

# Butte Valley Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Butte Valley Elementary School
Street	615 West Third Street
City, State, Zip	Dorris, CA 96023
Phone Number	(530) 397-4000
Principal	Heidi Gerig Superintendent
Email Address	hgerig@bvalusd.org
Website	www.bvalusd.org
County-District-School (CDS) Code	47736846050843

Entity	Contact Information
<b>District Name</b>	Butte Valley Unified School District
<b>Phone Number</b>	(530) 397-4000
<b>Superintendent</b>	Heidi Gerig
<b>Email Address</b>	hgerig@bvalusd.org
<b>Website</b>	www.bvalusd.org

### School Profile:

Butte Valley Elementary School is the district's K-8 school. All K-8 students are located in the elementary school building in Dorris, California. The school is on the same campus as the Butte Valley High School. The students have their own gym, library, and playground area separate from the high school. The cafeteria is shared by all students, but lunches are staggered to minimize the number of students at one time, and to maintain separate lunch times for elementary and high school students. Butte Valley Elementary grades K-8 are divided into ten classrooms. Grades K-8 operate as an elementary school with self-contained classrooms.

High school students are assets to the elementary school classrooms through the TA (Teacher's Assistant) program. The TA's help tutor and mentor students during class, make photocopies, and help the teachers in the classroom and on the playground.

A special day class for students in preschool through 12th grade is operated by the Siskiyou County Office of Education in a separate classroom. A resource teacher provides services to students with learning disabilities on site. A reading teacher provides reading intervention instruction to identified students.

District Mission: "All of us working together for the education of our students."

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	21
<b>Grade 1</b>	27
<b>Grade 2</b>	20
<b>Grade 3</b>	25
<b>Grade 4</b>	24
<b>Grade 5</b>	28
<b>Grade 6</b>	22
<b>Grade 7</b>	26
<b>Grade 8</b>	11
<b>Total Enrollment</b>	204

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.5
Hispanic or Latino	50
White	45.6
Two or More Races	2
Socioeconomically Disadvantaged	90.2
English Learners	21.6
Students with Disabilities	5.9
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	9	9	17
Without Full Credential	2	2	3	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	1	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2019

Butte Valley Unified held a Public Hearing on September 18, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill-Wonders-2017 (K-5) Houghton Mifflin Harcourt-Collections-2017 (6-8)	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt-Go Math - 2015 (K-5) Houghton Mifflin Harcourt-Big Ideas Math-2015 (6-8)	Yes	0
<b>Science</b>	Foss Science Kits-2014 (K-2) Harcourt-2000 (3-5) Holt-2005 (6-8)	No	0
<b>History-Social Science</b>	TCI-Social Studies Alive!-2016	Yes	0
<b>Health</b>	Integrated		N/A

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Vice Principal works daily with the custodial staff, that consists of two full-time custodians, to ensure that the cleaning of the school is maintained to provide for a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that highest priority is given to emergency repairs.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** November 19, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	32	39	33	50	50
Mathematics (grades 3-8 and 11)	26	30	23	27	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	123	91.79	8.21	31.71
Male	79	71	89.87	10.13	30.99
Female	55	52	94.55	5.45	32.69
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	59	57	96.61	3.39	24.56
Native Hawaiian or Pacific Islander					
White	67	61	91.04	8.96	39.34
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	114	106	92.98	7.02	29.25
<b>English Learners</b>	35	33	94.29	5.71	21.21
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>					
<b>Homeless</b>					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	134	124	92.54	7.46	29.84
<b>Male</b>	79	72	91.14	8.86	27.78
<b>Female</b>	55	52	94.55	5.45	32.69
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	59	58	98.31	1.69	31.03
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	67	61	91.04	8.96	29.51
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	114	107	93.86	6.14	27.10
<b>English Learners</b>	35	34	97.14	2.86	29.41
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>					
<b>Homeless</b>					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	30.8	15.4	30.8
7	21.7	8.7	34.8

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Parent conference meetings are held at the Butte Valley Elementary School after the end of the first trimester to discuss each student's academic progress. Parents may access information regarding student progress online using the Power School program.

Parents are a vital component in the function of the School Site Council. The School Site Council reviews and gives input on the Comprehensive School Safety Plan and the LCAP.

The 8th grade parents help the 8th grade class raise funds for their class activities/field trips each year.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Butte Valley Elementary School at (530) 397-3900.



## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	7.5	6.0	0.0	7.2	7.3	1.5	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Butte Valley Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Comprehensive School Safety plan was last updated in December 2019. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held at least twice a year.

Students are supervised before and after school by certificated and classified staff. Classified staff supervise students during lunch. Classified staff also help with supervision during break periods. There is a designated area for student drop off and pick up. Visitors must sign-in at the office.

Butte Valley Elementary School participates in the SAFE Program (Siskiyou Afterschool For Everyone). The SAFE program provides quality after school activities including homework help, athletics, and enrichment for all students that choose to participate.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
<b>K</b>	27		5		26		5		21		5	
<b>1</b>	27		5		26		5		25		5	
<b>2</b>	23		5		27		5		19	5		
<b>3</b>	17	10			23		5		25		5	
<b>4</b>	22		5		32		5		12	6	5	
<b>5</b>	27		5		23		5		28		5	
<b>6</b>	10	6			19	5			22		5	
<b>Other**</b>												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	0.00064

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.14
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.067
Social Worker	N/A
Nurse	0.067
Speech/Language/Hearing Specialist	0.067
Resource Specialist (non-teaching)	0.75
Other	N/A

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				\$54,770
District	N/A	N/A	\$13,867	
Percent Difference - School Site and District	N/A	N/A	-30.3	-1.3
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	12.0	-16.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

- Title I
- Title II, Part A
- Title VI (REAP)
- Class Size Reduction
- Resource program
- After school program
- Sports

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$43,574
Mid-Range Teacher Salary	\$	\$63,243
Highest Teacher Salary	\$	\$86,896
Average Principal Salary (Elementary)	\$	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$	\$136,125
Percent of Budget for Teacher Salaries	24%	30%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Teachers participate in staff development and collaboration time weekly. Teachers collaborate on various topics of specific interest or need. Staff members continue to build their teaching skills by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district also provides three full days to staff development annually. Over the past few years, our staff members have received training in the identification of essential standards and development of pacing guides to improve instruction and Common Core standards. During the 2016-17 school year, the staff received training in PBIS. In the 2017-18 school year, the staff received Capturing Kids' Heart and continued PBIS training. Currently, we continue to train new staff in Capturing Kids' Hearts and PBIS. Staff has been trained in ALICE techniques and strategies.