

Running Springs Academy

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Running Springs Academy
Street	8670 Running Springs Drive
City, State, Zip	Anaheim, CA 92808
Phone Number	(714) 281-4512
Principal	Christi Yokoyama
Email Address	cyokoyama@orangeusd.org
School Website	https://www.orangeusd.org/running-springs
County-District-School (CDS) Code	30-66621-6116586

2022-23 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2022-23 School Overview

Running Springs Academy 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. Approximately 590 students are enrolled in grades transitional kindergarten through sixth grade, including general education and special education. 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 is designated as an International Baccalaureate World School, authorized to provide the Primary Years Programme. The staff at Running Springs thrives on excellence and is committed to providing every student a world-class education, focusing on the whole child. We encourage students to be active, compassionate, and life-long learners. Through our IB focus, we aim to help students continue to be responsible, respectful members of the local, national, and global communities in which we reside.

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. We have two strong, motivated, and highly-involved parent groups that work alongside the staff of Running Springs to ensure student success. We encourage, welcome, and depend on our strong parent involvement to provide a team approach to the education of each child.

Mission/Vision Statement:

The staff and community of Running Springs Elementary School are dedicated to providing a rigorous education which will empower all students to achieve academic success, embrace life-long learning through inquiry, and become productive, globally aware citizens. Redhawks will strive to create a better world through intercultural understanding and with respect for others and the earth we share.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	79
Grade 2	92
Grade 3	90
Grade 4	88
Grade 5	79
Grade 6	82
Total Enrollment	612

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.0
Asian	20.1
Black or African American	2.3
Filipino	2.8
Hispanic or Latino	25.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8.8
White	37.6
English Learners	5.9
Foster Youth	0.2
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	17.6
Students with Disabilities	12.9

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

2020-21 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)	24.50	99.35	968.20	89.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	28.50	2.65	12115.80	4.41
Unknown	0.10	0.69	74.80	6.94	18854.30	6.86
Total Teaching Positions	24.60	100.00	1078.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 12-22-23 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 September 8, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for 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%
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%
Science	Amplify Science was adopted in 2019 for 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	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and 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%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements

Running Springs first opened in 1999. 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 safety standards.

Maintaining the appearance, safety, and functionality of Running Springs is a priority for staff and parents. One day custodian and two full-time night 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 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's deferred maintenance as needed. Work orders have been created/addressed for all items noted as in need of repair with our custodial staff and/or district maintenance department.

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 September 17, 2022 Facility Inspection Tool (FIT). The overall condition of our school according to the FIT report is good. Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External all received "Good" ratings. A few items were noted as needing repair or action. Work orders have been created for the noted areas and some have already been fixed by OUSD's maintenance department.

Year and month of the most recent FIT report

9/17/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			100 Boy's Restroom: 4: Floor tiles lifting by urinals 303: 4: Wall peeling 7: Missing lightbulbs 321: 4: Items hanging from ceiling 322: 4: Torn and lifting carpet, stained/cracked/loose ceiling tiles 7: Cracked light diffuser 323: 4: Base cove missing, loose, chipped ceiling tiles 11: Wax burner 324: 4: Base cove lifting, loose ceiling tiles, wall chipped/damaged 504 Storage Room:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			210: 7: Three lights out 11: Plug-in air freshener 15: Windows blocked 303: 4: Wall peeling 7: Missing lightbulbs 403: 7: Lightbulb out 410: 7: Ground electrical cover missing 504 Storage Room: Library: 7: Lightbulbs out 15: Window film peeling Staff Lounge: 7: Lightbulbs out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			300 Girl's Restroom: 9: Far right sink does not work, paper towel dispenser does not work (there was a roll of paper towels in the unit)
Safety: Fire Safety, Hazardous Materials	X			113: 11: Plug-in air freshener 203: 10: Items stored too high 210: 7: Three lights out 11: Plug-in air freshener 15: Windows blocked

School Facility Conditions and Planned Improvements				
				301: 10: Decorative string lights hanging from ceiling 302: 11: Plug-in air freshener Computer Lab: 10: Items stored too high Health Clerk: 10: Restroom door blocked with cabinets MPR Custodial Room: 11: Custodial chemicals not stored MPR: 10: Wheelchair lift blocked Work Room: 11: Chemicals under sink
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Upper Grade Playground: 14: Pour in place chipping

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	69	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	61	N/A	39	N/A	33

2021-22 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 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.

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	338	333	98.52	1.48	69.07
Female	157	154	98.09	1.91	74.68
Male	181	179	98.90	1.10	64.25
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	71	71	100.00	0.00	78.87
Black or African American	12	12	100.00	0.00	33.33
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	79	77	97.47	2.53	61.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	66.67
White	130	127	97.69	2.31	70.87
English Learners	16	16	100.00	0.00	31.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	65	95.59	4.41	44.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	43	93.48	6.52	18.60

2021-22 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 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.

