

Valley Springs Elementary

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Valley Springs Elementary
Street	240 Pine St
City, State, Zip	Valley Springs
Phone Number	(209) 754-2141
Principal	Charles Keller
Email Address	ckeller@calaveras.k12.ca.us
School Website	https://vse.custudents.net/
County-District-School (CDS) Code	05-61564-6003446

2022-23 District Contact Information

District Name	Calaveras Unified School District
Phone Number	(209) 754-2300
Superintendent	Mark Campbell
Email Address	mcampbell@calaveras.k12.ca.us
District Website Address	www.calaveras.k12.ca.us

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MISSION STATEMENT

At Valley Springs Elementary 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 serves approximately 410 transitional kindergarten through fifth grade students. There is a district preschool program and a county special education preschool on campus. The school is one of 5 elementary schools in Calaveras Unified School District. 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 buses. 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.

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 skills and experiences to be successful as productive members of society. Students receive daily instruction in core subject areas as well as provide a variety of opportunities and experiences with art, music, and gardening/nutrition education. Staff recognizes the importance of character development, life skills, social emotional skills, and successful work habits, and infuse opportunities for growth and development in these areas into the curriculum and weekly schedule. The teaching staff frequently monitor academic progress and differentiate instruction to meet diverse learning needs. Lesson designs by staff reflect different learning modalities. The use of technology for

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instruction and student progress and monitoring are used by staff daily. Instructional materials consist of district adopted materials as well as a variety of supplemental resources and strategies that teachers use to best meet the needs of students.

The school values academic monitoring and is working to strengthen its Multiple Tiers for Student Support (MTSS). Teachers use formative assessment data to monitor progress and identify students who need additional assistance or interventions. Classroom teachers provide the first and second levels of interventions and monitor and track progress on these interventions within their classrooms. The Student Success Team (SST) process is used as an additional level of monitoring and guidance to monitor individual student progress. If the learning needs are significant, students may also receive academic assistance through a learning center that provides specialized academic instruction for students with IEPs. Two full time Resource teachers, as well as a highly qualified paraprofessionals, provide this specialized academic assistance as well as inclusion support in the general education classrooms. Valley Springs School has two special day classes for students TK-2 and a class for students grades 3-5, staff by highly qualified Special Education teachers and paraprofessionals.

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, participates in the county math mini bowl, Science Fair, and spelling bee programs, reading incentive programs, and provides students with art instruction. Exercise and garden classes are offered to support health and wellness among students. Many of the school's enrichment opportunities are supported and funded by the 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. Our garden is a 14,000 square foot beautiful learning lab. The Resource Connection Food Bank, Head Start and First 5 Calaveras plan activities and use the garden area for their programs, as well. This project would not be possible without the incredible amount of support we have received from individuals, businesses and organizations in our community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	60
Grade 2	56
Grade 3	56
Grade 4	73
Grade 5	57
Total Enrollment	392

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.3
Male	57.7
American Indian or Alaska Native	1.0
Asian	0.5
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.3
White	63.0
English Learners	6.4
Foster Youth	0.8
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	47.4
Students with Disabilities	18.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.00	75.00	92.30	76.80	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.25	5.50	4.58	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.25	4.60	3.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.90	8.25	12115.80	4.41
Unknown	2.00	12.50	7.70	6.48	18854.30	6.86
Total Teaching Positions	16.00	100.00	120.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students at Valley Springs Elementary use Common Core-Aligned Math and English Language Arts curriculum. In addition, research-based supplemental resources, such as Mystery Science, Studies Weekly, and Second Step Social Emotion Skills Training are used to provide a robust and well-rounded instructional program.

Year and month in which the data were collected

01/23/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: Wonders, I-Ready	Yes	0
Mathematics	TK-5: I-Ready	Yes	0
Science	K-5: FOSS, Mystery Science	Yes	0
History-Social Science	K-5: Pearson Scott Foresman	Yes	0
Foreign Language	N/A		
Health	Too Good For Drugs, Second Steps	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The district's Maintenance and Operations Department continuously utilizes its resources to keep up with all repairs and vandalism 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.

