School Accountability Report Card
School Year 2018-19

(Published during 2019-20)

Spring Valley Science Magnet School

1451 JACKSON ST, SAN FRANCISCO, CA 94109

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SFUSD School ID # 834   **Calif.School ID #:** 6041594

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners.

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

We provide a challenging future-oriented education emphasizing science, critical thinking, communication & problem solving skills. All state standards are taught in our rigorous curriculum. Children learn how to learn & take personal responsibility for their actions. We envision that our children will always love to learn, develop talents to successfully achieve their dreams & contribute to society. Our high expectations prepare our students to be the Mayor or Governor, a rocket scientist or whatever field of endeavor to which they aspire and will work towards. Awards to Spring Valley: Title 1 Academic Achievement, Calif. Distinguished School, U.S. Dept. of Education for Excellence in Education. Our API rank is a 10 (the highest) when compared to similar schools; API score = 825.

Student Enrollment By Grade Level (School Year 2018-19)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	49
1	57
2	54
3	59
4	53
5	55
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	327

Student Enrollment By Group (School Year 2018-19)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.8
American Indian or Alaska Native	0.6
Asian	39.4
Filipino	1.2
Hispanic or Latino	40.7
Pacific Islander	0.3
White (Not Hispanic)	4
Two or More Races	6.1

Socioeconomically Disadvantaged	78.9
English Learners	76.8
Students with Disabilities	7.3
Foster Youth	0.6
Homeless	4

Section A (Conditions of Learning) begins on next page.

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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2017-18	*2018-19*	*2019-20*	*2019-20*
With Full Credential	25	22	17	2747
Without Full Credential	2	1	2	345
Teaching Outside Subject Area of Competence	0	0	2	145

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:
http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item 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 and Pest Infestation	X			
Electrical	X			- 1st Floor Hallway/Entrances: Several ceiling lights out. - 2nd Floor Hallway: Several ceiling lights out. - 3rd Floor Hallway: Several ceiling lights out.
Restrooms/Sinks/Fountains			X	- Multi-Purpose Room Boy's Toilets: Boys restroom T50 one toilet (ADA) out of order.
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		
Inspection Date	Fall 2019			

Additional Comments: Note: Various ceiling lights out in corridors and classrooms.

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Spring Valley is the oldest public school in California which was founded in 1852. It's the only school left of the original seven established in 1850. The current building was built after the 1906 Fire & Earthquake and was extensively renovated 15 years ago to be seismic and fire safe.   A new roof and new children's bathrooms were installed. The rooms are full of natural light and some new windows installed.   Planter boxes were recently built and scattered around the yard for our "Butterfly Garden." The building is networked school wide for computer/technology connectivity & the Internet. Every classroom is equipped with an ELMO and LCD projector to provide better access to instruction to all students.   There are two play structures in the recently re-surfaced yard. Our library has automated the book check-out system. The entire campus has been renovated to be ADA-compliant since 2010. Funding has been awarded and plans have been drawn for a "green school yard." This work will begin in 2013.

Part B (Pupil Outcomes) begins on the next page.

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 [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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); 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.

California Assessment of Student Performance and Progress Results
for All Students

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	45	55	56	50	50
Mathematics (grades 3-8 and 11)	51	55	50	49	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.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	163	98.79	1.21	45.40
Male	79	78	98.73	1.27	42.31
Female	86	85	98.84	1.16	48.24
African American	--	--	--	--	--
American Indian/Alaskan	--	--	--	--	--
Asian	74	74	100.00	0.00	63.51
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	25.76
Pacific Islander/Hawaiian					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Economically Disadvantaged	133	132	99.25	0.75	43.94
English Learners	143	141	98.60	1.40	43.26
Students with Disabilities	17	17	100.00	0.00	5.88
Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	162	98.18	1.82	54.94
Male	79	78	98.73	1.27	50.00
Female	86	84	97.67	2.33	59.52
African American	--	--	--	--	--
American Indian/Alaskan	--	--	--	--	--
Asian	74	74	100.00	0.00	83.78
Filipino	--	--	--	--	--
Hispanic or Latino	67	65	97.01	2.99	24.62
Pacific Islander/Hawaiian					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Economically Disadvantaged	133	131	98.50	1.50	54.96
English Learners	143	140	97.90	2.10	53.57
Students with Disabilities	17	16	94.12	5.88	12.50
Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Math 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The California Science Test (CAST) 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.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
  - Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	14.8	33.3	29.6
Grade 7			
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

