

Ready Springs School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Ready Springs School
Street	10862 Spenceville Rd
City, State, Zip	Penn Valley
Phone Number	(530) 432-1118
Principal	Shaun Hurtado
E-mail Address	shurtado@pvuesd.org
Web Site	http://rs.pvuesd.org/
CDS Code	29 76877 6027189

District Contact Information	
District Name	Penn Valley Union Elementary School District
Phone Number	(530) 432-7311
Superintendent	Dr. Torie F.England
E-mail Address	tengland@pvuesd.org
Web Site	http://www.pvuesd.org/

School Description and Mission Statement (School Year 2018-19)

School Profile:

The Ready Springs Elementary School is located in Penn Valley, California and is in the Penn Valley Union Elementary School District. Ready Springs Elementary School was established in 1868. Currently, Ready Springs serves TK-8 students. We have a full day Transitional Kindergarten class and a full day Kindergarten class. Our ASES funded After School Program is available to all families at no charge. We also offer before school care at no charge to families beginning at 7:15 a.m. Ready Springs is a rural school that sits adjacent to some of the only available section 8/low income housing in the County. We have one of the County run Family Resource Centers housed on our site where families can get support to access other available resources such as counseling, mental health services, in-home support services, as well as parenting classes and supports.

School Mission Statement: To understand each child and promote individual success, we will build relationships with knowledge, enthusiasm, and patience. By advocating, encouraging, and modeling with compassion and respect for our students, they will learn that life-long growth and change are achievable through hard work and perseverance.

School Vision: The Penn Valley Union Elementary School District inspires a passion for learning and promotes engagement and belonging while maximizing the potential of every member of our school community.

Ready Springs is a school-wide Title 1 school. We have a Title 1 intervention teacher and 2 instructional assistants to support an RTI model of intervention for grades K-5 in reading and math. Local assessments, both formative and summative, are monitored weekly, each trimester, and at the end of the school year.

Please Note: Effective the 2017/2018 school year Pleasant Valley School closed. The 4th graders returned to Williams Ranch School and the 5th through 7th graders now attend school at Ready Springs School.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	40
Grade 1	28
Grade 2	21
Grade 3	25
Grade 4	30
Grade 5	29
Grade 6	47
Grade 7	55
Grade 8	45
Total Enrollment	320

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.3
Asian	0.6
Filipino	0.0
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0.0
White	75.9
Socioeconomically Disadvantaged	58.1
English Learners	3.4
Students with Disabilities	17.5
Foster Youth	1.3

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	18	16	29
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Math:

District-wide Grades 1 - 5 adopted a new math curriculum for the school year 2016-2017: EngageNY
 District-wide Grades K adopted a new math curriculum: Kindermath
 Grades 6-8: College Prep Math

ELA/ELD:

District-wide Grades K-8 adopted a new ELA curriculum for the school year 2017-2018: Houghton Mifflin Journeys/Collections

Healths:

District-wide Grade 5 adopted Positive Prevention Plus: Sexual Health Education for America's Youth, Upper Elementary and Community Settings

Social Studies:

TK - 3 adopted Scholastic News

4 & 5 adopted Studies Weekley

6 Holt: World: Ancient Civilizations

7 Holt: Medieval and Early Modern Times

8 Holt: US History: Growth and Conflict

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: Journeys, Big Day for PreK Houghton Mifflin Harcourt: Journeys (K-5) Houghton Mifflin Harcourt: CA Collections (6-8)	Yes	0
Mathematics	Houghton Mifflin Harcourt: Big Day for PreK Engage NY: Math Worksheets (TK) Kindermath: Kindergarten EngageNY: (1-5) College Prep Math: (6-8)	Yes	0
Science	K-5: Houghton Mifflin Harcourt 6-8: Prentiss-Hall 2004/2005 Zingy Science	No	0
History-Social Science	K-5: Houghton-Mifflin 6-8: Holt 2007	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are well maintained and in good condition. Weekly site inspections are conducted and reported to the Maintenance Supervisor. We have sufficient custodial staffing to ensure that the campus is kept clean on a daily basis. There is sufficient space for students but we are at capacity and some additional playground equipment may need to be added. We added a shade structure on the upper junior high campus along with lunch tables and a some shade structures in the lower TK/K playground in the winter of this year. Plans for other improvements are on-going (additional storage, sound proofing panels in the upper junior high building, etc.).

