

Big Springs Elementary School

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	Big Springs Elementary School
Street	7405 Highway A-12
City, State, Zip	Montague, CA 96064
Phone Number	(530) 459-3189
Principal	Sabrina Silva
Email Address	ssilva@sisnet.ssku.k12.ca.us
School Website	https://bigspringsschool.org/
County-District-School (CDS) Code	47-70185-0000000

2022-23 District Contact Information

District Name	Big Springs Elementary Union School District
Phone Number	530-459-3189
Superintendent	Sabrina Silva
Email Address	ssilva@sisnet.ssku.k12.ca.us
District Website Address	www.bigspringsschool.org

2022-23 School Overview

Big Springs Elementary School District (BSES) is located near Mount Shasta in the heart of the fertile Shasta Valley farming communities. BSE provides services for children from Infancy through 8th Grade with 40 children and families participating in our Child Care Center, 180 students in September of 2018. Our State Licensed Child Care Facility serves infants and toddlers, and includes a State Preschool licensed for 24. We are staffed with dedicated teachers that are all "highly qualified" under the "No Child Left Behind Act". Approximately 100% of our student population participates in the free and reduced lunch program. Professional Development for BSE staff is focusing on Common Core implementation grades K-8 with a focus in current year on English Language Arts and English Language Development. All classrooms have current state textbooks for ELA (6th - 8th grades in 2017) and Mathematics (K-5 2018) 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 Journalism, Art, PE, Creative Writing have been added to 5th through 8th grade electives. BSE embraces parent involvement in our school through the active involvement of School SITE Council and P.T.O., quarterly student recognition assemblies including family members, and enhanced website communications including online progress reporting. BSE offers a full range of athletic programs including league play in Basketball, Track, Volleyball, Cross Country and Cheerleading, as well as a popular ski school program. Our school provides support for working families with a Before School Program, and a comprehensive after school program that operates from the end of each regular school day until 6 PM. Our afterschool 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 99% of our enrolled students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	11
Grade 2	20
Grade 3	19
Grade 4	20
Grade 5	18
Grade 6	12
Grade 7	20
Grade 8	22
Total Enrollment	162

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.2
Male	43.8
American Indian or Alaska Native	2.5
Asian	19.1
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	13.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.6
White	50.0
English Learners	9.3
Foster Youth	1.9
Homeless	3.7
Migrant	0.0
Socioeconomically Disadvantaged	55.6
Students with Disabilities	8.6

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)	7.50	83.33	7.50	83.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	16.67	1.50	16.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	9.00	100.00	9.00	100.00	274759.10	100.00

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	1.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.50	

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)	33.30	
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

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.

Year and month in which the data were collected	October 2021
--	--------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Sufficient textbooks/workbooks in good condition for all grades:</p> <p>June 8th, 2011: Holt Adoption - Literature & Language Arts Grades K-5 McGraw-Hill "Wonders" August 2016 Grade 6 Pearson English & Language Arts (2017-18) Grade 7 Pearson English & Language Arts (2017-18) Grade 8 Pearson English & Language Arts (2017-18)</p> <p>August 2016 adoption Grades K-5 McGraw-Hill Wonders</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 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 Grades K-6 TWIG Science 2008: CPO Focus on Science Grade 6 CPO--Earth Science Grade 7 CPO--Life Science Grade 8 CPO--Physical Science</p>	Yes	0%
History-Social Science	<p>Sufficient textbooks/workbooks in good condition for all grades:</p> <p>Grades K-3 Studies Weekly (2018) Grades 4-8 McGraw-Hill Impact (2018)</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

Date of Last Review/Update: 1/9/2023 Date Last Discussed with Staff: 1/11/2022

Our facility was inspected by Daniel Amaral, Maintenance Supervisor monthly, 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. The school was painted in the summer of 2016. The district also upgraded the phone system so we are all connected from Preschool, cafeteria and the rest of the school. Big Springs Elementary was rewired in 2018. A new front entry with cameras and a gate were installed in February of 2020. 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. All doors are locked at all times and can be unlocked via fob or key only. State modernization construction began in fall of 2022. The following is the project: update of the entire fire alarm system throughout the school, Modernize the front entrance (ADA complaint ramp, new flower box, new steps), update existing gym bathrooms (boys and girls), update existing B wing bathrooms, addition of a gender neutral bathroom, update staff bathrooms.