	School			District			State		
Indicator	*15-16*	*16-17*	*17-18*	*15-16*	*16-17*	*17-18*	*15-16*	*16-17*	*17-18*
Dropout Rate				7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate				86.5	73.1	72.1	83.8	82.7	83

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 - Most Recent Year

This section provides information about the school's comprehensive safety plan.

 The safety of our school children is secured through various means. Health, dental care, nutrition, recycling and care for the environment are taught. Children learn and practice safety rules all year that focus on behavior in the classroom, halls, stairs, yard, bathrooms, streets and at home. School staff and safety/emergency professionals provide lessons on personal/safe touch, fire, earthquake, home/health emergencies, disaster, and other safe practices. There are drug abuse/gang/bully prevention, anti-tobacco lessons. All children learn personal responsibility, character development, Conflict Resolution & have a "job" to enable teachers to spend more time teaching. 4th & 5th graders are Conflict Managers in the yard at lunch time.   There is a Crisis Response/ Safety Plan & Team.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District			State		
Subject	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	0.0	0.0	0.6	1.6	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to participate in school activities and governance to maintain and improve the school's high quality education. All parents, with the SSC, ELAC & staff, are part of the decision making process. Suggestions are always welcome. Parents are encouraged to volunteer as: members of the Parents Club leadership, SSC, ELAC, tutors, helpers in classrooms, fund raisers, storytellers, field trip supervisors and at special events. Parent volunteers manage the newly organized Healthy Children Food Pantry. Parent-Teacher Conferences are crucial for mutual communication. All meetings and communications are in English, Spanish and Chinese.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Son-Hui Wong   **415-749-3535**

Section D (Other SARC Information) begins on next page.

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)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2016-17 Number of Classrooms			Avg Class Size	2017-18 Number of Classrooms			Avg Class Size	2018-19 Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	2	1		19	3			16	3		
1	20	1	2		20	1	2		19	2	1	
2	21	1	2		20	1	2		18	2	1	
3	20	2	1		22		2		20	2	1	
4	28		2		28		2		27		2	
5	31		3	1	28	1	2	1	30		3	1
6												
Other					22		1					

Academic Counselors and Other Support Staff (School Year 2018-19)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	2.6	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

This table displays a comparison of the school's per pupil expeditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,103	$1,036	$5,067	$73,379
District	----	----	$5,067	$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$7,506.64	$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

Types of Services Funded (Fiscal Year 2018-19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Spring Valley provides a rigorous comprehensive core curriculum based on state and national curriculum standards. We are a Science Magnet school with three strands of classes: English only, Chinese & Spanish bilingual up through 3rd grade. 4th & 5th grades are integrated English, GATE cluster classes. There is a Reading Specialist and RSP teacher to instruct children identified as needing additional help in reading and math, Speech Therapist, LSC-Learning Support, Librarian, Computer Tech. & Teacher Aides. Two After School Programs: CDC child care & ACE/Beacon.

Spring Valley receives funds/programs in addition to the General Fund: Title 1, LEP/ELAP, SI, RIF-Reading, Consent Decree, Arts, Music, P.E., SF Ballet, Exploratorium, Zoo, Presidio, outdoor ed., grants from various donors

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category

Beginning Teacher Salary	$47,028	$48,612
Mid-Range Teacher Salary	$77,010	$74,676
Highest Teacher Salary	$96,368	$99,791
Average Principal Salary (Elementary)	$114,660	$125,830
Average Principal Salary (Middle)	$120,566	$131,167
Average Principal Salary (High)	$124,586	$144,822
Superintendent Salary	$310,000	$275,796
Percent of Budget for Teacher Salaries	33	34
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2018-19)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.