# Ready Springs School

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### 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.

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | Ready Springs School |
| **Street** | 10862 Spenceville Rd, |
| **City, State, Zip** | Penn Valley |
| **Phone Number** | (530) 432-1118 |
| **Principal** | Patrick Eagle |
| **Email Address** | peagle@pvuesd.org |
| **School Website** | https://www.rs.pvuesd.org |
| **Grade Span** | 4-8 |
| **County-District-School (CDS) Code** | 29 76877 6027189 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Penn Valley Union Elementary School District |
| **Phone Number** | (530) 432-7311 |
| **Superintendent** | Melissa Conley |
| **Email Address** | mconley@pvuesd.org |
| **District Website** | http://www.pvuesd.org |

## 2025-26 School Description and Mission Statement

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 1957. The Penn Valley Union Elementary School District restructured after the 2023-2024 school year. Beginning in 2024-2025 Ready Springs now serves 4th-8th grade students. 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 7:30 a.m. Ready Springs is a rural school. We have a community coordinator who supports families in need of community resources such as preschool-aged play groups, mental health services, in-home support services, as well as parenting classes. The coordinator also runs our THRIVE community store which offers a food pantry, essential household supplies and a food closet. We have implemented Restorative Justice as a means to address student behaviors and as an alternative to suspension. The efforts have had a tremendous impact on supporting the Social-Emotional needs of our student population. This program is supported by the school community, our Registered Behavior Technician, and the Administration. Ready Springs has a variety of elective options to engage all 4th-8th grade students, including drama, skateboarding, academic support, music art, garden, and many more! During the 2023-2024 school year, Ready Springs began the implementation of AVID. This implementation is supported by the District with ongoing professional development, financial resources. Year one of implementing AVID was a success and year two has begun with ongoing support from Sacramento County Office of Education AVID coach. The school will be applying for certification status in year three.

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. Local assessments, both formative and summative, are monitored weekly, each trimester, and at the end of the school year for progress monitoring and to assess the success of programs.

## 2025-26 School Description and Mission Statement

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 4** | 47 |
| **Grade 5** | 49 |
| **Grade 6** | 65 |
| **Grade 7** | 42 |
| **Grade 8** | 52 |
| **Total Enrollment** | 255 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 47.1 |
| **Male** | 52.5 |
| **Non-Binary** | 0.4 |
| **Black or African American** | 1.6 |
| **Hispanic or Latino** | 18 |
| **Two or More Races** | 9 |
| **White** | 71.4 |
| **English Learners** | 1.2 |
| **Homeless** | 1.2 |
| **Socioeconomically Disadvantaged** | 57.3 |
| **Students with Disabilities** | 15.7 |

## 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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 15 | 84.67 | 29.2 | 85.17 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 0 | 0 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 1 | 2.91 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 2 | 11.44 | 2.8 | 8.3 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 0.6 | 3.83 | 1.2 | 3.58 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 17.7 | 100 | 34.3 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 15.3 | 85.87 | 25.8 | 82.73 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 0 | 0 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 1.1 | 6.2 | 2.1 | 6.75 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 1.4 | 7.87 | 3.2 | 10.27 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 0 | 0 | 0 | 0.19 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 17.9 | 100 | 31.2 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 12.3 | 66.06 | 22.1 | 70.99 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 1 | 5.35 | 1 | 3.21 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 2.2 | 11.94 | 2.6 | 8.54 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 2.6 | 13.92 | 4.8 | 15.63 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 0.5 | 2.68 | 0.5 | 1.6 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 18.6 | 100 | 31.1 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 0 |
| **Misassignments** | 0.00 | 1.1 | 2.2 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 1.1 | 2.2 |

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 1.50 | 0 | 0 |
| **Local Assignment Options** | 0.50 | 1.4 | 2.6 |
| **Total Out-of-Field Teachers** | 2.00 | 1.4 | 2.6 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 25 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Ready Springs works with the Nevada County Superintendent of Schools through Williams Act monitoring to ensure sufficient textbooks and instructional materials..

Math:
District-wide Grades 4th and 5th adopted math curriculum is Engage NY. Engage NY is not currently on the most recent adoption list but with the new state framework and adoption list upcoming we eagerly anticipate piloting opportunities. Admin and staff are attending curriculum presentations in January of 2026 to help with the decision process. IXL has been implemented in the 2024-2025 school year to supplement math concepts.

Grades 6-8: College Prep Math is instructed and is on the most recent state adoption list.

ELA/ELD:
District-wide Grades TK-8 adopted ELA curriculum is Houghton Mifflin Journeys and Collections.

