Budget for Administrative Salaries	1.00%	7.00%

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

Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	18	18	100.00	0.00	83.33
Female	--	--	--	--	--
Male	13	13	100.00	0.00	76.92
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	0	0	0	0	0

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22

LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	18	18	100	0	88.24
Female	--	--	--	--	--
Male	13	13	100	0	91.67
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	0	0	0	0	0

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22