

# Spring Valley Elementary School

## 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

<b>School Name</b>	Spring Valley Elementary School
<b>Street</b>	817 Murchison Dr.
<b>City, State, Zip</b>	Millbrae, CA 94030
<b>Phone Number</b>	(650) 697-5681
<b>Principal</b>	Gordon Hwee
<b>Email Address</b>	ghwee@millbraesd.org
<b>School Website</b>	<a href="https://www.millbraeschooldistrict.org/springvalley">https://www.millbraeschooldistrict.org/springvalley</a>
<b>County-District-School (CDS) Code</b>	41689736044259

## 2022-23 District Contact Information

<b>District Name</b>	Millbrae Elementary School District
<b>Phone Number</b>	(650) 697-5693
<b>Superintendent</b>	Debra French
<b>Email Address</b>	dfrench@millbraesd.org
<b>District Website Address</b>	<a href="http://www.millbraeschooldistrict.org">www.millbraeschooldistrict.org</a>

## 2022-23 School Overview

Spring Valley School is a dynamic, growing elementary school dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The school has an energetic staff who pride themselves on the success of their students. The Spring Valley family concept is incorporated in the daily routine of the staff and has become part of the school's culture. The result is a warm and friendly atmosphere where parents and staff work together for the benefit of the Spring Valley School students. Our PTA has grown into one of the most involved and productive associations in our area. During a typical school year, they work hard to provide field trips, a movie night, science fair, winter ball, fall welcome and other events. Spring Valley School's mission is to prepare students for leadership and responsible, productive participation in a changing world. This is accomplished by working in partnership with families and the community to help students become problem solvers and critical thinkers. We work together to promote the students' intellectual, physical, emotional, social, ethical, and cultural development and have implemented a Positive Behavior Intervention & Support (PBIS) model. We continue to refine our implementation of the California Common Core State Standards and are currently focusing on writing as a way to build our students' capacity to express their development as robust thinkers. Science is also a major focus. With an eye on developing the Next Generation Science Standards, all grade levels participate in related field trips. We include character education by focusing on specific character traits throughout the year.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	57
Grade 2	67
Grade 3	69
Grade 4	74
Grade 5	71
Total Enrollment	396

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.7
Male	57.3
American Indian or Alaska Native	0.0
Asian	60.6
Black or African American	0.3
Filipino	3.8
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.4
White	11.1
English Learners	22.2
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	16.9
Students with Disabilities	7.3

#### 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)	14.90	100.00	83.40	86.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.40	0.41	12115.80	4.41
Unknown	0.00	0.00	12.90	13.36	18854.30	6.86
<b>Total Teaching Positions</b>	14.90	100.00	97.00	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						
<b>Total Teaching Positions</b>						

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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	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.

## 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	
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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.

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

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	McGraw Hill Wonders - 2017	Yes	0
<b>Mathematics</b>	Eureka Math -2015	Yes	0
<b>Science</b>	Twig Science 2020	Yes	0
<b>History-Social Science</b>	Studies Weekly - 2017	Yes	0

## School Facility Conditions and Planned Improvements

Spring Valley School's facilities are in good shape and are constantly monitored for maintenance purposes. Our portable was newly constructed where our childcare is housed as a result of the passage of the Measure X bond. New structures were built in front of the school office, between the second and third corridor; this includes a playground area as well as new roofing. New walkways and railings were constructed to make the school compliant per the American Disabilities Act. Restrooms were remodeled and work beneath our building's infrastructure was completed. We have a sizable playground for our children to play on. We have our district facilities, daily custodian and one half-time night custodian who keep our facilities clean. Classrooms are cleaned every other day and restrooms are cleaned daily. District maintenance and grounds responds work orders as needed. A teacher-driven vegetable garden project continues this year. The teachers have created several raised beds with an irrigation system and composting area for students and staff.

Recent facility improvements include a new outdoor play structure and upgraded plumbing. We are in the middle of replacing all the classroom projectors with new LCD monitors with three completed to date and the rest will be replaced before the beginning of the 2022-2023 school year. A new digital message board was installed to inform parents and community members about events and important school information. The exterior lighting was replaced with LED to improve visibility and safety at night. All the air filters throughout the campus were upgraded to Merv 13 filters exceeding CDPH recommendations.

In 2018 the Millbrae Elementary School District engaged with School Works to develop a Facilities Master Plan. This plan includes replacing the flooring in all classrooms, and replacing portable buildings with a new modular lab/specialty building.

