

# Big Valley Community Day School

## School Accountability Report Card



### GRADES 1-12

70 First Street Bieber, CA 96009

Phone: (530) 294-5146 Fax: (530) 294-5396

Website: [www.bigvalleyschool.org](http://www.bigvalleyschool.org)

Lawrence Robbins, Principal/Superintendent

2010-11 School Accountability Report Card  
Published During the 2011-12 School Year

### Principal's Message

Big Valley Community Day School is an alternative education program that offers particular students from within our own District a more appropriate educational setting for their needs. The school serves the communities of Adin, Bieber, Nubieber, and Lookout in a rural school setting. BV Community Day School is housed in a modular building adjacent to Big Valley Intermediate School campus, in Bieber, California. Several of the high school staff are assigned single periods at the Community Day School. These teachers are placed according to their academic credentialing and/or expertise; NCLB requirements are followed.

Seven class periods are devoted to BV Community Day School. An aide is assigned to assist with supervision during the lunch period. Bieber is the largest of the unincorporated communities in Big Valley, with a population of 510. Adin, Lookout, and Nubieber are smaller communities within the valley, all sending their students to Big Valley High School. The town of Bieber is situated in rural Lassen County on Highway 299, approximately 100 miles east of Redding, California. Susanville, the county seat, and home of the Lassen County Office of Education, is 75 miles south on Highway 139. Big Valley is an isolated rural area. The major occupations of the residents include ranching, logging, and governmental service. Big Valley Joint Unified School District is a major employer.

BVJUSD is within the service area of Lassen Community College, 75 miles south, in Susanville. Students and residents also travel approximately 90 miles to Redding to attend classes at Shasta Community College. Simpson College, a private four-year college, is also in Redding. California State University, Chico is the closest State-funded four-year program.

### School Mission Statement

Through the cooperative efforts of staff, students, parents, and community, the mission of Big Valley Community Day School is to ensure a safe and caring environment and to provide every student the opportunity to graduate as a responsible, confident citizen. We will create opportunities for each student to successfully cultivate his/her unique intellectual potential, thus enabling him/her to make critical decisions in a complex, technological world. Programs will be provided that will enable all students to develop a foundation for lifelong learning.

### Parental Involvement

Big Valley Community Day School encourages parent and community involvement in the school. The school maintains contact with parents during placement, back-to-school nights, grade report periods, and petitions for re-enrollment at another District site.

Parents who are interested in visiting the school site or helping with programs and/or activities can contact Larry Robbins, Superintendent, at (530) 294-5266.

### Professional Development

The District has adopted the nine essential components of high performing schools. Teachers have started to use formative assessments and data driven decision making in their instructional practices. Our teachers actively attend conferences, workshops, and site visitations.

For the previous three school years, the District had three full days and five minimum days devoted to staff development.

*"We will create opportunities for each student  
to successfully cultivate his/her unique intellectual potential"*

### Big Valley Joint Unified School District

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In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



### Big Valley JUSD School Board of Education

- Scoop Martin
- Sharmie Stevenson
- Megan Dahle
- Connie Signs

### School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			09/14/2011
<b>Date of the Most Recent Completion of the Inspection Form</b>			09/14/2011

### School Facilities

Big Valley Community Day school, instituted in 2001, is housed in a modular building which it shares with Gateway Continuation High School. The classrooms are staffed and maintained with separate student populations and staffing. The building, constructed in 1992, was purchased and set up in 1996. The building has kitchen and bathroom facilities and is equipped with adequate desks, computer workstations, and bookshelves. There is adequate, well-maintained space for students and the teacher. The room and bathroom facilities are cleaned daily. The building is in good repair. Telephones, with voice over IP capabilities, are available in every classroom.

Throughout the District, ConnectED (now called BlackBoard Connect), was implemented for automated phone messaging communication. Smartboard interactive white board systems were installed in eight classrooms. The District has also upgraded the internet connection, content filter, and upgraded to Microsoft Office 2010. The district is also adding wireless connectivity to both school sites and exploring the use of more wireless devices in the classrooms.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$21,327 for the Deferred Maintenance Program. This represents 0.929% of the District's general fund budget.

### Enrollment and Demographics

Due to low enrollment and to protect student privacy, the demographics chart is not shown for Big Valley Community Day School. The total enrollment at the school was four students for the 2010-11 school year.

### Class Size

Due to low enrollment and to protect student privacy, the three-year data for average class size is not shown for Big Valley Community Day School.



### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Big Valley Community Day School. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Textbooks and Instructional Materials

Textbooks are adopted based on the State Textbook Adoption Cycle. The textbooks are from the most recent State-adopted list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student has access to their own textbooks and instructional materials to use in the classroom and to take home.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading/Language Arts	McDougal Littell, Language of Literature series	2010
Mathematics	Glencoe	2009
Science	Glencoe, Prentice Hall	2002
Science	Prentice Hall, Physics	2007
History-Social Science	Glencoe/McGraw-Hill, Prentice Hall	2008
Foreign Language	McDougal Littell/En Espanol!	2007
Health	Glencoe	2010

### Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

### School Safety

Big Valley Community Day School provides a safe and orderly setting that promotes student learning. Teachers and administrators are visibly present during break and lunch time to ensure a secure environment. Administration and staff are represented at all student extracurricular activities. The student handbook clearly outlines school rules, attendance policies, and behavioral expectations. The School Safety Plan is reviewed and updated as a part of the in-service activities provided to staff before the start of each school year. For the 2010-11 school year the School Safety Plan has not yet been reviewed because the new administration is in the process of updating the plan. Emergency drills are conducted as required by California Education Code. Building safety codes are in compliance with the Fire Marshal Codes and are periodically reviewed. Safety issues are regularly discussed at weekly staff meetings. Any reported problems are reviewed by the District's safety committee and addressed. No emergency facilities needs are reported. The District maintains a contract with a licensed pest control business to provide ant control at all sites. No emergency repair conditions exist.

Telephones in every classroom provide a safety factor not available in the past. The Director of Facilities conducts safety and maintenance reviews on the site annually. In addition, an annual inspection is conducted by the District's risk management consultant.

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Big Valley CDS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

### Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Big Valley CDS	
Currency of Textbook Information	
Data Collection Date	09/2011



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Big Valley CDS			Big Valley JUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	❖	❖	❖	41%	52%	46%	49%	52%	54%
Mathematics	❖	❖	❖	37%	48%	40%	46%	48%	50%
Science	❖	❖	❖	53%	52%	48%	50%	54%	57%
History-Social Science	❖	❖	❖	26%	27%	39%	41%	44%	48%

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	46%	40%	48%	39%
All Students at the School	❖	❖	❖	❖
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

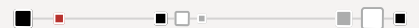
The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of four key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

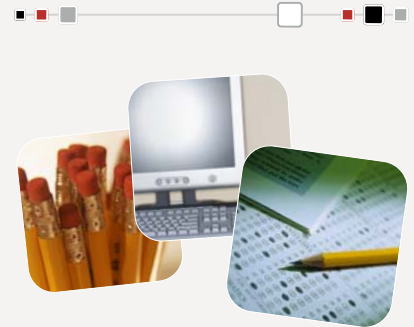
The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for the school. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

### API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.



### API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Big Valley CDS — Actual API Change		
	Big Valley CDS		Big Valley JUSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	4	■	163	747	4,683,676	778	■	■	■
Black or African American	❖	■	0	■	317,856	696	■	■	■
American Indian or Alaska Native	❖	■	2	■	33,774	733	■	■	■
Asian	❖	■	0	■	398,869	898	■	■	■
Filipino	❖	■	0	■	123,245	859	■	■	■
Hispanic or Latino	❖	■	30	724	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	❖	■	0	■	26,953	764	■	■	■
White	❖	■	124	753	1,258,831	845	■	■	■
Two or More Races	❖	■	7	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	❖	■	93	727	2,731,843	726	■	■	■
English Learners	❖	■	10	■	1,521,844	707	■	■	■
Students with Disabilities	❖	■	20	417	521,815	595	■	■	■

❖ Number of students is not shown to protect student privacy.

■ Data are reported only for numerically significant groups.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Big Valley CDS		Big Valley JUSD	
<b>Met Overall AYP</b>	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	No
<b>API</b>	**		Yes	
<b>Graduation Rate</b>	▲		Yes	

### Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Big Valley CDS	Big Valley JUSD
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Schools Identified for Program Improvement</b>	0	
<b>Percent of Schools Identified for Program Improvement</b>	0%	

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

\*\* The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores. Therefore, no data is available for the school.

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts). Therefore, the graduation rate is not applicable.