Health:
District-wide Grades 5 and 7th adopted Positive Prevention Plus: Sexual Health Education for America's Youth, Upper Elementary and Community Settings

Social Studies:

4 & 5 Studies Weekly
6 My World: Ancient Civilizations
7 My World: Medieval and Early Modern Times
8 My World: US History: Growth and Conflict

Science:
Amplify TK-8th

| | |
|---|---|
| **Year and month in which the data were collected** | January 2021 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Houghton Mifflin Harcourt: Journeys (K-5)<br>Houghton Mifflin Harcourt: CA Collections (6-8) | 0 |
| **Mathematics** | Engage NY 4-5 | 0 |

| | | |
|---|---|---|
| | College Prep Math: (6-8) | |
| **Science** | Amplify | 0 |
| **History-Social Science** | 3-5 Studies Weekly<br>6-8: My World | 0 |
| **Foreign Language** | None | 0 |
| **Health** | Positive Prevention Plus 5 and 7 | 0 |
| **Visual and Performing Arts** | None | 0 |
| **Science Laboratory Equipment (grades 9-12)** | None | 0 |

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

## School Facility Conditions and Planned Improvements

Our facilities are continually maintained. Ongoing repairs to aging facilities are in progress. Regular site inspections are conducted and reported to the Maintenance Supervisor. Nevada County Superintendent of Schools conducts our annual FIT inspection/Report. The district has entered into contract to have solar installed and increased energy efficiency upgrades to the facility. The Solar project is underway with a April 2026 date of completion. The school is also in the planning stages of installing a large garden in the Hilltop area of the campus. We have sufficient custodial staffing to ensure that the campus is kept clean daily with a full-time day custodian and a full-time night custodian.

A review of playground equipment is ongoing as our play structure is aging.

| | |
|---|---|
| **Year and month of the most recent FIT report** | 8/7/2025 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | | X | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | The facility was painted with exterior paint on remaining structures during the summer of 2025.. |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 45 | 49 | 53 | 50 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 29 | 38 | 38 | 38 | 35 | 37 |

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 254 | 247 | 97.24 | 2.76 | 48.78 |
| **Female** | 122 | 120 | 98.36 | 1.64 | 53.33 |
| **Male** | 131 | 126 | 96.18 | 3.82 | 44.00 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 41 | 40 | 97.56 | 2.44 | 47.50 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 24 | 23 | 95.83 | 4.17 | 47.83 |
| **White** | 182 | 177 | 97.25 | 2.75 | 48.30 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 146 | 143 | 97.95 | 2.05 | 43.36 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 41 | 38 | 92.68 | 7.32 | 21.05 |

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 254 | 245 | 96.46 | 3.54 | 37.96 |
| **Female** | 122 | 120 | 98.36 | 1.64 | 34.17 |
| **Male** | 131 | 124 | 94.66 | 5.34 | 41.13 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 41 | 40 | 97.56 | 2.44 | 37.50 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 24 | 23 | 95.83 | 4.17 | 52.17 |
| **White** | 182 | 175 | 96.15 | 3.85 | 35.43 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 146 | 142 | 97.26 | 2.74 | 28.87 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 41 | 38 | 92.68 | 7.32 | 13.16 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 23.33 | 43.01 | 33.85 | 43.01 | 30.73 | 32.33 |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 100 | 93 | 93.00 | 7.00 | 43.01 |
| **Female** | 48 | 46 | 95.83 | 4.17 | 36.96 |
| **Male** | 52 | 47 | 90.38 | 9.62 | 48.94 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 19 | 18 | 94.74 | 5.26 | 61.11 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 71 | 66 | 92.96 | 7.04 | 36.36 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 52 | 49 | 94.23 | 5.77 | 36.73 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 15 | 12 | 80.00 | 20.00 | 8.33 |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

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

### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **Grade 5** | 100 | 100 | 100 | 100 | 100 |
| **Grade 7** | 100 | 100 | 100 | 100 | 100 |

## 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 regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

Parents play a very important role at Ready Springs School through their active participation and involvement in the School Site Council, Parent Teacher Committee (PTC), various annual events, and advisory committees, and by regularly volunteering their services in the classrooms and on field trips. 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 purchase 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, school Facebook page, and PTC Facebook page, and weekly email and text message to families, giving parents access to current information about activities, meetings and resources. We have Superintendent chats, inviting the parents and community to come and talk about topics of interest. A weekly newsletter as well as a monthly newsletter is sent to families highlighting events, initiatives, and topics we feel families could benefit from additional resources and information.