**Year and month of the most recent FIT report**

8/9/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			"Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:"  a. There is no odor that would indicate a gas leak. (X) b. Gas pipes are not broken and appear to be in good working order. (X) c. Other
<b>Interior:</b> Interior Surfaces	X			Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:  a. Walls are free of hazards from tears and holes. b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. c. Ceiling is free of hazards from missing ceiling tiles and holes. d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.) e. Other

## School Facility Conditions and Planned Improvements

<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.</li> <li>b. Area(s) evaluated is free of unabated graffiti.</li> <li>c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.</li> <li>d. Other</li> </ul>
<p><b>Electrical</b></p>	<p>X</p>		<ul style="list-style-type: none"> <li>1. There is no evidence that any portion of the school has a power failure. (X)</li> <li>2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following: <ul style="list-style-type: none"> <li>a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)</li> <li>b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.</li> <li>c. Other</li> </ul> </li> <li>3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following: <ul style="list-style-type: none"> <li>a. Lighting appears to be adequate.</li> <li>b. Lighting is not flickering.</li> <li>c. There is no unusual hum or noise from the light fixtures.</li> <li>d. Other</li> </ul> </li> </ul>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:</p> <ul style="list-style-type: none"> <li>a. Restrooms are maintained and cleaned regularly.</li> <li>b. Restrooms are fully operational.</li> <li>c. Restrooms are stocked with toilet paper, soap, and paper towels.</li> <li>d. Restrooms are open during school hours.</li> <li>e. Other</li> </ul>

## School Facility Conditions and Planned Improvements

			<p>Sinks/Fountains (Inside and Outside)          "Drinking fountains appear to be accessible and functioning as intended.          Examples include but are not limited to the following:"</p> <ol style="list-style-type: none"> <li>Drinking fountains are accessible.</li> <li>Water pressure is adequate.</li> <li>A leak is not evident.</li> <li>There is no moss, mold, or excessive staining on the fixtures.</li> <li>The water is clear and without unusual taste or odor.</li> <li>Other</li> </ol>
<p><b>Safety:</b>          Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:</p> <ol style="list-style-type: none"> <li>The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)</li> <li>Emergency alarms appear to be functional. (X)</li> <li>Emergency exit signs function as designed, exits are unobstructed. (X)</li> <li>Fire extinguishers are current and placed in all required areas.</li> <li>Fire alarms pull stations are clearly visible.</li> <li>Other</li> </ol> <p>Hazardous Materials (Interior and Exterior)          There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.          Examples include but are not limited to the following:</p> <ol style="list-style-type: none"> <li>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)</li> <li>Paint is not peeling, chipping, or cracking.</li> <li>There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.</li> <li>Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.</li> <li>Other</li> </ol>
<p><b>Structural:</b>          Structural Damage, Roofs</p>	<p>X</p>		<p>Roofs (observed from the ground, inside/outside the building)          "Roof systems appear to be functioning properly.          Examples include but are not limited to the following:"</p> <ol style="list-style-type: none"> <li>Roofs, gutters, roof drains, and down spouts are free of visible damage.</li> </ol>



## School Facility Conditions and Planned Improvements

			<p>b. Roofs, gutters, roof drains, and down spouts are intact.</p> <p>c. Other</p> <p>Portable S: Gutters need to be replaced. Roof will need to be redone soon.*</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>Playground/School Grounds</p> <p>"The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:"</p> <p>a. Significant cracks, trip hazards, holes and deterioration are not found.</p> <p>b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.</p> <p>c. Seating, tables, and equipment are functional and free of significant cracks.</p> <p>d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.</p> <p>e. Other</p> <p>Windows/Doors/Gates/Fences (Interior and exterior)</p> <p>"Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:"</p> <p>a. There is no exposed broken glass accessible to pupils and staff. (X)</p> <p>b. Exterior doors and gates are functioning and do not pose a security risk. (X)</p> <p>c. Windows are intact and free of cracks.</p> <p>d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.</p> <p>e. Doors are intact.</p> <p>f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.</p> <p>g. Gates and fences appear to be functional.</p> <p>h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.</p> <p>i. Other</p>

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	73	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	75	N/A	60	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
<b>All Students</b>	214	213	99.53	0.47	73.24
<b>Female</b>	84	84	100.00	0.00	75.00
<b>Male</b>	130	129	99.23	0.77	72.09
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	130	130	100.00	0.00	72.31
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	11	11	100.00	0.00	90.91
<b>Hispanic or Latino</b>	26	26	100.00	0.00	50.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	26	26	100.00	0.00	92.31
<b>White</b>	21	20	95.24	4.76	75.00
<b>English Learners</b>	26	26	100.00	0.00	15.38
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	29	29	100.00	0.00	58.62
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	15	15	100.00	0.00	40.00

## 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
<b>All Students</b>	214	211	98.60	1.40	74.88
<b>Female</b>	84	82	97.62	2.38	70.73
<b>Male</b>	130	129	99.23	0.77	77.52
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	130	129	99.23	0.77	82.17
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	11	10	90.91	9.09	--
<b>Hispanic or Latino</b>	26	26	100.00	0.00	26.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	26	26	100.00	0.00	92.31
<b>White</b>	21	20	95.24	4.76	60.00
<b>English Learners</b>	26	26	100.00	0.00	34.62
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	29	29	100.00	0.00	55.17
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	15	15	100.00	0.00	33.33

