

Spencer Valley Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Julie Weaver, 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, 1 part time classroom teachers, 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
E-mail: spencervalley@svesd.net

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Spencer Valley Elementary
Phone Number	(760) 765-0336
Superintendent	Julie Weaver
E-mail Address	spencervalley@svesd.net
Web Site	www.svesd.net

School Contact Information - Most Recent Year	
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	Julie Weaver, Principal
E-mail Address	spencervalley@svesd.net
Web Site	www.svesd.net
County-District-School (CDS) Code	37684036040554

Last updated: 1/28/2016

School Description and Mission Statement - Most Recent Year

ASSETS

Differentiated learning ties to California State Academic Standards

Approximately 1 teacher for every 11 students

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

Networked technology lab with full internet access - 1 computer for every student grades 3-8, 1-2 computers for students grades 1-2 and 1 ipad for every student grade TK-K

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

4 acres of play area with grass, boulders, live oaks, play equipment, and ball courts

Shakespearean and student-written drama productions

Visual arts program

Children's garden program

Home-cooked lunch program

A 2004 & 2008 California Distinguished School

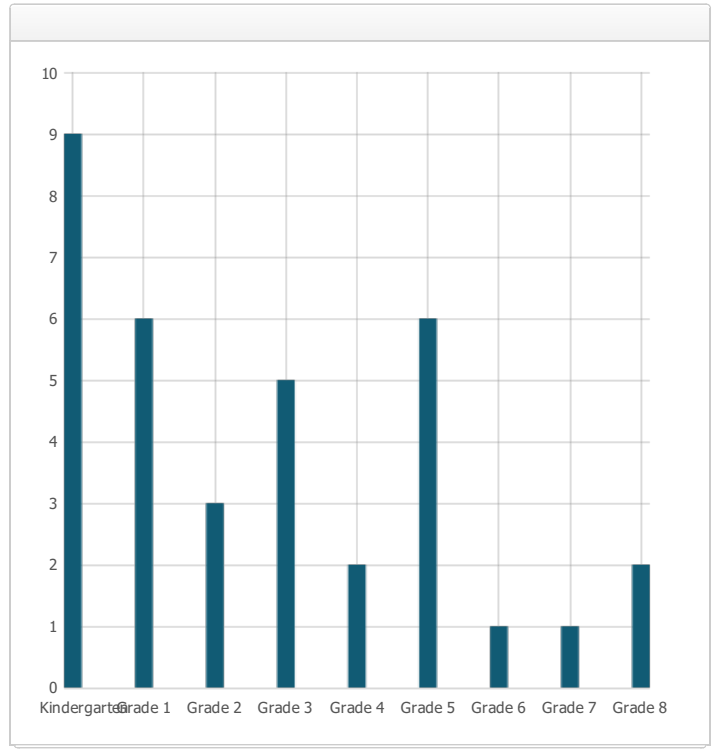
MISSION STATEMENT

Spencer Valley School is a public elementary school which 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 be a positive difference in the world.

Last updated: 1/28/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	9
Grade 1	6
Grade 2	3
Grade 3	5
Grade 4	2
Grade 5	6
Grade 6	1
Grade 7	1
Grade 8	2
Total Enrollment	35



