

Valley Springs Elementary

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 at <http://dq.cde.ca.gov/dataquest/> 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Valley Springs Elementary
Street	240 Pine St.
City, State, Zip	Valley Springs, CA 95252-0187
Phone Number	(209) 754-2141
Principal	Rene Malamed
E-mail Address	rmalamed@calaveras.k12.ca.us
Web Site	
Grades Served	K-6
CDS Code	05-61564-6003446

District Contact Information	
District Name	Calaveras Unified
Phone Number	(209) 754-2300
Superintendent	Mark Campbell
E-mail Address	mcampbell@calaveras.k12.ca.us
Web Site	www.calaveras.k12.ca.us

School Description and Mission Statement (Most Recent Year)

MISSION STATEMENT

The fundamental purpose of our school is to ensure that all students learn at their highest potential.

The staff and parents/guardians of Valley Springs Elementary School believe that the first priority is the student. We believe in the right of every student to:

- A high quality education that creates a lifelong learner.
- A safe and supportive learning environment.
- Grow as an individual academically, socially, and emotionally to become a productive member of society.
- An education that is a partnership between educators, parents/guardians, and students.

SCHOOL DESCRIPTION

Valley Springs Elementary School serves approximately 500 transition kindergarten through sixth grade students, 21 pre-school students, and also houses a county special education pre-school that serves approximately 6 students. The school is one of 6 elementary schools in Calaveras Unified School District (CSUD). The district is the largest school district in Calaveras County, located in the foothills of the Sierra Nevada, east of Stockton and the San Francisco Bay Area.

The area is still mostly rural, although pockets of new construction have appeared in the past decades, especially in the western part of the county. Many children live outside of walking distance and are transported to school by parents or through the district's school busses. Some working family members commute to larger cities, while others are employed in Calaveras or Amador County, particularly in agriculture, land management, construction, or service industries. The region boasts a rich gold mining history and attracts tourists who enjoy walking through the historic towns, cooling off in one of the many lakes and rivers, or exploring wilderness areas.

Much change has occurred at Valley Springs Elementary over the past several years. A 2008 shift in boundaries between Valley Springs Elementary and nearby Jenny Lind Elementary increased enrollment by close to 100 students. The voters of the county approved a bond measure, which allowed for 16 new classrooms to be built on the Valley Springs campus. 12 of these classrooms are located in the "upper quad" area. These classrooms lie at the foot of a wooded hill that is hiked for PE and during the school's annual "Bulldog Trek" fundraiser. The school's Parent Teacher Organization (PTO) has contributed plants and tables for beautification of the new quad area. Bond moneys also contributed to a new library, which is shared between the county and the school. Money that was reimbursed to the district through state matching grants was used to landscape the campus and grade the playing field. The Calaveras Unified School District, private donors, and the Parent Teacher Organization contributed to the construction of new playground equipment and a new walking trail around the soccer field.

The instructional program at Valley Springs is focused on providing a rigorous, standards-based, and well-rounded education that maximizes instructional minutes and provides students with the skills and experiences they need to be successful in school and life. Students receive daily instruction in core subject areas (math, language arts, science, and social studies) as well as provide a variety of opportunities and experiences with art, music, and physical education. Teachers also recognize the importance of character development, life skills, and successful work habits and infuse opportunities for growth and development in these areas into the curriculum and weekly schedule. The teaching staff places a huge emphasis on frequent monitoring of academic progress, differentiating instruction to meet diverse learning needs, designing lessons for different learning modalities, and implementing interventions for students falling below standard. Instructional materials consist of district adopted materials as well as a variety of supplemental, research-based, and best practice resources and strategies that teachers use to best meet the needs of students.

All teachers at Valley Springs Elementary are highly qualified and appropriately credentialed. In addition, teachers at Valley Springs are committed to on-going professional development and continuous improvement. The school and district is committed to providing teachers with ongoing training and opportunities to collaborate and plan together. A comprehensive professional development plan developed together as a school, helps guide the staff in identifying areas for continuous improvement and growth as educators. This school year, morning yard duty for teachers was eliminated to carve out sacred time for teachers to meet once a week in grade-level Professional Learning Community (PLC) teams. These teams focus on the four critical questions of a PLC: 1)What do we want students to learn? 2)How will we know if they have learned it? 3)How will we respond when learning did not take place? 4)How will we respond when learning already has occurred? In addition to this weekly collaboration time, three professional development days (called CORE days) offer teachers an opportunity to refine their practices and learn new theory and practices. Teachers are also given grade-level release days, where they work collaboratively as a grade-level team on data analysis, reviewing student work samples, curriculum planning, and brainstorming strategies to improve in weak areas. This school year, our grade-level release days were highly focused on integrating Guided Language Acquisition Design (GLAD) units and strategies into the overall instructional program.

