

# Spring Valley Elementary School

817 Murchison Dr. • Millbrae, CA. 94030 • (650) 697-5681 • Grades K-5

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<http://www.smcoe.k12.ca.us/msd/sv/sv.htm>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### **Millbrae Elementary School District**

555 Richmond Dr.

Millbrae, CA 94030

(650) 697-5693

[www.millbraeschooldistrict.org](http://www.millbraeschooldistrict.org)

#### **District Governing Board**

Lynne Ferrario

Denis Fama

D. Don Revelo

Maggie Musa

Frank Barbaro

#### **District Administration**

Vahn Phayprasert

**Superintendent**

Claire Beltrami

**Assistant Superintendent of  
Educational Services**

Tara Keith

**Director of Student Services**

Maria Santa Cruz

**Chief Business Official**

### **School Description**

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 children. Our PTA has grown into one of the most involved and productive associations in our area. We have experienced an overwhelming response from parents inside and outside our attendance area who want their children to attend our program. In keeping with the Millbrae School District's vision, 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 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. We currently conduct a Science Fair for our third through fifth grade students that was very successful last year. With an eye on developing the Next Generation Science Standards, all grade levels participate in related field trips and hands on experimentation. We include character education by focusing on specific character traits throughout the year.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	67
Grade 2	79
Grade 3	66
Grade 4	64
Grade 5	75
<b>Total Enrollment</b>	<b>425</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.5
Asian	52.2
Filipino	5.6
Hispanic or Latino	12
Native Hawaiian or Pacific Islander	0.7
White	14.8
Two or More Races	13.9
Socioeconomically Disadvantaged	11.8
English Learners	27.3
Students with Disabilities	7.5
Homeless	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Spring Valley	17-18	18-19	19-20
With Full Credential	20	20	19.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Millbrae Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	117
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Spring Valley Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math -2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Mystery Science - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 siding was put up last year. We are completing the addition of another portable to be used as a classroom due to increased enrollment and class size reduction. 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. More information about our facilities and the master plan can be found on the district's Web site. We have a sizable playground for our children to play on. The City of Millbrae has completed renovation of our grass field and continues upkeep throughout the school year. We have a 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 picks up litter, removes graffiti, maintains landscaping and responds to site 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.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: June 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	79	75	67	63	50	50
Math	77	73	60	58	38	39

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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.0	37.3	18.7

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	204	99.51	75.00
Male	102	102	100.00	72.55
Female	103	102	99.03	77.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	103	103	100.00	78.64
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43	51.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.00	78.13
Two or More Races	30	30	100.00	83.33
Socioeconomically Disadvantaged	27	27	100.00	51.85
English Learners	70	70	100.00	72.86
Students with Disabilities	19	19	100.00	36.84

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	204	99.51	73.04
Male	102	102	100.00	75.49
Female	103	102	99.03	70.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	103	103	100.00	81.55
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43	48.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.00	68.75
Two or More Races	30	30	100.00	73.33
Socioeconomically Disadvantaged	27	27	100.00	44.44
English Learners	70	70	100.00	68.57
Students with Disabilities	19	19	100.00	47.37

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

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. Parents also participate in the School Site Council, coordinate Heritage Days, the Fall Fiesta, Variety Show, a musical, bingo night and movie night. 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 vice president of 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 is also published.

### State Priority: School Climate

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

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

### School Safety Plan

Staff and parent volunteers monitor the school grounds before and after school as well as at all recesses and at lunch time. Teachers regularly review the school rules for safe, responsible behavior in the school buildings and on the playground. 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. We hold regular fire, earthquake, and other emergency drills. The school's Safety Plan was last revised in August 2019. Spring Valley's parents will witness the updating of the school's Safety Plan in November 2019. It will be approved by the school's advisory group at their January meeting. In 2012 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	1.3

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		3		23		3		24		3	
1	23		3		26		3		22		3	
2	23		3		23		3		26		3	
3	24		3		22		3		22		3	
4	32		2		32		2		26		2	
5	31		3		31		3		29		3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 is focusing on new Social Emotional Learning Program and piloting NGSS programs for adoption next year. 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.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,004	\$49,378
Mid-Range Teacher Salary	\$77,759	\$77,190
Highest Teacher Salary	\$100,170	\$96,607
Average Principal Salary (ES)	\$123,064	\$122,074
Average Principal Salary (MS)	\$133,453	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$176,868	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,980	\$132	\$4,849	\$82,123
District	N/A	N/A	\$7,191	\$79,905.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-38.9	4.8
School Site/ State	-41.0	6.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

District and site funds pay for our part-time reading specialist and our English Learner aide, instructional aide and a PE teacher. Our Millbrae Education Foundation pays for a shared music and band teacher, a shared science coach, and an enrichment 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.



**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).

**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.