## 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
<b>Science</b> (grades 5, 8 and high school)	55.74	48.57	43.08	50.3	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
<b>All Students</b>	71	70	98.59	1.41	48.57
<b>Female</b>	27	26	96.3	3.7	42.31
<b>Male</b>	44	44	100	0	52.27
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	40	40	100	0	52.5
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	13	92.86	7.14	15.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	0	0	0	0	0

## 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

The Millbrae community has traditionally been very supportive of its school system. At Spring Valley, parents actively support the schools in a variety of ways with a large majority attending the Back-to-School Night, Open House, and parent-teacher conferences. Parents volunteer to provide computer and math clubs as well as support our garden/orchard, library and art programs when we are on campus. Parents also participate in the School Site Council, coordinate Heritage Days, the Fall Welcome Event, Variety Show, a musical, bingo night and movie night. As we transition from distance learning to in person learning, Spring Valley is aiming for outdoor events to engage the community. We sponsor parent education activities several times a year. We have a very active PTA that takes responsibility for an extensive student-activities program. Each classroom has a head classroom parent representative to help with field trips, class projects (including Art in Action), and school events. Parent volunteers are an essential part of Spring Valley School. . Our PTA has a point person for volunteerism. Our principal holds a Principal's Coffee Chat each month as an opportunity to keep parents up to date on school initiatives, to answer questions and to keep communication open. A weekly newsletter from the principal and monthly newsletter from the PTA are also published.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	404	396	30	7.6
Female	173	170	14	8.2
Male	231	226	16	7.1
American Indian or Alaska Native	0	0	0	0.0
Asian	246	240	11	4.6
Black or African American	1	1	0	0.0
Filipino	15	14	1	7.1
Hispanic or Latino	44	43	7	16.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	50	50	8	16.0
White	44	44	2	4.5
English Learners	91	90	8	8.9
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	73	71	5	7.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	31	31	1	3.2

### 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	0.00	1.82	2.45
Expulsions	0.00	0.00	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	0.00	0.00	0.00	0.86	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

In a traditional school year, staff and parent volunteers monitor the school grounds before and after school as well as at all recesses and at lunch time. Teachers continue to regularly review the school rules for safe, responsible behavior in the school and on the playground. When the school campus is open, visitors must sign in at the office, where they receive a volunteer sticker to wear during their stay. Emergency preparedness is a high priority in the Millbrae School District. Each school, in collaboration with the San Mateo Sheriff's Department, has developed and implemented a School Safety Plan that provides emergency response and procedures based on the county-wide Big 5 Protocols. When on campus hold regular fire, earthquake, and other emergency drills. The school's Safety Plan was last revised in August 2023. Spring Valley's parents will witness the updating of the school's Safety Plan took place November 2019. It was approved by the school's advisory group at their January meeting. The group reviewed a plan for pandemic disease procedures that was added in consultation with the San Mateo Public Health Department. We are currently working on revising the safety plan again this year and have developed a school wide safety committee that continues to evaluate the plan each year.

## 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
K	24		3	
1	23		3	
2	23		3	
3	25		3	
4	32		2	
5	32		2	

### 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
K	21	1	2	
1	26		3	
2	24		3	
3	26		2	
4	32		2	
5	31		2	
Other	26		1	

## 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
K	23		2	
1	23		2	
2	26		2	
3	28		2	
4	31		2	
5	29		2	
Other	19	2	2	

## 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	1320

## 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)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 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	\$5,435	\$123	\$5,312	\$86,735
District	N/A	N/A	\$8,007	\$85,508
Percent Difference - School Site and District	N/A	N/A	-40.5	1.4
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-21.5	2.5

## 2021-22 Types of Services Funded

District and site funds pay for our part-time reading specialist and our English Learner aide, and instructional aide. Our Millbrae Education Foundation pays for a shared music and band teacher, an enrichment program and Legarza our PE program. Our PTA raises funds for classroom supplies, field trips, library books, special assemblies, and many other items and activities that are important to our school program. Their fund-raising efforts include an annual Heritage Day Dinner and Fall Fiesta, silent auction, book fair and other fund drives.

## 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,035	\$51,591
Mid-Range Teacher Salary	\$83,328	\$79,620
Highest Teacher Salary	\$107,345	\$104,866
Average Principal Salary (Elementary)	\$135,148	\$131,473
Average Principal Salary (Middle)	\$137,507	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$209,100	\$205,661
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

Millbrae School District provides two days during the school year for all teachers to attend professional development. This year, the focus is student wellness and implementing new curriculum. Students are dismissed early on Wednesdays to allow time for teachers to collaborate and support each other, both within and across department and grade levels. Teachers meet with the principal once a month or as needed. The focus is on student achievement; utilizing common assessments to gear instructional practices. Currently our staff has an emphasis Social Emotional Learning Program, MTSS and implementing the newly adopted Twig Science program. In addition, teachers are planning units in all subject areas that correspond to the California Common Core State Standards and the Next Generation Science Standards. The dates of these professional development are: 8/16, 11/21, and 11/22.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	3