Year and month of the most recent FIT report

1/05/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in 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.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	25	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	199	190	95.48	4.52	28.42
Female	91	88	96.70	3.30	32.95
Male	108	102	94.44	5.56	24.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	46	92.00	8.00	21.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	11	84.62	15.38	27.27
White	130	128	98.46	1.54	31.25
English Learners	12	11	91.67	8.33	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	57	51	89.47	10.53	15.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	43	38	88.37	11.63	7.89

2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	188	94.95	5.05	25.00
Female	90	86	95.56	4.44	20.93
Male	108	102	94.44	5.56	28.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	45	91.84	8.16	17.78
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	11	84.62	15.38	27.27
White	130	127	97.69	2.31	26.77
English Learners	12	11	91.67	8.33	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	57	50	87.72	12.28	10.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	43	38	88.37	11.63	7.89

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	28.07	0	17.71	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	57	93.44	6.56	28.07
Female	28	27	96.43	3.57	22.22
Male	33	30	90.91	9.09	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	16	100	0	25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	34	94.44	5.56	35.29
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	12	80	20	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	76%	98%	98%	98%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 the first trimester to review their child's progress and goals. The school promotes 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 or virtual meetings. In addition, many of our teachers communicate through social media and apps such as Class Dojo and Remind. Parents are also encouraged to attend school functions such as Back to School Night, Open House, musical performances, Parent University sessions, and awards assemblies. The school 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 and English Learners Advisory Committee (ELAC).

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: Back to School Bulldog Express, Book Fairs, garden and art instruction, assemblies, themed family nights, the Bulldog Trek/Color Run, author visits, and upgrades to facilities and campus beautification.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	434	201	46.3
Female	191	186	79	42.5
Male	253	248	122	49.2
American Indian or Alaska Native	4	4	3	75.0
Asian	2	2	2	100.0
Black or African American	2	2	2	100.0
Filipino	2	2	2	100.0
Hispanic or Latino	135	131	74	56.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	21	19	6	31.6
White	277	273	111	40.7
English Learners	28	28	16	57.1
Foster Youth	7	7	3	42.9
Homeless	19	19	12	63.2
Socioeconomically Disadvantaged	233	229	123	53.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	99	51	51.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.08	7.52	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.66	5.86	1.39	7.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.86	0.00
Female	2.09	0.00
Male	8.70	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.05	0.00
English Learners	7.14	0.00
Foster Youth	0.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	7.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.92	0.00

2022-23 School Safety Plan

A comprehensive school safety plan includes emergency procedures and responses with an emphasis on prevention and school climate. There are four main areas of school safety. These four main areas of school safety (in random order) are: 1) Emergency Preparedness 2) Physical Environment 3) School Climate/Atmosphere, and; 4) Prevention. Valley Springs staff take part in a district school safety committee and are helping to guide improved safety measures.

In the 2020-21 school year, the school's safety plan was updated, shared, and approved by 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. Our staff regularly discusses campus safety practices and protocols, and adjusts as needed. All staff is trained in Alert, Lock Down, Inform, Counter, and Evacuate (ALICE) emergency strategies and pandemic safety protocols. The CrisisGo app is used district-wide for communication in emergency situations.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4355	735	3619	\$63,434
District	N/A	N/A	\$7,843	\$70,824
Percent Difference - School Site and District	N/A	N/A	-73.7	-11.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-58.3	-22.1

2021-22 Types of Services Funded

Valley Springs Elementary receives the following funds from either state or federal government sources: Title I, LCFF, and Lottery. All of the funds are allocated to serve students in grades TK-5. The School Site Council (SSC) reviews and approves the Title 1 budget making sure that expenditures are directly connected to school goals contained within the school plan. The needs of our students drive the decision-making process on how money is spent.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,171	\$48,503
Mid-Range Teacher Salary	\$61,345	\$74,912
Highest Teacher Salary	\$89,769	\$100,321
Average Principal Salary (Elementary)	\$90,643	\$122,160
Average Principal Salary (Middle)	\$104,104	\$127,632
Average Principal Salary (High)	\$112,802	\$137,578
Superintendent Salary	\$150,450	\$198,665
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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. In addition, School Site Council and ELAC review data and school improvement goals alignment to close achievement gaps. In 2019-20, Calaveras Unified Instructional Leadership Team (CUILT) focused on culture and climate and worked in partnership with the International Center for Leadership in Education (ICLE) in guiding adult learning in Rigor, Relevance, and Engagement.

In 2019-20 and 2020-21, Valley Springs staff participated in ICLE, Trauma Informed Practices, Virtual Learning trainings, and CUSD Signature Practices. Valley Springs Elementary is also in year 2 implementation of Positive Behavioral Intervention Systems (PBIS). Furthermore, certificated and classified staff have been provided with opportunities to attend workshops related to special education through the Calaveras County Office of Education. VSE teachers have participated in English Language Development training through the San Joaquin County Office of Education and site professional development.

Professional Development is typically provided through three Core Development days are built into the district's school calendar, Friday early release days, staff meetings. School and district funds are allocated for paying for substitute teachers so that teachers can attend trainings while school is in session. Teachers are also encouraged to attend professional development opportunities that relate to our school goals as they arise throughout the school year.

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2		3