The school has a strong academic monitoring and response to intervention system. Teachers use assessment data to frequently monitor progress and identify students who need additional assistance or interventions. Classroom teachers provide the first level of interventions, and monitor and track progress on these interventions within their classrooms. The Child Study Team process is used as an additional level of monitoring and guidance to monitor individual student progress. If the learning needs are significant, students can also receive academic assistance through a second learning center that provides specialized academic instruction mostly for students with IEPs. A full time resource teacher as well as highly qualified instructional assistant provide this specialized academic assistance as well as inclusion support in the general education classrooms.

In addition to academic monitoring, students are provided with a variety of other extracurricular and enrichment experiences. The school has a structured after-school program (serving approximately 45 students), boasts the largest elementary band program in the district (over 60 students receiving instrumental music instruction), provides primary music instruction for K-3 classes, has a 5th and 6th grade math mini-bowl team (24 students), hosts a school-wide science fair (186 projects submitted this year), offers after-school hands-on science classes, sponsors literature celebrations and reading incentive programs, and provides students with art lessons by several local artists. Last year our 4th grade teachers received a grant for a class set of Ukuleles and our band instructor offered instrumental music lessons with the Ukulele to all of our 4th grade students. Some classes have also added weekly Zumba classes and garden classes to support health and wellness among students. Many of the schools enrichment opportunities are supported and funded by the school's parent teacher organization (PTO), as well as by volunteers and community partnerships.

The Valley Springs School and Community Garden continues to be an integral part of the overall VSE experience for students, parents, staff, and the community. The garden started with a 14,000 square foot empty lot that was filled with weeds, and has turned into a beautiful learning lab for our students to benefit from. Over 300 students and community members have participated in the garden this past school year. The goal is for this number to continue to grow each year. Students, parents, staff, the Valley Springs Youth Center, church groups, pre-schools and the Boy Scouts, among others, have all been active participants in the garden and using it to enhance academic learning opportunities, learn about agriculture, develop healthy eating habits and learn how to work together to achieve a common goal. In the fall of 2012, the garden produced over 1000 pounds of produce. The produce was used in our classrooms, the school cafeteria, sent home with students and used by community members who volunteered time on the project. The Resource Connection Food Bank, Head Start and First 5 Calaveras are already planning activities and setting dates for using this space for their programs. Our local church is using food from the garden in their food pantry, and local families are volunteering and using food from the garden as part of their weekly menu. We have kids that are helping their parents start gardens and asking them to buy more fresh fruits and vegetables at the grocery store. This project would not be possible without the incredible amount of support we have received from individuals, businesses and organizations in our community.

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

Grade Level	Number of Students
Kindergarten	75
Grade 1	73
Grade 2	55
Grade 3	70
Grade 4	63
Grade 5	75
Grade 6	84
Total Enrollment	495

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1.4
Asian	0.8
Filipino	0.2
Hispanic or Latino	22
White	69.5
Two or More Races	5.1
Socioeconomically Disadvantaged	56
English Learners	4.2
Students with Disabilities	10.9
Foster Youth	4.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	21	21	20	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

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.

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	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	0.0	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 (School Year 2015-16)

Year and month in which data were collected: 12/14

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Houghton Mifflin 6: Prentice Hall	Yes	0
Mathematics	K-6: Envisions	Yes	0
Science	K-5: FOSS 6: McMillan McGraw Hill	Yes	0
History-Social Science	K-5: Pearson Scott Foresman 6: Harcourt Reflections	Yes	0
Foreign Language	N/A		
Health	Too Good For Drugs	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's Maintenance and Operations Department continuously utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students. The maintenance department works in close cooperation with the school's lead custodian and principal to identify the campus work orders that are of greatest priority. Health and safety issues are addressed first as a top priority.

