

Surprise Valley Elementary School

790 High St. • Cedarville, CA 96104 • (530) 279-6161 • Grades K-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Surprise Valley Joint Unified School District

470 Lincoln St.

Cedarville, CA 96104-0100

(530) 279-6141

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District Governing Board

Bill Bostic

Alyssa Fee

Terry Miller

Ruth Still

Ryan Burreesch

District Administration

Janelle Anderson

Superintendent

Janelle Anderson

School Description

Surprise Valley Elementary School is located in the ranching community of Surprise Valley California (Modoc County). We serve the communities of Fort Bidwell, Lake City, Cedarville, and Eagleville. We are a K-8 school. Because we are a small community, we are able to keep class sizes small. Our campus is home to eight classrooms, including a resource classroom that is staffed all day. In addition, we have a gym, a computer room/library, which contains 20 computers and over 2000 books. Each classroom houses three computers and each student grades 4-8 are assigned their own Ipad. We work with Modoc County Office of Ed to provide a speech therapies, school psychologist and media center. The district operates the Surprise Valley Child Care Center on site for children birth to five. In addition, we also have an on-site morning preschool which is run by the County Office of Education and serves children ages 3-5. SVES offers SEALS after school program for all of our students. Through after school program students are offered athletic opportunities including: volleyball, basketball, track, and soccer. Our goals are to continually provide a high quality of teaching that addresses the Common Core State Standards and supports all students. We take pride in allocating district/site resources so optimal learning takes place and students become successful citizens and possess the skills to fulfill their dreams. Mission Statement: "Surprise Valley Jointly Understanding Student Dreams". Surprise Valley Joint Unifies School District's vision is to open the future for our students to ensure the realization of their dreams and aspirations through the application of education practices that is supported by current educational research.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (530) 279-6161.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Surprise Valley Elementary School	12-13	13-14	14-15
Fully Credentialed	6	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Surprise Valley Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	12
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Surprise Valley Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: January 2015			
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0		Good. Mac Millian/ McGraw Hill	
Mathematics The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0		This year is a current adoption for math. We are currently piloting two programs. Go Math and Math Expressions. Both curriculums are published Houghton Mifflin and are on the state approved adoption list.	
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0		Good. Houghton Mifflin	
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0		Good. MacMillian/ MacGraw Hill	
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:			
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:			
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:			
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:			

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall this facility's building and grounds are clean and well maintained. Areas of deficiency have been addressed in the maintenance schedule. The roof over the main building hallway, bathrooms and teacher's lounge are checked on an ongoing basis to ensure that leaks are addressed but the roof in these areas will need to be replaced in time.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/8/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]			
Interior: Interior Surfaces	[X]			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]			
Electrical: Electrical	[X]			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]			
Safety: Fire Safety, Hazardous Materials	[X]			

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 9/8/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs		[X]			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]			[]	
Overall Rating	Exemplary	Good	Fair	Poor	
			[X]		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	7	6	
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School		-34	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents, the community and the school board are very supportive of the educational programs at Surprise Valley Elementary School. Parents are active in both the Parent Action Club and School Site Council. They are also encouraged to volunteer in the classroom. Additionally, our teachers use the community as a resource to enhance curriculum and provide community service. We welcome volunteers from community to give teacher and student support. If you are interested in becoming a volunteer, please contact Janelle Anderson at (530) 279-6161 extension 22.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff at Surprise Valley Community Day School is always a primary concern. Our schools safety plan is reviewed annually and discussed with staff. The key elements of the plan include a disaster/crisis response plan as well maintaining a campus environment that is conducive to learning. Fire and disaster drills are conducted on a regular basis throughout the year. All visitors are required to sign in at the office where identification tags are given while on school grounds, and sign out upon departure. Policies have been established regarding discipline and dress codes. This information is published in our student handbook.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	10.00	0.13	4.3
Expulsions Rate	1.00	0.00	1.1
District	11-12	12-13	13-14
Suspensions Rate	12.00	0.08	6.9
Expulsions Rate	1.00	0.00	0.8
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,234	\$2,753	\$6,481	40,781
District	♦	♦	14,875	40,739
State	♦	♦	\$4,690	\$57,912
Percent Difference: School Site/District			-78.6%	0.1%
Percent Difference: School Site/ State			32.1%	-34.7%

Types of Services Funded at Surprise Valley Elementary School

Professional Development provided for Teachers at Surprise Valley Elementary School

Teaching is a vocation, and we ensure that our teachers are experienced, competent, and committed to their profession. We obligate all teachers to satisfy California Credential requirements. Because of our small staff, many teachers have multiple subject credentials. Surprise Valley Elementary School offers three staff development days for continuing staff education outside of the regular 180 school days. Teachers are also encouraged to attend pertinent workshops and seminars.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Surprise Valley Elementary School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Surprise Valley Joint Unified School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
California	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Surprise Valley Elementary School	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Surprise Valley Joint Unified School	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs