

Big Springs Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Big Springs Elementary School
Street	7405 Highway A-12
City, State, Zip	Montague, CA 96064
Phone Number	(530) 459-3189
Principal	Gilbert D. Pimentel
E-mail Address	taggy@sisnet.ssku.k12.ca.us
Web Site	www.bgsp.k12.ca.us
CDS Code	47-70185-6050652

District Contact Information	
District Name	Big Springs Union Elementary School District
Phone Number	530-459-3189
Superintendent	Gilbert D. Pimentel
E-mail Address	taggy@sisnet.ssku.k12.ca.us
Web Site	www.bigspringsschool.org

School Description and Mission Statement (School Year 2017-18)

Big Springs Elementary School District (BSES) is located near Mount Shasta in the heart of the fertile Shasta Valley farming communities. BSES provides services for children from Infancy through 8th Grade with 48 children and families participating in our child care center, 180 students in September of 2017. Our State Licensed Child Care Facility serves infants and toddlers, and includes a State Pre-School licensed for 24. We are staffed with dedicated teachers that are all "highly qualified" under the "No Child Left Behind Act". Approximately 60% of our student population participates in the free and reduced lunch program. Professional Development for BSES staff is focusing on Common Core implementation grades K-8 with a focus in current year on ELA/ELD. All classrooms have current state textbook for ELA (6th - 8th grades in 2017) and Mathematics and current textbooks in our other curricular areas. Textbooks are adopted in coordination with neighboring Districts including the Yreka Union High School District. Instructional design is alignment with Common Core Standards and self-evaluated through local and regional staff development, peer review, and Local Control Accountability Plan-LCAP development.

Big Springs Elementary School strives for comprehensive educational opportunities through sufficiency of current instructional materials, course access in fine arts including visual arts, performing arts, individualized instruction in piano, woodwinds, brass and string instruments, and drumming. Journalism, Art, Music and Chess have been added as Jr. High electives. BSES embraces parent involvement in our school through the active involvement of School SITE Council and P.T.O., monthly student recognition assemblies including family members, and enhanced website communications including on-line progress reporting. BSES offers a full range of athletic programs including league play in basketball, track, volleyball and cheer-leading, as well as a popular ski school program. Our school provides support for working families with a district supported Before School program, and a comprehensive after school program that operates from the end of each regular school day until 6 PM. Our after school program offers a variety of enrichment activities such as: art, sports, hands-on science for primary students (to compliment Jr. High Science lab.), crafts, and technology proficiency through dedicated mobile computer lab along with a well equipped computer lab. Our after-school program "SAFE" is operated within the guidelines set by the California Department of Education After School Education and Safety (ASES) The program and serves approximately 90% of our enrolled students.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	20
Grade 1	18
Grade 2	22
Grade 3	29
Grade 4	19
Grade 5	22
Grade 6	19
Grade 7	12
Grade 8	18
Total Enrollment	179

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.7
Asian	2.8
Filipino	0
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0
White	67.6
Two or More Races	7.3
Socioeconomically Disadvantaged	57.5
English Learners	10.1
Students with Disabilities	10.1
Foster Youth	1.1

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	7	6	6
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Big Springs Elementary School District has the most recent editions of state approved (California Editions), in the four core curricular areas of Reading language Arts, Mathematics, science and History/Social Studies. Proper ancillary materials are also in place. Common Core adoption K-5 ELA/ELD scheduled for Spring of 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Sufficient textbooks/workbooks in good condition for all grades: June 8th, 2011: Holt Adoption - Literature & Language Arts Grades K-5 McGraw-Hill "Wonders" August 2016 Grades 7 Pearson -- Literature & Language Arts Grades 8 Pearson-- Literature & Language Arts</p> <p>August 2016 adoption Grades K-5 McGraw-Hill Wonders</p> <p>2008: CPO Focus on Science Grades 6 CPO -- Earth Science Grades 7 CPO -- Life Science Grades 8 CPO -- Physical Science</p>	Yes	0%
Mathematics	<p>Sufficient textbooks/workbooks in good condition for all grades</p> <p>June 2008: McGraw-Hill 2008 Grades K-5-- Everyday math</p> <p>Sept 23rd, 2014: CPM Mathematics Grades 6 CPM -- Course One Grades 7 CPM -- Course Two Grades 8 CPM - Course Three</p>	Yes	0%
Science	<p>Sufficient textbooks and materials June 2007: Delta Education Grades K-5 Full Option Science System-FOSS Grades 6-8 Prentice Hall -- Science Explorer</p>	Yes	0%
History-Social Science	<p>Sufficient textbooks/workbooks in good condition for all grades: Grades K-5 Houghton-Mifflin-2007 California Adoption Grades 6-8 Prentice-Hall--2007 California Edition</p>	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Date of Last Review/Update:8/28/17 Date Last Discussed with Staff: Not yet discussed.

Our facility was inspected by Justin David & Frank Alves on September 20, 2017, Maintenance Supervisor using the California Facility Inspection Tool receiving an 85-100% good rating. Quarterly schoolyard/facility inspections are conducted by the Maintenance Supervisor.