The campus underwent a series of major facility improvements between 2007 & 2009, including building of a new library, installation of 16 new classrooms, a new parking lot, new play structure, and substantial landscaping improvements. In the 2010-2011 school year, new fencing was installed and the front parking lot was re-stripped to ensure safety and traffic flow with the school's new bus staging area.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/21/15				
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			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/21/15				
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], 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 (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	37	37	44
Mathematics	29	27	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	71	69	97.2	28	32	25	16
	4	62	60	96.8	32	32	28	8
	5	79	77	97.5	48	18	25	9
	6	79	79	100.0	23	39	30	8
Male	3		36	50.7	36	25	25	14
	4		33	53.2	30	27	36	6
	5		44	55.7	59	20	14	7
	6		43	54.4	26	40	33	2
Female	3		33	46.5	18	39	24	18
	4		27	43.5	33	37	19	11
	5		33	41.8	33	15	39	12
	6		36	45.6	19	39	28	14
Black or African American	4		1	1.6	--	--	--	--
	5		1	1.3	--	--	--	--
	6		1	1.3	--	--	--	--
American Indian or Alaska Native	4		1	1.6	--	--	--	--
	5		1	1.3	--	--	--	--
	6		2	2.5	--	--	--	--
Asian	4		1	1.6	--	--	--	--
	6		2	2.5	--	--	--	--
Hispanic or Latino	3		17	23.9	35	24	24	18
	4		11	17.7	27	27	27	18
	5		17	21.5	59	12	24	6
	6		18	22.8	22	22	56	0
White	3		50	70.4	24	36	26	14
	4		45	72.6	36	33	24	7
	5		56	70.9	46	20	25	9
	6		54	68.4	20	46	24	9
Two or More Races	3		2	2.8	--	--	--	--
	4		1	1.6	--	--	--	--
	5		2	2.5	--	--	--	--
	6		2	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		35	49.3	34	40	17	9
	4		35	56.5	29	40	26	6
	5		44	55.7	59	20	18	2
	6		46	58.2	30	37	26	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		2	2.8	--	--	--	--
	4		2	3.2	--	--	--	--
Students with Disabilities	3		4	5.6	--	--	--	--
	4		8	12.9	--	--	--	--
	5		4	5.1	--	--	--	--
	6		5	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	71	70	98.6	21	34	37	6
	4	62	59	95.2	22	42	31	3
	5	79	77	97.5	42	36	12	9
	6	79	79	100.0	43	35	13	9
Male	3		36	50.7	28	19	39	11
	4		32	51.6	22	34	44	0
	5		44	55.7	48	36	11	2
	6		43	54.4	37	49	9	5
Female	3		34	47.9	15	50	35	0
	4		27	43.5	22	52	15	7
	5		33	41.8	33	36	12	18
	6		36	45.6	50	19	17	14
Black or African American	4		1	1.6	--	--	--	--
	5		1	1.3	--	--	--	--
	6		1	1.3	--	--	--	--
American Indian or Alaska Native	4		1	1.6	--	--	--	--
	5		1	1.3	--	--	--	--
	6		2	2.5	--	--	--	--
Asian	4		1	1.6	--	--	--	--
	6		2	2.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		17	23.9	18	41	29	12
	4		11	17.7	18	45	36	0
	5		17	21.5	35	35	18	6
	6		18	22.8	56	28	17	0
White	3		51	71.8	22	33	39	4
	4		44	71.0	25	43	25	5
	5		56	70.9	45	34	11	11
	6		54	68.4	43	33	13	11
Two or More Races	3		2	2.8	--	--	--	--
	4		1	1.6	--	--	--	--
	5		2	2.5	--	--	--	--
	6		2	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		36	50.7	22	44	28	3
	4		35	56.5	23	46	23	6
	5		44	55.7	48	34	16	0
	6		46	58.2	59	28	7	7
English Learners	3		2	2.8	--	--	--	--
	4		2	3.2	--	--	--	--
Students with Disabilities	3		4	5.6	--	--	--	--
	4		8	12.9	--	--	--	--
	5		4	5.1	--	--	--	--
	6		5	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	60	54	35	57	63	60	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	35
Male	23
Female	51
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	31
White	33
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	30
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.30	26.00	35.10

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 Parental Involvement State Priority (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)

Parents are encouraged to stay connected to the school and their child's teacher on a regular basis throughout the school year. Parents attend a formal parent conference with teachers each fall after the first trimester to review their child's first report card, but are encouraged to conference and communicate with teachers as often as needed throughout the year. The school promotes the idea of frequent and on-going communication as being a key element of forming a strong partnership. Many parents who work or who have busy schedules find great success communicating with teachers regularly through e-mail. Several teachers use e-mail newsletters to update parents about class information. The principal also communicates school-wide information via an electronic newsletter she sends out on a weekly basis.

Parents are also encouraged to attend school functions such as back to school night, open house, musical performances, family nights, and award assemblies. The school also values parent volunteers and many parents choose to volunteer in their child's classroom or in other capacities around campus. Several parents choose to become more involved by participating in school-wide committees and decision-making groups such as School Site Council.