Last updated: 1/28/2016

A. Conditions of Learning

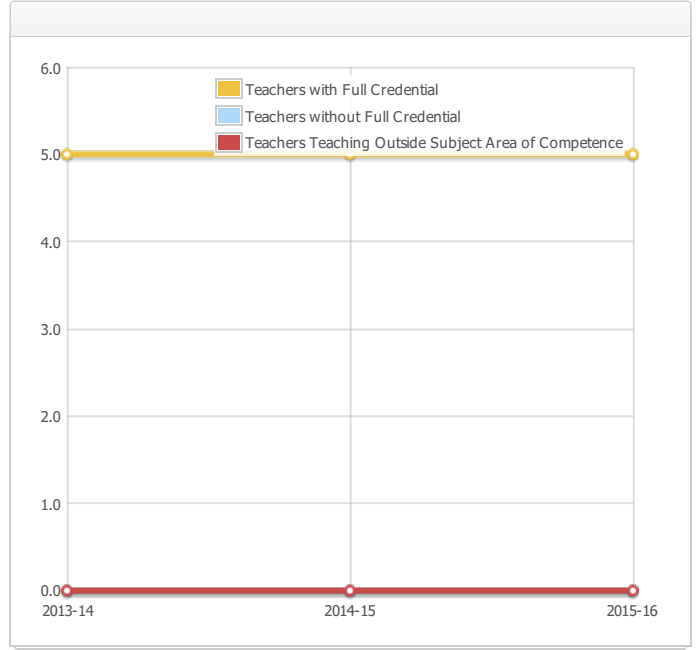
State Priority: Basic

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

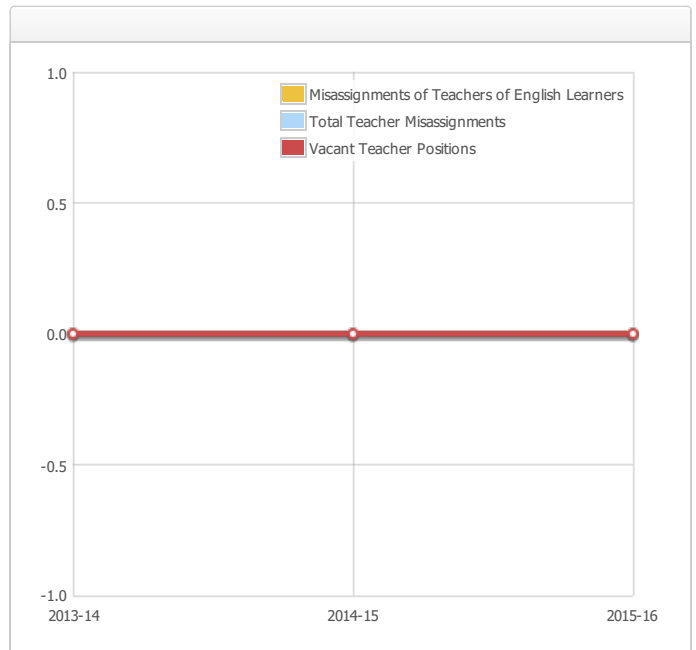
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	5	5	5
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 1/28/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court Reading, McGraw Hill Education, Grades K-6 Teaching Grammar and Mechanics, Pennington Publishing, Grades 3-8 WRITE Institute (writing), Grades 3-8 The Language of Literature, McDougal Littell, Grades 7-8 Phonics, Pearson, Grades K-6 Currently piloting reading for adoption in 2016 School has met AYP for the last decade using Open Court and teacher supplements.	No	0.0 %
Mathematics	Everyday Mathematics, McGraw Hill Education, Grades K-6 CPM (College Preparatory Mathematics), CPM Educational Program, Grades 7-8	Yes	0.0 %
Science	California Science, Harcourt School Publishers, Grades K-6 Glencoe Science, McGraw Hill, Grades 7-8	No	0.0 %
History-Social Science	California Vistas, Macmillan/McGraw-Hill, Grades K-2 California Communities, MacMillan/McGraw Hill, Grade 3 Our Golden State, MacMillan/McGraw Hill, Grade 4 Making a New Nation, Macmillan/McGraw-Hill, Grade 5 A History of US, Oxford University Press, Grades 5 and 8 The World in Ancient Times, Oxford University Press, Grade 6 The Medieval and Early Modern World, Oxford University Press, Grades 7-8	No	0.0 %
Foreign Language	N/A		0.0 %
Health	The district adopted curriculum for the HIV/STD Prevention Education. Written by UCSF, available through American Red Cross.	Yes	0.0 %
Visual and Performing Arts	District adopted district designed alternate program in July 2009. District is participating in training for the National Core Art Standards.	No	0.0 %

Science Lab Eqpmt
(Grades 9-12)