Big Springs Elementary School provides a safe, clean environment for students, staff and volunteers. Two part time custodial/maintenance personnel work hard to ensure that classrooms, restrooms and campus grounds are kept clean and safe. The District has invested substantially in field and paving improvements, and a modernization of the kitchen within the past three years, improved perimeter fencing was completed in 2013/14 and Proposition 39 funded lighting (inside and outside), insulation upgrades and in the 2016-17 school year, five condensing furnaces were installed along with three condensing hot water heaters. We also upgraded our phone system so we are all connected from Preschool, cafeteria and the rest of the school. The School Facility Good Repair Status chart below reflects suggested repairs or replacement with tentative plans to complete the indicated areas of concern as soon as possible.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 28, 2017				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	Outside faucets abandoned due to freeze exposure in the winter months.
Safety: Fire Safety, Hazardous Materials	X			Fire alarm and extinguisher inspections all current.
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: August 28, 2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	49	42	49	48	48
Mathematics (grades 3-8 and 11)	44	38	44	38	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	118	95.93	49.15
Male	71	67	94.37	40.3
Female	52	51	98.08	60.78
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	23	23	100	17.39
White	82	78	95.12	58.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	68	93.15	30.88
English Learners	14	14	100	14.29
Students with Disabilities	15	15	100	20
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	118	95.93	37.93
Male	71	67	94.37	32.84
Female	52	51	98.08	44.9
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	23	23	100	4.35
White	82	78	95.12	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	68	93.15	25
English Learners	14	14	100	7.14
Students with Disabilities	16	16	100	12.5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	82	56	82	56	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.7	27.3	31.8
7	9.1	18.2	36.4

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 State priority: Parental Involvement (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 2017-18)

We believe that parents are our essential partners in education and we encourage parents to volunteer when possible. Parent participation in instructional planning through individual conferences is about a 90% participation rate at most grade levels. Our school also benefits from extensive parent involvement in athletic events through our Booster Club, student performances and student recognition assemblies, and by assisting us as parent volunteers in the classroom. A parent/guardian volunteer procedure is monitored by office staff. Parents as teachers is under development both as guest lecturers during Career Day. Progress reports and quarterly report cards are provided by traditional mailings and through password protected on-line progress reporting. Parent conferences are held two times a year or on an as needed basis. Parent representatives are elected to serve on the School Site Council which also functions as our Title 1, LCAP parent involvement and EL parent advisory body. An active Parent Teacher Organization (PTO) coordinates our annual Book Fair, assistance with supplemental programs such as Accelerated Reader, publishing of our annual yearbook and sponsors numerous fundraisers throughout the year to help support our student activities. The School Site Council meets quarterly ,PTO and Boosters' meets monthly to provide feedback from parents and to provide our staff with planning support.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.3	6.0	4.5	4.3	6.0	4.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Big Springs Elementary's (BSE) Safety Plan includes the framework and provisions for a safe and clean environment. BSE is in compliance with the laws, rules and regulations pertaining to hazardous materials and state fire and earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire, intruder and disaster drills are conducted on a regular basis throughout the school year. Our custodians ensure all classrooms, restrooms and campus groups are kept clean, safe and secure through well-maintained classrooms and facilities. All classrooms are equipped with specially designed door stops for immediate lock-down in the (unlikely) event of an intruder. Surveillance cameras have been recently upgraded to cover 100% of the school exterior access areas. Office staff have been provided advanced training in Non-Violent Crisis Intervention-C.P.I. and other specialized procedures. The school safety plan is reviewed regularly and updated as needed.

There were no student suspensions that required an expulsion hearing during the 2016-17 school year. Outside agency counseling services are available at the school site for chronic behavioral or emotional issues students may exhibit that would impact the school climate.

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	23		1		23		1		20	1		
1	16	1			15	1			18	1		
2	15	1			16	1			22		1	
3	18	1							29		1	
4					26		1		19	1		
5	9	1			27		1		22		1	
6									11	1		
Other	13	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.05	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.05	N/A
Social Worker	0	N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,157.21	\$3922.09	\$7235.12	\$46,067.15
District	N/A	N/A	\$7,235.12	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	27.4	-24.5

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

Types of Services Funded (Fiscal Year 2016-17)

We spent an average of \$11,157.21 to educate each student (based on 2014-2015 financial statements). The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide.

In addition to general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- Title I, Part A Compensatory Education
- Title II, Teacher Quality
- Title VI, Rural Educational Accountability Program

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary		\$117,868
Percent of Budget for Teacher Salaries	22%	32%
Percent of Budget for Administrative Salaries	6%	7%

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)

Instructional staff members participate in Common Core curriculum leadership seminars at the regional level with colleagues from schools throughout the county. The alignment of curriculum & assessment has facilitated more focused and informative benchmark assessments for both progress reporting to parents and formative assessment for instructional planning. Bi-weekly minimum day schedules allow staff to collaborate, analyze student performance and focus on essential learning outcomes. The district also offers staff development opportunities during non-instructional days in which teachers receive professional growth opportunities in curriculum development, teaching strategies, and best practices for instructional design. For the 2016-17 calendar, site identified staff development shall be (student) data driven as to focus. Teachers are primary stakeholders in the development of the LCAP as facilitated by early release days.