

Spring Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Spring Valley Elementary School
Street	46655 Road 200
City, State, Zip	O'Neals, CA 93645
Phone Number	559-868-3343
Principal	Jessica Fairbanks
E-mail Address	jfairbanks@mychawanakee.org
Web Site	http://svs.chawanakee.k12.ca.us
CDS Code	20-75606-6024103

District Contact Information	
District Name	Chawanakee Unified School District
Phone Number	559.877.6209
Superintendent	Darren Sylvia
E-mail Address	dsylvia@mychawanakee.org
Web Site	www.chawanakee.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Spring Valley School is a small rural school and is one of two elementary schools in the Chawanakee Unified School District. Spring Valley is located in O'Neals and serves approximately 215 students in transitional kindergarten through eighth grade. The schools ethnic demographic is: 71.7% White, 8.2% Hispanic, 12% American Indian, and 2.7% Two or More Races. For the 2015-16 school year there is 9 full-time teachers and 1 full-time special education teachers. The TK-6th grade are in self contained classrooms and the 7th-8th grades have rotating classes. The 8th grade also has an elective at Minarets High School and the option to take an advanced Math course at Minarets High School, if the student qualifies.

A Spring Valley graduate will possess a sense of dignity and self-respect in having acquired:

- *The skills necessary to succeed academically
- *Social skills enabling one to appreciate individual differences and cultural and ethnic diversity
- *Problem solving skills which allow one to confidently and competently analyze information and/or situations and formulate wise decisions for the benefit of self and others
- *Citizenship skills which reflect patriotism and a commitment to family, community, and global responsibility
- *Inter-personal skills that demonstrate self-discipline, a healthy lifestyle and an intrinsic motivation to succeed.

We believe that the school should be a safe and positive learning environment where every child has the opportunity to reach their maximum potential. Spring Valley is a place where high character traits are taught and modeled daily. The learning climate is set where respect and equal opportunity prevail and students are appreciated as individuals. Every member of our school knows that he/she is an important, contributing member of the school family.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	28
Grade 1	15
Grade 2	16
Grade 3	16
Grade 4	21
Grade 5	23
Grade 6	19
Grade 7	21
Grade 8	25
Total Enrollment	184

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	12
Asian	1.1
Filipino	0
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.5
White	71.7
Two or More Races	2.7
Socioeconomically Disadvantaged	44
English Learners	0
Students with Disabilities	12.5
Foster Youth	0

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 Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8.5	9	9	55
Without Full Credential	0.5	0	1	4.65
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 12, 2017

Chawanakee Unified School District held a Public Hearing on September 12, 2017, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Visual/Performing Arts, Health, and Foreign Language, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination, upon request, prior to adoption. The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: National Geographic adopted in 2017 7th-8th: Collections, Houghton Mifflin Harcourt adopted in 2017	Yes	0
Mathematics	K-5: McGraw Hill My Math adopted in 2014 6th-8th: Harcourt Go Math adopted in 2014 9th-12th: Big Ideas, Houghton Mifflin Harcourt adopted in 2016	Yes	0
Science	K-5: Houghton Mifflin adopted in 2006 6th-8th: Glencoe adopted in 2006	Yes	0
History-Social Science	K-5: Scott Foresman adopted in 2006 6th-8th: McDougal Littell adopted in 2006	Yes	0
Health	Positive Prevention Plus- 2016	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Spring Valley School was originally constructed in 1889. The two buildings were built in 1965 and 1977 respectively, and modernized in 2004. The school is situated on 5.65 acres and span approximately 12,000 square feet. Facilities are comprised of two permanent buildings providing eight classrooms, a library, a multipurpose room, as well as administrative offices. The playground has grass ball fields, black top areas for basketball and volleyball with areas for swings, slides, and climbing equipment. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the most recent facilities inspection.

