

Running Springs Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Running Springs Elementary School
Street	8670 Running Springs Drive
City, State, Zip	Anaheim, CA 92808
Phone Number	(714) 281-4512
Principal	Joseph Vidal
E-mail Address	jvidal@orangeusd.org
Web Site	
CDS Code	30-66621-6116586

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Running Springs Elementary School is one of 27 elementary schools in the Orange Unified School District. The school was established in July of 1999 and is located in a residential neighborhood in Anaheim Hills. Running Springs consists of thirty classrooms, six portable classrooms, a multi-purpose building, and an administration building. The administration building contains offices, the staff lounge and workroom, the computer lab, and library. Approximately 750 students were enrolled in grades transitional kindergarten through sixth including general education and special education during the 2013/2014 school year. Running Springs students are fortunate to have the opportunity to learn from the variety of ethnic and cultural backgrounds that make up our diverse population.

Running Springs was moved from a year round calendar to a modified traditional calendar during the 2009/2010 school year. Running Springs provides the following number of instructional minutes with a modified Wednesday schedule: Kindergarten- 295 minutes, grades 1 to 3- 295 minutes, and grades 4 to 6- 320 minutes. Grades K-6 each have 245 minutes of instruction every Wednesday to allow for professional development and teacher collaboration to plan instruction that prepares students for the 21st century.

The school has a significant technology infrastructure as part of its design. As a result teachers are able to use a variety of technology resources as instructional tools including; a computer lab, classroom computers, and hand held devices. These devices allow each student with the opportunity to develop computer skills necessary as our students move to middle and high school. School-wide technology is also used to access diagnostic and periodic assessments that support each student's individual needs.

During the 2015/2016 school year, teachers were provided support to develop their expertise in differentiated instruction, while incorporating 21st century skills that target student communication, collaboration, creativity, and critical thinking. As a result, students were provided with rigorous instruction that aligned with the Common Core State Standards. To meet the individual needs of students, benchmark assessments were used to reflect and determine the individual support each student required to be successful. Support was provided through small group instruction in the classroom and after school tutoring.

Student leadership plays an important part in our school community. Students can exhibit leadership abilities through classroom jobs and the opportunity to lead projects. In addition, upper grade students can apply to be selected for Student Council. This group of students are role models for their peers and support spirit days and lunch activities. Another opportunity for students to participate in leadership is through our Peer Assistance and Leadership program (PAL). Students in the PAL program are dedicated to working as a group to solve issues on campus and design and implement community projects to better our school.

Running Springs is committed to providing a success-oriented and safe learning environment for all students. The teaching staff encourage parents to become involved and familiar with their children's school. We welcome and depend on the strong parent involvement to provide a team approach to our children's education.

Vision Statement:

The staff and community of Running Springs Elementary School are dedicated to providing a quality education which will empower all students to achieve academic success, embrace life-long learning, and become productive citizens.

Mission:

It is our mission to fully utilize all available resources to help each and every student continue to grow academically and emotionally. As Running Springs Redhawks, we promote "Soaring for Excellence".

Running Springs Redhawks S.O.A.R.!

S- Safe

O- Outstanding Effort

A- Accept Responsibility

R- Respectful

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	111
Grade 1	64
Grade 2	115
Grade 3	103
Grade 4	97
Grade 5	105
Grade 6	102
Grade 7	1
Total Enrollment	698

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	22.5
Filipino	2.9
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0
White	49.1
Two or More Races	3.3
Socioeconomically Disadvantaged	9
English Learners	10.9
Students with Disabilities	8.6
Foster Youth	0

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	27	28	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was opened in 1999, and was built ADA compliant. Technology infrastructure was included in the design, and each class has cabling for several internet connections. Classrooms are designed around smaller pods, allowing easy facilitation of small group instruction. There are adequate classrooms for all students. There are six portables on campus, each meeting the safety standards.

Maintaining the appearance, safety, and functionality of Running Springs is a priority for staff and parents. One part-time and two full-time custodians maintain the site each day. The school grounds are kept clean and well manicured. The site administrator and day custodian monitor the site daily to identify any areas that could be of danger to the students or staff. Four times a year the administrator and custodian are required to conduct a thorough site inspection and submit a report to Risk Management. The district makes requested repairs in a timely manner and schedules for the site deferred maintenance as needed.