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	338	332	98.22	1.78	60.84
Female	157	153	97.45	2.55	54.90
Male	181	179	98.90	1.10	65.92
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	71	71	100.00	0.00	71.83
Black or African American	12	12	100.00	0.00	25.00
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	79	76	96.20	3.80	47.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	63.64
White	130	127	97.69	2.31	62.20
English Learners	16	16	100.00	0.00	18.75
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	64	94.12	5.88	37.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	43	93.48	6.52	13.95

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	45.21	34.95	32.07	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100	0	45.21
Female	30	30	100	0	43.33
Male	43	43	100	0	46.51
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100	0	61.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100	0	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100	0	44.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	83.7%	84.9%	83.7%	83.7%	86%

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.

2022-23 Opportunities for Parental Involvement

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, EFAH, Dad's Club, and serving on school committees. Throughout the year the parent groups 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 Night, Run-A-Thon, Family Bingo Night, December Crafts, Bike Rodeo, Red Ribbon Week, and Talent Show. We are hopeful that these activities will resume once restrictions due to the pandemic are lifted. They also partner with the site administrator to keep the community informed through home-school communication via monthly newsletters, phone messages, school website, emails, 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.

The Education Foundation of Anaheim Hills (EFAH) provides fundraising towards innovation and technology. These fundraising efforts have yielded infrastructure to lead our school into a 21st Century Education, the Fours Cs, and to help students prepare to be college and career ready. Additionally, EFAH has formed an active Dad's Club, which supports our student body with various projects around campus.

2022-23 Opportunities for Parental Involvement

Running Springs parent volunteers coordinate the 4th-6th grades outdoor school fundraisers to ensure all students attend the camp in the sixth grade. Once volunteers are cleared through the OUSD volunteer process, they are welcomed on campus and support in a variety of ways including the library, vision and hearing screening, school pictures, yearbook, and schoolwide events. 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.

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. Teachers continually stay connected with parents through several means: class newsletters, notes, e-mails, phone calls, Dojo, Google Classroom and Parent Portal.

The Running Springs School Site Council, composed of staff and parents, approves the Annual Program Review and the School 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 4-5 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 School Plan for Student Achievement. Parents receive information regarding initial identification, annual assessments, periodic monitoring, and reclassification criteria.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	648	630	121	19.2
Female	314	307	68	22.1
Male	334	323	53	16.4
American Indian or Alaska Native	0	0	0	0.0
Asian	127	125	12	9.6
Black or African American	22	18	2	11.1
Filipino	17	17	0	0.0
Hispanic or Latino	166	162	55	34.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	56	56	9	16.1
White	240	232	40	17.2
English Learners	40	40	10	25.0
Foster Youth	2	1	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	123	116	40	34.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	98	32	32.7

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.29	2.03	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.16	0.46	0.19	2.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0.00
Female	0.00	0.00
Male	0.90	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	0.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.79	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.96	0.00

2022-23 School Safety Plan

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 by March 1st of each year to review, and if necessary, update its Safe School Plan. Running Springs SSC reviews and updates the Comprehensive Safe School Plan each January/February, shares the plan with school stakeholders, and then forwards its Safe School Plan to the district through the office of School and Community Services. The office of School and Community Services provides plan development assistance to 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 Comprehensive School Safety Plan includes goals in the following areas: 1) People and Programs, 2) Physical Environment, and 3) School Safety. This plan is reviewed and updated, and adopted by the School Site Council in February 2022. The plan is then reviewed with faculty each fall and periodically during the school year as we practice the components of the plan.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	29		4	
1	28		2	
2	29		3	
3	29		3	
4	30		3	
5	25	2	1	2
6	25	2	5	
Other	15	4	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	23	2	2	
1	28		3	
2	32		2	
3	30		3	
4	26		3	
5	28		5	2
6	27	1	4	
Other	13	3	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	28		3	
1	32		2	
2	30		3	
3	28		3	
4	28		3	
5	23	3	1	1
6	22	4	2	
Other	18	3	3	

2021-22 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	0

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$5235.97	0	\$4886.59	\$5235.97
District	N/A	N/A	\$6616.90	\$89,626
Percent Difference - School Site and District	N/A	N/A	-30.1	-177.9
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-29.7	-176.9

2021-22 Types of Services Funded

Running Springs received lottery funds and Local Control Funding Formula funds. These funds are used to provide assistance to targeted students through intervention and enrichment programs, supplemental instructional materials and software, staff professional development, and funding for classified staff to support the implementation of STEAM programs.

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 school events.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$54,515	\$51,081
Mid-Range Teacher Salary	\$79,004	\$77,514
Highest Teacher Salary	\$111,263	\$105,764
Average Principal Salary (Elementary)	\$130,156	\$133,421
Average Principal Salary (Middle)	\$137,808	\$138,594
Average Principal Salary (High)	\$165,215	\$153,392
Superintendent Salary	\$256,476	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional development is ongoing throughout the school year and is provided by district-level trainers, the instructional specialist on site, teacher leaders, and outside consultants. OUSD's modified schedule each Wednesday allows teachers to participate in after-school professional development opportunities at least twice a month. In addition, one Wednesday a month is set aside for teachers to collaborate, process their learning, analyze data, and implement new strategies in the classroom, based upon their learning and data analysis.

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). During the 21-22 school year, much of the professional development for staff centered on addressing learning loss as a result of the pandemic through developing and implementing interventions that meet student needs and then monitoring the academic and behavioral progress of students. In addition, professional development on the IB Units of Inquiry was a focus for certificated staff.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	16	17	17