Each of these groups has played a vital role each year as we work to innovate outreach to our community and provide safe enriching educational opportunities.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 286 | 274 | 79 | 28.8 |
| **Female** | 137 | 130 | 36 | 27.7 |
| **Male** | 148 | 143 | 42 | 29.4 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 51 | 48 | 17 | 35.4 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 25 | 25 | 6 | 24.0 |
| **White** | 203 | 194 | 54 | 27.8 |
| **English Learners** | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 167 | 162 | 55 | 34.0 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 52 | 47 | 17 | 36.2 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### 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

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 1.53 | 2.23 | 4.2 | 0.9 | 1.79 | 2.18 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 4.20 | 0.00 |
| **Female** | 2.19 | 0.00 |
| **Male** | 6.08 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 0.00 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 1.96 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 4.00 | 0.00 |
| **White** | 4.93 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 5.99 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 3.85 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan is reviewed, 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 include 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 regularly. Fire drills are held monthly. Duck and cover, lockdown, and shelter-in-place drills are held twice a year. All staff wear staff IDs whenever they are on campus and carry walkies. We invite County safety partners to our staff meetings for ongoing training. Visitors to the campus are required to sign in at the school office and wear a volunteer/visitor badge at all times. This plan goes to the board is reviewed by the site council and updated annually by March 1 of each year.

# D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 21 | 1 | 1 | 0 |
| **1** | 23 | 0 | 1 | 0 |
| **2** | 23 | 0 | 1 | 0 |
| **3** | 31 | 0 | 1 | 0 |
| **4** | 27 | 0 | 1 | 0 |
| **5** | 28 | 0 | 1 | 0 |
| **6** | 19 | 10 | 12 | 0 |
| **Other** | 15 | 1 | 0 | 0 |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 15 | 1 | 1 | 0 |
| **1** | 21 | 0 | 1 | 0 |
| **2** | 22 | 0 | 1 | 0 |
| **3** | 23 | 0 | 1 | 0 |
| **4** | 26 | 0 | 1 | 0 |
| **5** | 31 | 0 | 1 | 0 |
| **6** | 15 | 9 | 10 | 0 |
| **Other** | 17 | 1 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **4** | 24 | | 2 | |
| **5** | 25 | | 2 | |
| **6** | 22 | | 3 | |

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 672 |

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 0.5 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | 0.3 |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $12,081 | $4,343 | $7,739 | $68,153 |
| **District** | N/A | N/A | $8,864 | |
| **Percent Difference - School Site and District** | N/A | N/A | -13.6 | 7.4 |
| **State** | N/A | N/A | $11,146 | $85,291 |
| **Percent Difference - School Site and State** | N/A | N/A | -32.8 | -15.3 |

## Fiscal Year 2024-25 Types of Services Funded

In hard economic times, schools must spend wisely. Our District supports many programs and services, in addition to the general education program. Some of these are a Teacher on Special Assignment (TOSA) Title 1 teacher and staff support, Speech and Language Specialist, Special Education programs, library, physical education with support programs, Accelerated Reading Programs, School Psychologist, School Nurse, School Counselor, Before & After after-school education and Enrichment Programs, Occupational Therapist services, 1-1 device for students, and individual technology-based support programs. 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. While ESSER funds were helpful in the immediate aftermath of the pandemic, those funds are sunsetting, requiring the District to evaluate programs to ensure fiscal stability. We see cuts for the 26-27 school year..

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | | $55,248 |
| **Mid-Range Teacher Salary** | | $80,746 |
| **Highest Teacher Salary** | | $109,655 |
| **Average Principal Salary (Elementary)** | | $133,828 |
| **Average Principal Salary (Middle)** | | $142,253 |
| **Average Principal Salary (High)** | | |
| **Superintendent Salary** | | $155,954 |
| **Percent of Budget for Teacher Salaries** | 25.19% | 25.26% |
| **Percent of Budget for Administrative Salaries** | 7.03% | 6.12% |

## Professional Development

Through the use of Title II and ESSER 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 four professional development days with a focus on topics of current relevance as well as time for the development of professional learning communities in the district. Our continued emphasis has been on social-emotional learning, data review, and writing instruction. Additionally, we have also focused professional development on Restorative Justice as a means to support behavior and as an alternative to suspension. New teachers are offered the opportunity to clear their credentials through the Butte County Induction Program for beginning teachers. Based on a review of student performance in the 2022-2023 year the Ready Springs School decided to become an AVID school. In the 2023-2024 school year Ready Springs successfully completed year one and year two of AVID implementation. The district has fully supported the implementation and training of staff through Educator Effectiveness funds. All staff will be trained over a three-year implementation cycle. We aim to be fully certificated by the end of year three implementation.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 6 | 6 |