Running Springs is a closed campus; night lights and locked gates are utilized to eliminate vandalism. Local youth organizations use the multi-purpose room after school and on weekends.

The following information is taken from the August 16, 2016 Facility Inspection Tool (FIT). The overall condition of our school according to the FIT report is good.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/16/2016				
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		K1 & K2: 4:Some carpet rippling throughout classrooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
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: 8/16/2016				
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. 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 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	70	74	50	53	44	48
Mathematics	65	68	38	40	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	101	98.1	76.2
	4	101	97	96.0	72.2
	5	107	102	95.3	74.5
	6	99	96	97.0	75.0
Male	3	46	44	95.7	61.4
	4	58	55	94.8	70.9
	5	48	46	95.8	63.0
	6	54	52	96.3	65.4
Female	3	57	57	100.0	87.7
	4	43	42	97.7	73.8
	5	59	56	94.9	83.9
	6	45	44	97.8	86.4
Black or African American	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	25	24	96.0	79.2
	4	25	24	96.0	87.5
	5	18	17	94.4	82.3
	6	21	19	90.5	73.7
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	22	21	95.5	61.9
	4	22	21	95.5	47.6
	5	16	15	93.8	60.0
	6	18	18	100.0	66.7
White	3	48	48	100.0	81.3
	4	51	49	96.1	77.5
	5	60	57	95.0	75.4
	6	51	51	100.0	74.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	15	15	100.0	40.0
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	101	98.1	82.2
	4	101	97	96.0	69.1
	5	107	102	95.3	51.0
	6	99	96	97.0	71.9
Male	3	46	44	95.7	75.0
	4	58	55	94.8	69.1
	5	48	46	95.8	47.8
	6	54	52	96.3	67.3
Female	3	57	57	100.0	87.7
	4	43	42	97.7	69.0
	5	59	56	94.9	53.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	45	44	97.8	77.3
Black or African American	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	25	24	96.0	83.3
	4	25	24	96.0	87.5
	5	18	17	94.4	76.5
	6	21	19	90.5	89.5
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	22	21	95.5	66.7
	4	22	21	95.5	33.3
	5	16	15	93.8	53.3
	6	18	18	100.0	61.1
White	3	48	48	100.0	87.5
	4	51	49	96.1	79.6
	5	60	57	95.0	47.4
	6	51	51	100.0	68.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	15	15	100.0	33.3
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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 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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85	87	84	73	68	64	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	107	102	95.3	84.3
Male	48	46	95.8	76.1
Female	59	56	94.9	91.1
Asian	18	17	94.4	82.4
Hispanic or Latino	16	15	93.8	86.7
White	60	57	95.0	86.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19	26	43

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 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 (School Year 2016-17)

We are proud of the customer service we provide and the parent/staff collaboration that makes Running Springs an amazing school. The staff embraces parent involvement to develop a partnership to support their child's education. We encourage parents to participate in their child's education by volunteering in the classroom, joining the PTA, and serving on school committees. Throughout the year the PTA and school work together to enrich our students' learning experience.

We are fortunate to have an active PTA at Running Springs that works as a team to coordinate a successful fundraiser at the beginning of the year that funds multiple learning opportunities for our students. Our PTA provides enrichment assemblies on site that are grade level specific and support the Common Core State Standards (CCSS). Each grade level participates in a social studies or science assembly sponsored by the PTA. Additionally, all students participate in Art Masters to develop an understanding of different artists who have impacted our world. In order to recognize students' positive behavior and achievement, PTA provides awards and incentives. Birthday Book Club provides hundreds of books to our school library for all students to have access to daily. We are fortunate to have a PTA that provides our students with the opportunity to be exposed to amazing enrichment programs, incentives, and academic materials.

In addition to enrichment programs PTA provides events that bring the community together. The PTA coordinates the annual Family Fun Fair, Run-A-Thon, Family Bingo Night, December Crafts, Bike Rodeo, Red Ribbon Week, and Talent Show. They also partner with the site administrator to keep the community informed through home-school communication via monthly newsletters, phone messages, school website, emails, list serv, school marquee, weekly communication folders, and parent meetings. PTA meetings are held every month where all parents are welcomed and encouraged to take part in their child's education.

Running Springs parent volunteers coordinate the 4th-6th grades outdoor school fundraisers to ensure all students attend the camp in the sixth grade. They assist in the library, vision and hearing screening, school pictures, school directory and yearbook. Parent volunteers are also a vital part of the daily instructional program at Running Springs. Many parents volunteer their time in the classroom to prepare instructional materials, assist teachers to monitor small group instruction, and chaperone field trips and special events/programs.

In addition to the outstanding PTA support, Running Springs also offers a cultural awareness night, known as Around the World Family Night. This allows students and families to share their ethnic backgrounds through food, art, and dance. There is also a cyber-bullying information night, this provides parents and students with valuable information on how to handle and avoid cyber-bullying incidents and issues. Lastly, the school invites community members to join in Read Across America Day, which celebrates reading and community involvement on Dr. Suess' birthday.

The teachers at Running Springs are very involved with the parents and community. They coordinate parent/teacher conferences in the fall, encouraging parents to come into the classroom and learn about all the exciting things their children will learn during the year and to build a relationship with the teacher. Kindergarten teachers put on a "Kindergarten Round Up" prior to the first day of the school year to give incoming Kindergartners and their families a chance to experience school the day before it officially begins. Teachers continually stay connected with parents through several means: class newsletters, notes, e-mails, phone calls, Blackboard, and Parent Portal.

The Running Springs School Site Council, composed of staff and parents, approves the Annual Program Review and the Single Plan for Student Achievement each year. The council reviews the instructional program and allocates school funding to support student achievement. The School Site Council meets at least six times yearly and all interested parents are invited to attend these meetings.

The Running Springs English Learner Advisory Council (ELAC) reviews the English Learner instructional program and provides feedback to the School Site Council (SSC) for the revision of the Annual Program Review and the Single Plan for Student Achievement. Parents receive information regarding initial identification, annual assessments, periodic monitoring, and reclassification criteria. The ELAC meets at least four times yearly and all parents of English Learners are invited to attend each meeting.

If you would like to get involved or have any questions please contact Joseph Vidal at 714-281-4512 or email jvidal@orangeusd.org.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	0.1	0.6	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district’s schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services (SCS). The office of SCS provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire, earthquake, or lock-down drills are conducted monthly. All school members are assigned to a specialized team including the Command Center, Search and Rescue, First Aide, Assembly/Parent Assistance, and Security/Site Operations. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to ensure we are prepared for an actual disaster or emergency. The Running Springs Elementary School Comprehensive School Safety Plan includes the following goals: Component One-People and Programs Goal 1: To provide a respectful and safe school environment, Goal 2: To meet the unique behavioral, academic, and cultural needs of all students; Component Two-Places Goal 1: Develop school pride that will encourage students and the community to maintain a clean and safe campus; Goal 2: To maintain effective disaster preparedness procedures. This plan is created and monitored by the School Site Council and reviewed with the faculty each fall and periodically during the school year as we practice the components of the plan. Our Safe School Plan was updated and reviewed in March 2016.

Running Springs is a closed campus and visitors must check-in through the office. The school gates are locked at 8:05 and remain locked until the the end of the school day. The site administrator and teachers monitor students before school, after school, and during recess. The safety committee meets bi-monthly to address any concerns and make the necessary changes. During lunch recess we have five lunch supervisors that monitor students on the playground, field and lunch tables to ensure safety. The site administrator meets regularly with the lunch supervisors to identify any issues that need to be addressed. To ensure the safety of students before and after school the city of Anaheim provides a crossing guard. The site administrator utilizes the School Messenger phone system and PTA newsletter to communicate our school pick-up and drop-off expectations to create an efficient and safe environment for students.

Running Springs is proud of its positive learning environment where all students know what it takes to be safe and successful. The motto for Running Springs is "Safe, Outstanding, Accept Responsibility and Respectful (S.O.A.R.). Students are taught what these behaviors look like around campus. Students that demonstrate positive behaviors receive Redhawk tickets used for a weekly drawing. In addition, acknowledgement of students is also done through "Bucket Fillers". A "bucket filler" is someone that demonstrates respectfulness, kindness, and helpfulness. This philosophy is based on the book Have you Filled a Bucket Today by Carol McCloud. This book reinforces the idea that all day long everyone in the world walks around carrying an invisible bucket that others constantly either fill up or dip into by what they say or do to one another. Three times a year the site administrator holds an assembly to review behavior expectations and playground rules. Each classroom utilizes the school motto "S.O.A.R." and "bucket fillers" to create and implement a classroom management plan and provides a copy of their classroom expectations to parents at Back to School Night.

We try to keep a positive campus but in the event a child does not demonstrate positive behaviors parents are notified by a behavioral referral that must be signed by a parent and returned the next day. If a student has a major behavior violation then the site administrator will meet with the child, talk with the parent, and provide appropriate consequences which follow the guidelines of Education Code.

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	27	1	2	2	24	1	3		24	1	3	
1	31		3		30		3		30		3	
2	34			3	30		4		30		4	
3	25	1	3		25	1	3		25	1	3	
4	31		3		34		1	2	34		1	2
5	30		3		31		3		31		3	
6	33			3	31		3		31		3	
Other	10	1			5	1			5	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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.60	N/A
Social Worker	0	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4025.41	41.87	3983.54	56345.42
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	-0.6	-18.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-28.6	-17.3

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

Types of Services Funded (Fiscal Year 2015-16)

Running Springs receives Lottery funds that are used for supplemental instructional materials, a technology specialist, and staff development in best practices.

Local Control Funding Formula funds are used to provide assistance to targeted students. Intervention services are provided through after school tutoring, supplemental instructional materials, additional support staff (credentialed teachers), teacher release time to collaborate and plan units, professional development, and technology (Ipads/Chromebooks).

Title XII (Native American) funds are available to provide assistance to students that qualify for after-school interventions.

In addition, the PTA and the Education Foundation of Anaheim Hills raise funds that directly support the instructional programming at Running Springs through enrichment programs, assemblies, and donations to support the school technology plan.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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)

Staff development opportunities were provided through the teacher-to-teacher mentoring programs, Beginning Teacher Support and Assessment (BTSA), Peer Assistance Review (PAR), staff meetings, professional conferences, and school-based training. Running Springs utilizes in-house expertise through site-level expertise and our Instructional Leadership Team to facilitate site based training. Running Springs works with district support staff to provide demonstrations of instructional techniques, consultation to improve student performance, and assistance in establishing school-wide or grade level programs to support student achievement.

During the 2015/2016 school year, a modified Wednesday bell schedule was implemented to provide staff development opportunities throughout the school year. The Orange Unified School District provided staff development opportunities in the following areas; planning units that align with the Common Core State Standards (CCSS), implementing systemic support for all students (Response to Instruction and Intervention), and Write From the Beginning lesson development. School site experts along with district specialists provided staff development support twice monthly for site identified best practices including effective instructional strategies, differentiated instruction, Multi-Tiered Systems of Support, Response Frames, Purposeful Grouping, Active Engagement, Data Analysis, and Technology resources to support instruction. In addition, staff attended grade level specific training as needed in the areas of English Language Development which included Guided Language Acquisition Development (GLAD), Thinking Maps, and Gifted and Talented Education.

The faculty and staff at Running Springs are committed to on-going professional development to continue to strengthen instructional efficacy. Individual teachers are encouraged to attend professional development sessions during the school day and/or after-school. Teachers are asked to share the knowledge they have gained with their colleagues. Professional Learning Communities(PLC) ensure that every teacher participates in the cycle of effective instruction (plan, teach, assess, reflect, refine).

Our 2016-2017 school-wide goal: Implement our Multi-Tiered System of Supports with a focus on providing students the proactive solutions/interventions to help them be successful at school. In 2016-2017 we will continue to monitor student progress, develop and sustain interventions that meet the needs of those students, and monitor the academic and behavioral trajectories of targeted students to ensure their successes.