N/A

0.0 %

Last updated: 1/28/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Fencing was evaluated.
Water heater and electrical room where cleared out as instructed.
Repairs: Refrigerator water system, drywall, minor electrical, parking lot striping
Kitchen sink and faucet were replaced
Fire inspection completed

Last updated: 1/28/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: June 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Refrigerator repair water system parts replaced. Propane leak repaired
Interior: Interior Surfaces	Good	Drywall repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Pest inspection completed Carpets cleaned
Electrical: Electrical	Good	Minor electrical repairs
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Hand held radios purchased Kitchen sink and faucet replaced
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Parking lot striping

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: June 2015

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/28/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	43.0%	44.0%
Mathematics (grades 3-8 and 11)	14.0%	14.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/28/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	2	100.0%	--	50.0%	50.0%	--
Male	2	2	100.0%	--	50.0%	50.0%	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	1	1	100.0%	0.0%	100.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	1	1	100.0%	--	--	100.0%	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	1	1	100.0%	--	100.0%	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/27/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/27/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	1	1	100.0%	--	--	100.0%	--
Male	1	1	100.0%	--	--	100.0%	--
Female	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	1	1	100.0%	--	--	100.0%	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	1	1	100.0%	--	--	100.0%	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/27/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	2	100.0%	50.0%	--	50.0%	--
Male	1	1	100.0%	100.0%	--	--	--
Female	1	1	100.0%	--	--	100.0%	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	1	1	100.0%	--	--	100.0%	--
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	2	2	100.0%	50.0%	--	50.0%	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	1	1	100.0%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/27/2016

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 English, mathematics, and physical education

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 - Most Recent Year

In a democracy, parents and guardians are encouraged and welcomed to become involved in a formal education of their children enrolled in public schools. This early and consistent parental involvement helps children do well academically. When this involvement is combined with a partnership between home and school, the student, the school, and the community benefit. Parents and guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children. These rights are outlined in Chapter 864, Statutes of 1998. Parents help guide decisions as members of site committees, volunteer in classrooms, field trips and special projects, such as our annual whole school shakespeare production.

State Priority: Pupil Engagement

Last updated: 1/28/2016

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

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

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

School Safety Plan - Most Recent Year

The school safety protocols are reviewed and updated by October with staff and law enforcement. Parents are updated on proposed changes to the plan during Back to School Night. School Site Council reviews parent surveys at the end of year, provides input for goals each year, and makes any necessary recommendations for changes in the next school year. Staff and students participate in safety drills throughout the year. All staff is CPR/First Aid trained and renewed in the fall of 2015. Plans and resolutions were reviewed in light of the most recent shootings and mandatory red flag power shut off for high wind conditions.

Last updated: 1/28/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	N/A	

Last updated: 1/28/2016

Average Class Size and Class Size Distribution (Elementary)

Two Classrooms with multi age students:

(2012-2013)

ESK-2 13 Students

Grade 3-7 19 Students

(2013-2014)

ESK-2 18 Students

Grade 3-7 17 Students

(2014-2015)

TK-2 20 Students

3-8 14 Students

ESK-2

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/28/2016

Types of Services Funded (Fiscal Year 2014-15)

Spencer Valley School offers the following services for qualifying students:

Special Education (speech and in-class consultation)

Early Intervention Reading

After School one-on-one intervention

Group study hour - "Homework Club"

Native American Support Program

GATE Program

English Language Learner Program

Peer Educators and Tutors Program

Science, Economic and Arts Program

Last updated: 1/28/2016

Professional Development – Most Recent Three Years

All teaching staff is afforded the opportunity to participate in district and site sponsored professional development in semester or year-long series to support a wide variety of professional development. These include the use of effective instructional strategies for implementing all Common Core adoptions available through SDCOE and NCPDF, the use of portable devices in the classroom, close reading, writing and mathematics strategies, effective use of assessments, inclusion strategies and positive discipline in-services. Staff will also be trained on the use of digital portals as resources, multiple measures/interim formative assessments, the CAASPP, digital citizenship and program evaluation.

Last updated: 1/28/2016