Valley Springs has an active PTO, providing strong support for all aspects of the school. Many parents choose to become involved with the school by volunteering at a PTO-sponsored function or attending PTO meetings. Through their fundraising efforts, as well as their ability to mobilize volunteers and engage the entire school community, the PTO supports numerous programs, activities, and initiatives that directly benefit students and the school. Some examples include but are not limited to: art and music instruction, assemblies, themed family nights, sixth grade science camp, school gardens, author visits, literacy projects, and upgrades to facilities and beautification. Currently, the PTO meets formally every month on Wednesdays. For more information on specific PTO activities visit our district web site at: vse.mybigcampus.net and click on the PTO link on our school web page.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.00	5.48	3.63	7.32	7.68	6.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.06	0.09	0.03	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Our comprehensive school safety plan was developed by our school safety committee. The plan includes input from multiple stakeholders including parents, administrators, certificated teachers, classified staff (custodians, office staff), after-school program staff, and community members (fire, sheriff). Our school safety committee met five times during the 2010-2011 school year (9/2/10, 10/14/10, 12/8/10, 1/20/11, 5/11/11). In discussing school safety issues and creating a comprehensive plan addressing all aspects of school safety, the 2010-2011 school safety committee looked at a variety of data and information. This information included but was not limited to examples of student misconduct, responses from staff on drill feedback forms, other schools' safety plans, information shared from the Sheriff's office and local fire station, discussion of events in our other district schools and the community, school rules and procedures, and other factual information shared by committee members. Agendas and hand-outs for all school safety meetings are kept in a school safety binder, which upon request is available for review by staff and parents.

In order to create a comprehensive school safety plan that didn't just focus on emergency procedures and responses, but also placed an emphasis on prevention and school climate, the school safety committee identified four main areas of school safety to focus on within the school's safety plan. These four main areas of school safety (in random order) are: 1) Emergency Preparedness 2) Physical Environment 3) School Climate/Atmosphere, and; 4) Prevention. The school safety committee discussed each of these areas, and identified ways that the school was already addressing this area, in addition to ways that the school could improve in this area.

Given time constraints and to streamline the number of school-wide committees, in the 2011-2012 school year school safety issues and items were incorporated into the school site council meetings. The school site council meets once a month during the school year. In the 2012-2013 school year, the school's safety plan was updated and shared with the school site council. This will continue to be the process each year, with the safety plan and major safety issues being shared with the school site council. We currently have a Safety Patrol team comprised of parents who have been fingerprinted through the district and help monitor the campus and drop off/pick up areas outside the school buildings. Our staff regularly discusses campus safety, practices protocols, and adjusts as needed.

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	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	22		3		25		4		20	1	3	
1	23		2		25		1		28		2	
2	23		3		25		3		27		2	
3	25		3		26		2		29		3	
4	31		2		28		3		32		2	
5	30		3		30		2		32		2	
6	34			2	31		3		32		2	1

Note: 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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist		N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4446.19	750.78	3695.40	63944
District	N/A	N/A	5304.24	\$63,695
Percent Difference: School Site and District	N/A	N/A	-30.3	1.0
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-21.2	1.4

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

Types of Services Funded (Fiscal Year 2014-15)

Valley Springs Elementary receives the following funds from either state or federal government sources: Title I, EIA/SCE, EIA/LEP, and Lottery. All of the funds are allocated to serve students in grades Pre K-6. The School Site Council (SSC) reviews and approves all categorical budgets making sure that expenditures are directly connected to school goals contained within the school plan. Whether the funds are used to pay for professional development of teachers or to purchase new technology within our computer lab, the needs of our students drive the decision-making process on how money is spent.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,236	\$40,379
Mid-Range Teacher Salary	\$55,418	\$62,323
Highest Teacher Salary	\$79,805	\$81,127
Average Principal Salary (Elementary)	\$93,652	\$99,192
Average Principal Salary (Middle)	\$105,018	\$91,287
Average Principal Salary (High)	\$130,138	\$112,088
Superintendent Salary	\$149,224	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
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)

Professional development is a priority at Valley Springs Elementary School. At the beginning of the school year, the teaching staff reviews student achievement data from the previous school year and is given the opportunity to reflect on the strengths/accomplishments as well as identify areas of needed growth. Using this data, our school develops a professional development (PD) plan that serves as a guide for the new school year. This professional development (PD) plan is also part of a cycle and process of continuous improvement and reflection that occurs throughout the school year.

Our current PD plan identifies three main areas of focus:

- 1) Common Core English Language Arts Implementation
- 2) Ongoing support & training in Guided Language Acquisition Design (GLAD) strategies and methodologies
- 3) Continued Support for grade level academic conference days and or Professional Learning Communities. These release days are used as grade-level collaboration time to work on data analysis, reviewing student work samples, curriculum planning, analyzing assessments, and review weak areas by grade level and brainstorming strategies to improve these areas.

While these three areas remain the consistent area of focus and priority for the school, the PD plan also identifies other specific areas that might be a priority for a specific grade-level or individual teacher. To make the PD happen, the school utilizes the three Core Development days built into the district's school calendar, Friday early release days, staff meetings, and uses school and district funds to pay for substitute teachers so that teachers can attend trainings throughout the school week. Teachers are also encouraged to attend professional development opportunities that relate to our school goals as they arise throughout the school year. These may be during the day trainings or trainings held after-school, on weekends, or during school breaks.

Teachers are provided with on-going support through a variety of methods including coaching, teacher-principal meetings, peer support, and on-going collaboration/dialogue at staff meetings and grade-level meetings.