Year and month of the most recent FIT report

January 9, 2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Fire alarm and extinguisher inspections all current (new system installed winter 2023)
Structural: Structural Damage, Roofs			X	A and B wing roof leaks, Gym skylights leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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	35	N/A	35	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	22	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	116	116	100.00	0.00	35.34
Female	68	68	100.00	0.00	39.71
Male	48	48	100.00	0.00	29.17
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	27.78
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	20	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	15	15	100.00	0.00	46.67
White	60	60	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	65	65	100.00	0.00	32.31
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	0.00

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	116	116	100.00	0.00	22.41
Female	68	68	100.00	0.00	20.59
Male	48	48	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	16.67
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	20	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	15	15	100.00	0.00	26.67
White	60	60	100.00	0.00	25.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	65	65	100.00	0.00	18.46
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	0.00

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	30	NT	30	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	40	40	100	0	30
Female	21	21	100	0	38.1
Male	19	19	100	0	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100	0	43.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100	0	10.53
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
-------------	----------------------------------	--	---	---	-----------------------------

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 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 are invited as guest lecturers during Career Day. Progress reports and quarterly report cards are provided by traditional mailings and through password protected online 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	183	177	71	40.1
Female	100	99	41	41.4
Male	83	78	30	38.5
American Indian or Alaska Native	4	4	0	0.0
Asian	34	32	8	25.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	25	25	13	52.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	9	37.5
White	93	89	41	46.1
English Learners	25	25	8	32.0
Foster Youth	5	3	1	33.3
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	109	105	45	42.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	20	20	11	55.0

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	0.96	0.96	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	4.41	1.09	4.41	1.09	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	1.09	0.00
Female	0.00	0.00
Male	2.41	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.15	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 and front doors are kept locked during school hours 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. A front entrance gate is being constructed as an additional security measure.

Office staff have been provided advanced training in Non-Violent Crisis Intervention 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 2021-2022 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 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	19	1		
1	15	1		
2	20	1		
3	18	1		
4	14	1		
5	23		1	
6	26		1	

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	14	1		
1	21		1	
2	18	1		
3	24		1	
4	19	1		
5	16	1		
6	22		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	20	1		
1	11	1		
2	20	1		
3	19	1		
4	20	1		
5	18	1		
6	12	1		

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)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

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	\$9,586.76	\$3031.27	\$7131.32	\$46,694.40
District	N/A	N/A	\$7131.32	\$46,375
Percent Difference - School Site and District	N/A	N/A	0.0	0.7
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	7.8	-45.3

2021-22 Types of Services Funded

Students enrolled in the after-school program for grades K-8 receive peer tutoring and enrichment. Limited English Proficient students receive in class English Language instruction.

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, special education, and support programs:

- Title I, Part A Compensatory Education
- Title II, Teacher Quality
- Title VI Small Rural School Achievement
- SAFE
- Special Education
- Transportation

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	\$41,020	\$46,844
Mid-Range Teacher Salary	\$52,485	\$73,398
Highest Teacher Salary	\$68,373	\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$90,000	\$136,296
Percent of Budget for Teacher Salaries	21%	30%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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. We have an early release every Wednesday which allows staff to collaborate on student learning, 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 2021-22 calendar, staff indicated their focus to be on how to integrate technology more into their daily routines. Safety has been a focus for the last 2 years and will continue to be an everyday focus. Teachers are primary stakeholders in the development of the LCAP as facilitated by early release days. Professional development days consist of trainings on the District adopted safety program, HERO, as well as Positive Behavior Intervention and Supports, and Crisis Prevention Intervention.

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	3	3	3