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 10, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 10, 2018	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	56.0	51.0	56.0	48.0	50.0
Mathematics (grades 3-8 and 11)	38.0	44.0	39.0	45.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	226	225	99.56	56.25
Male	121	120	99.17	51.26
Female	105	105	100.00	61.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	32	32	100.00	46.88
White	168	168	100.00	56.29
Two or More Races	18	18	100.00	66.67
Socioeconomically Disadvantaged	117	116	99.15	49.14
English Learners	--	--	--	--
Students with Disabilities	41	41	100.00	20.00
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	224	99.56	44.2
Male	120	119	99.17	47.9
Female	105	105	100	40
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	31	100	32.26
White	168	168	100	45.83
Two or More Races	18	18	100	55.56
Socioeconomically Disadvantaged	117	116	99.15	31.03
English Learners	--	--	--	--
Students with Disabilities	40	40	100	12.5
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3	41.7	16.7
7	24.5	17.0	22.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2018-19)

Parents play a very important role at Ready Springs School through their active participation and involvement in School Site Council, Parent Teacher Organization, various annual events, advisory committees, and by regularly volunteering their services in the classrooms. Parents are considered a vital link in the success of our children and our school. Through these organizations and our Roots and Wings Educational Foundation, parents and community members help shape curriculum and policies, in addition to funding special projects to purchasing equipment and supplies to benefit our students. All take a supportive, active, and collaborative role in every aspect of our school. The school's website links to a parent page and school Facebook page giving parents access to current information about activities and meetings. We also have a monthly principal chat inviting the parents and community to come and talk about topics of interest.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.0	5.2	8.6	1.7	2.6	5.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan is reviewed and updated and approved by the Governing Board annually, by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the Response Plan is provided to every employee. Key elements of the District Comprehensive Safety Plan includes a plan of action for coordinated district-wide response to emergencies (i.e. natural disasters, evacuation from sites, an intruder on campus, fire, emergency lockdown, etc.) and emergency phones/contacts. The plan also includes information on school climate, bullying and proactive measures to protect the safety of all students and staff.

Safety drills are held on a regular basis. Fire drills are held monthly. Duck and cover, lockdown, and shelter in place drills are held twice a year. All staff wears staff ID whenever they are on campus. Visitors to the campus are required to sign in at the school office and wear a volunteer/visitor badge at all times. This plan is reviewed by site council and updated annually by March 1 of each year.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	1		19	1	1		20	1	1	
1	26		1		23		1		27		1	
2	14	1	1		26		1		21		1	
3	8	3	1		29		1		25		1	
4	28		1		15	1	1		30		1	
5	12	1	1		23		1		28		1	
6	8	2	1		12	1	1		24		2	
Other									2	1		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.80	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.438	N/A
Psychologist	.80	N/A
Social Worker	0	N/A
Nurse	.377	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,519	\$4,145	\$7,374	\$64,478
District	N/A	N/A	\$8,162	\$63,094
Percent Difference: School Site and District	N/A	N/A	-10.1	2.2
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	3.4	2.0

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 (Fiscal Year 2017-18)

In hard economic times, it is imperative for schools to spend wisely. Our District supports many programs and services, in addition to the general education program. Some of these are: Title 1 teacher and staff support, Speech and Language Specialist, Special Education programs, library with support programs, Accelerated Reading Program, School Psychologist, School Nurse, School Counselor, Before & After School Education and Enrichment Programs, Occupational Therapist services, 1-1 devices for students, and Accelerated Math Program. The Roots and Wings Foundation supports Ready Springs School students through their fundraising events and the Parent Club supports classrooms in a variety of ways. The District recently was awarded a \$50,000 grant from the State SUMS Initiative to support the MTSS initiative providing a multi-tiered system of support to students. Training for staff will begin Spring, 2018.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,790	\$44,375
Mid-Range Teacher Salary	\$60,351	\$65,926
Highest Teacher Salary	\$76,899	\$82,489
Average Principal Salary (Elementary)	\$99,591	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$118,902	\$121,894
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	7.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Through the use of Title II funds, teachers have access to professional development that aligns with District, school and/or teacher goals. Nevada County Superintendent of Schools also supports teachers and administrators with various professional development classes. Over the past three years, the District provided six professional development days with a focus on topics of current relevance as well as time for development of professional learning communities in the district. This year the emphasis has been on social-emotional learning and the impact of trauma on education. There has also been an emphasis on assessment data and several teachers in the District have attended workshops on this topic. Every Wednesday students are on early release to allow for teacher collaboration time and support with implementation. First and second-year teachers participate in 90 hours of mandatory professional development each year through the North Coast Teacher Induction Program for beginning teachers. Staff on the MTSS team will begin training for this new multi-tiered system of supports in Spring 2018.