◇ Not applicable.

### Types of Services Funded

Big Valley Joint Unified School District expends part of its ADA dollars on college preparatory and AP courses, vocational education, general programming, texts, supplies and technological equipment, student athletics, extracurricular activities and field trips, special education, and remedial programs for at-risk students.

ADA dollars also provide salaries and benefits for teaching and support staff, and home-to-school transportation. Other expenditures from the General Fund provide printing, communications, legal, and other services advantageous to the District as a whole. Big Valley High School students, if transferred to alternative education programs within the District, are also benefited by these ADA dollars.

- Ag Incentive
- Continuation Education
- Community Day School
- ELA
- Lottery
- REAP
- Restricted Lottery
- Regional Occupation Program
- School Safety
- Special Education
- Art & Music Block Grant
- Art, Music, PE Block Grant
- Economic Impact Aid (EIA)
- Instructional Materials
- Title I Part A
- Title I Part A ARRA
- ARRA SFSF
- Title II Part A
- Title I Part D ARRA
- Transportation
- CPARP



### Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	Big Valley CDS	Big Valley JUSD
All Students	❖	100.0%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Native Hawaiian or Pacific Islander	❖	❖
White	❖	100.0%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	❖	100.0%
English Learners	❖	❖
Students with Disabilities	❖	❖

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
Big Valley CDS	❖	❖	❖	❖	❖	❖
Big Valley JUSD	88.2%	87.5%	95.45%	1.3%	2.5%	4.2%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

*“Big Valley Community Day School provides a safe and orderly setting that promotes student learning.”*

### Advanced Placement Courses

No information is available for Big Valley Community Day School regarding advanced placement (AP) courses offered.



### Career Technical Education Programs

Big Valley Unified School District does not conduct a formal Career Technical Education Program. However, technical and vocational programs are offered, including woodshop and computer applications.

### Career Technical Education Participation

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	❖
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	❖
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	❖

❖ Not applicable. Big Valley Unified School District does not conduct a formal Career Technical Education Program.

### Admission Requirements for California’s Public Universities

**University of California:** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions). (Outside source)

**California State University:** Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
Big Valley CDS	❖	❖	❖	❖	❖	❖
Big Valley JUSD	50%	45%	50%	36%	42%	50%
California	52%	54%	59%	53%	54%	56%

### District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Percentage of Students Achieving at Each Performance Level			
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	50%	28%	22%
Mathematics	50%	33%	17%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Course Enrollment for UC/CSU Admission

The table displays two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2009-10 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	0%



*“Big Valley Community Day School is an alternative education program that offers particular students from within our own District a more appropriate educational setting for their needs.”*



### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Big Valley JUSD		Big Valley CDS	
Teachers	10-11	08-09	09-10	10-11
With Full Credential	14	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Big Valley CDS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Big Valley CDS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.33
Ratio of Students Per Academic Counselor	12:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.33
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00



**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

### Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Big Valley JUSD	Similar Sized District
Beginning Teacher Salary	\$29,085	\$37,978
Mid-Range Teacher Salary	\$43,945	\$55,252
Highest Teacher Salary	\$59,057	\$71,674
Average Principal Salary (Elementary School)	◇	\$87,651
Average Principal Salary (High School)	\$75,000	\$93,352
Superintendent Salary	\$100,000	\$116,851
Teacher Salaries — Percent of Budget	31%	34%
Administrative Salaries — Percent of Budget	10%	7%

### Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Big Valley CDS	\$2,868	\$57,637
Big Valley JUSD	\$12,756	\$55,140
California	\$5,455	\$57,163
School and District — Percent Difference	-344.8%	+4.3%
School and California — Percent Difference	-90.2%	+0.8%

◇ Information not available.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.

### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Big Valley CDS	
Total Expenditures Per Pupil	\$29,247
Expenditures Per Pupil From Restricted Sources	\$26,379
Expenditures Per Pupil From Unrestricted Sources	\$2,868
Annual Average Teacher Salary	\$57,637



### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Big Valley CDS			
	08-09	09-10	10-11
Suspension Rates	3.000	4.500	1.000
Expulsion Rates	0.000	0.000	0.000
Big Valley JUSD			
	08-09	09-10	10-11
Suspension Rates	0.166	0.161	0.113
Expulsion Rates	0.000	0.000	0.000

### School Accountability Report Card

PUBLISHED BY:

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