Cleaning Process

The principal works daily with the custodial staff of one full-time person to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			electrical strips need to be mounted to the wall. in rooms 4, 5 and 12
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Fix broken water fountain by room 5 and in multi-purpose room. sink is clogged in room 2. One sink is not working in girls restroom.
Safety: Fire Safety, Hazardous Materials	X			lose wire need to be secured in multipurpose room.
Structural: Structural Damage, Roofs	X			flooring needs to be repaired in girls and boys bathroom bathroom
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/21/2017				
Overall Rating	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, which 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); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	37	51	46	45	48	48
Mathematics (grades 3-8 and 11)	24	33	29	25	36	37

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	117	95.12	51.28
Male	53	49	92.45	42.86
Female	70	68	97.14	57.35
Black or African American	--	--	--	--
American Indian or Alaska Native	12	11	91.67	27.27
Hispanic or Latino	11	9	81.82	33.33
White	92	89	96.74	56.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	52	92.86	44.23
Students with Disabilities	19	14	73.68	21.43
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	116	94.31	32.76
Male	53	49	92.45	38.78
Female	70	67	95.71	28.36
Black or African American	--	--	--	--
American Indian or Alaska Native	12	11	91.67	0
Hispanic or Latino	11	9	81.82	22.22
White	92	88	95.65	38.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	52	92.86	30.77
Students with Disabilities	19	14	73.68	21.43
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	35	53	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.8	29.4	29.4
7	28.6	7.1	35.7

Note: Percentages are not calculated 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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Spring Valley School greatly benefits from its supportive parents who support school activities and fundraisers throughout the year. The school has a strong base of parent volunteers who help in the classrooms. Parents are also welcome and encouraged to join the Parents Club. The Parents Club raises funds for many programs, buys many things, and provides support to the staff. The parents also have an opportunity to be apart of the School Site Council an the District Advisory Committee. A parent survey is given once a year as well.

The school website is updated often with current events and the Warrior Newsletter and the Spring Valley Facebook page is updated regularly with school info. Parents and students have access to teacher web pages and contact information. Teachers also send out weekly classroom updates. The school has a Back To School Night, which is held to provide parents with school and class information.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.3	2.5	3.0	6.7	3.7	4.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Spring Valley School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's Crisis Intervention Plan includes steps for ensuring student and staff safety during a disaster. The School Site Safety plan is reviewed and updated yearly by the School Safety Committee. Fire and disaster drills are conducted on a monthly basis throughout the school year. Earthquake drills are twice a year. Lockdown drills are held twice a year. Students are supervised before and after school by certificated staff, classified staff and principal, and classified staff supervise students during lunch. Certificated staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to come through the school office and sign in.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The school reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed with school staff in December 2017. All revisions were communicated to both the classified and certificated staff. An updated copy of the plan is available to the public at the school and district offices.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1			20	2			22		2	
1	17	8			15	5			15	6		
2	13	1										
3	13	5	7		22		6		18	8		
4	27		2		23		6		13	6	7	
5	41		1	6	25		6		24		7	
6	10	12			19	5			26		6	
Other	2	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.1	300
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.6875	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4,921.59	157.62	4,763.98	59,308.53
District	N/A	N/A	10,059.60	56,806.89
Percent Difference: School Site and District	N/A	N/A	-71.4	4.3
State	N/A	N/A	6,574	62,381
Percent Difference: School Site and State	N/A	N/A	-31.9	-5.0

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to LCFF funds, Spring Valley School receives state and federal funding for the following categorical funds and other support programs:

- Instructional Materials
- Lottery
- Title I
- Title VII

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,744	\$41,164
Mid-Range Teacher Salary	\$58,596	\$61,818
Highest Teacher Salary	\$67,889	\$84,567
Average Principal Salary (Elementary)	\$82,076	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$85,838	\$101,955
Superintendent Salary	\$127,160	\$126,855
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

2015-16- focused on Math Curriculum development and implementing the new Writing Curriculum. Weekly there is a minimum day. This time is used for professional development for teachers based in teacher and site needs.

2016-17 focused on English Language Art Curriculum development and implementation of the new district-wide benchmark program. 2017-18 focused on finishing English Language Arts Curriculum development and Positive Behavior support System for School-wide use. Curriculum is a major focus of the district due to the change in content standards and we have been slowly working on developing our own curriculum. PBIS has also been the chosen model for student discipline and expectations. Teachers also attended the Model Schools conference in the summer of 2017.

Professional Development is delivered in a variety of ways. Many are after school workshops, conference attendance, and teacher release days.

Teachers are supported with teacher-principal meetings, peer mentoring, monthly staff meetings to address any concerns.