

Fallsvale School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Fallsvale School
Street	40600 Valley of the Falls Drive
City, State, Zip	Forest Falls, CA 92339
Phone Number	(909) 794-8630
Principal	Jennie McCoy
E-mail Address	jennie_mccoy@bearvalleyusd.org
Web Site	fves.bearvalleyusd.org
CDS Code	36 67637 6035471

District Contact Information	
District Name	Bear Valley Unified School District
Phone Number	(909) 866-4631
Superintendent	Dr. Mary Suzuki
E-mail Address	mary_suzuki@bearvalleyusd.org
Web Site	www.bearvalleyusd.org

School Description and Mission Statement (School Year 2017-18)

Welcome to Fallsvale School's Annual School Accountability Report Card. The purpose of this document is to provide parents with information about our school's instructional programs, academic achievement, textbooks, safety procedures, facilities, and professional staff. Understanding our educational program will help our families and community join our efforts in providing an outstanding learning experience for Fallsvale's children.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a warm yet stimulating environment where students are actively involved in learning academics as well as positive values.

Our goal in presenting you with this information is to keep our community, and the public, well informed. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. Thank you for helping Fallsvale School be the outstanding school that it is.

Fallsvale School, located in Forest Falls, provides instruction for students in grades K-8. During the 2016-17 school year, a total of 86 students were enrolled. The school's enrollment for 2016-17 was comprised of 63.4% students who qualified for free and reduced meals, and 7.3% students who qualified for special education services. Currently, for the 2017-2018 school year, a total of 83 students are enrolled and is comprised of 73.4% students qualifying for free and reduced lunch, 4.81% students qualifying for special education services, and 0% English Learners.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	10
Grade 1	5
Grade 2	7
Grade 3	19
Grade 4	9
Grade 5	12
Grade 6	9
Grade 7	6
Grade 8	5
Total Enrollment	82

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0
White	78
Two or More Races	1.2
Socioeconomically Disadvantaged	63.4
English Learners	0
Students with Disabilities	7.3
Foster Youth	1.2

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	3	3	126
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: November 2017

All textbooks used in the core curriculum throughout Bear Valley Unified School District are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On September 20, 2017, the Bear Valley Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-18- 003 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 3) sufficient textbook or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 McGraw Hill: Wonders	No	0%
Mathematics	2016 Houghton Mifflin Harcourt: Go Math	No	0%
Science	2007 Houghton Mifflin	Yes	0%
History-Social Science	2006 Harcourt Brace	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Fallsvale School’s current facilities were built in 1985; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2014-15 Campus Improvements:

- Installation of a locking gate and security cameras in the front of the school

Every morning before school begins, the school secretary inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds.

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed.

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: November 2017				
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		Tile repair needed in entryway.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Cleanliness issues will be addressed on an on-going basis.
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Two fountains out of nine need to be replaced; all toilets are being replaced in January 2018.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2017				
Overall Rating	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, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	75	72	40	41	48	48
Mathematics (grades 3-8 and 11)	60	59	25	28	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100	72.13
Male	29	29	100	72.41
Female	32	32	100	71.88
Black or African American	--	--	--	--
Hispanic or Latino	12	12	100	75
White	46	46	100	73.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100	66.67
Students with Disabilities	--	--	--	--
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100	59.02
Male	29	29	100	72.41
Female	32	32	100	46.88
Black or African American	--	--	--	--
Hispanic or Latino	12	12	100	58.33
White	46	46	100	63.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100	48.72
Students with Disabilities	--	--	--	--
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	57	54	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed of upcoming events and school activities through phone calls, flyers, our school Facebook page, school marquee, and notes sent home. Interested persons may contact the front office staff at 909-794-8630 for more information on how to become involved in the Fallsvale learning environment.

Opportunities to Volunteer:

- Classroom Helper
- Lunch Servers (Preparation Help)
- Booster Club Fundraising
- Garden Club
- Field Trips

Committees:

- School Site Council
- Booster Club

School Activities:

- After School Enrichment
- Annual Car Wash /Bake Sale & BBQ
- Back to School Night
- Breakfast with Santa

Graduation
 Jog-A-Thon
 Open House
 Talent Show
 Turkey Bowl

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.4	1.4	0.0	4.2	4.0	4.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Comprehensive School Site Safety Plan was developed for Fallsvale in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21		1		23		1		24		1	
3	20	1										
4					22		1		25		1	
6	21		1									

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.28	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.14	N/A
Resource Specialist	0	N/A
Other		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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,819	177	7,642	68,187
District	N/A	N/A	4,574	\$77,210
Percent Difference: School Site and District	N/A	N/A	67.1	-2.9
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	34.6	1.2

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, Special Education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Other Local: Locally Defined
- Special Education
- Lottery: Unrestricted
- Title II

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,821	\$44,144
Mid-Range Teacher Salary	\$72,957	\$69,119
Highest Teacher Salary	\$92,837	\$86,005
Average Principal Salary (Elementary)	\$109,826	\$106,785
Average Principal Salary (Middle)	\$113,605	\$111,569
Average Principal Salary (High)	\$122,401	\$121,395
Superintendent Salary	\$160,000	\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	6%

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)

All training and curriculum development activities at Fallsvale are being aligned to the California Content Standards. During the 2016-17 school year, Fallsvale staff attended the District Summit professional development workshop. Throughout the year, after school, and on early release days, teacher training and collaboration on instructional strategies and analysis of student performance are embedded in Professional Learning Community activities. District staff development for 2016-17 focused on the following:

Site Training:

- * Step Up to Writing
- * English Learners - ELD Standards, SDAIE Strategies
- * Depth of Knowledge I and II
- * Technology
- * Positive Behavior Intervention and Support
- * Testing In-service
- * Coding/Robotics
- * Google conference

District Training:

- * Next Generation Science Standards
- * Digital Library
- * Writing: Starting with the Basics
- * Google Hangout
- * Quarterly District Articulation
- * Quarterly Grade Level Collaboration to create math and ELA units
- * Target Solutions
- * Common Core State Standards Strategies for Special Ed students
- * Go Math
- * Wonders
- * EADMS
- * I-Ready
- * Center for Teacher Innovation (new teacher induction program)
- * STEM conference
- * Culture of Poverty Training
- * ALICE Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Fallsvale supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Fallsvale offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives and through Target Solutions

