

Bear Valley Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Bear Valley Elementary School
Street	550 Creekside Drive
City, State, Zip	Bear Valley, CA 95223-5070
Phone Number	(209) 813-7198
Principal	Matthew Strahl, Superintendent/Principal
Email Address	mstrahl@alpinestudents.org
School Website	www.alpinestudents.org
County-District-School (CDS) Code	02613330137125

2021-22 District Contact Information

District Name	Alpine County Unified School District
Phone Number	(530) 694-2230
Superintendent	Matthew Strahl
Email Address	mstrahl@alpinestudents.org
District Website Address	www.alpinestudents.org

2021-22 School Overview

School Profile (School Year 2021-22)

Bear Valley Elementary School is a small rural Elementary School serving students TK-8. The school is situated in Alpine County, Thirty-nine miles from the County seat of Markleeville, and the least populous county in the state of California per the 2010 census. Any High School students living in Bear Valley catchment are transported to Bret Harte Union High School in Angels Camp California. Bret Harte is approximately a sixty-minute drive from Bear Valley.

Bear Valley Elementary school was first opened July 1st 1980 and closed June 30, 2011. Bear Valley Elementary School was re-opened in 2018-19. Because of the school closure there was extensive damage to the school building and infrastructure. The Alpine County Unified School District has spent approximately 1 million dollars in repairs to open the school for the community again. Bear Valley Elementary School is comprised of four classrooms, a combo multipurpose room / cafeteria, an office, a staff work-room, patio, and playgrounds.

In the 2018-19 school year the initial enrollment on the opening day of school was two students. The school population grew to four students. In the 2019-20 school year seven students were enrolled on the first day of school. The 19-20 year the enrollment finished at 4. The community projected an enrollment for the 2020-21 school year to be seven students. Due to the Coronavirus Pandemic many families who own second homes in Bear Valley have moved to the community to work remotely. This has led to a significant increase in enrollment for the 20-21 school year which has swelled to 20 students. Many of the families that moved to Bear Valley during the 20-21 school year have returned to their primary home. 2021-2022 Bear Valley has an enrollment of 9 students. Two students attend Bear Valley from Calaveras County.

Bear Valley Elementary has one credentialed fulltime teacher. The students are supported with one fulltime para professional. The para professional assist the teacher by running small groups to remediate classroom lessons. The para professional also watches students on the playground and at lunch. The district also employs another classified person to fill custodial/maintenance/office position. Bear Valley Elementary has great support from the community. The Bear Valley Education Foundation supports all children in the community. The foundation helps the school with supplies and events to give our students a robust education including a music and ski program.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	4
Grade 1	3
Grade 2	2
Grade 3	3
Grade 4	2
Grade 5	3
Grade 8	1
Total Enrollment	18

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	5.6
Two or More Races	5.6
White	88.9
Socioeconomically Disadvantaged	11.1

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

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

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)	1.4	72.4	10.4	95.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.5	27.6	0.5	5.0	18854.3	6.9
Total Teaching Positions	1.9	100.0	10.9	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Alpine County Unified School District held a public hearing on October 15, 2020 , and determined that each school within the county had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district/county office prior to adoption. The table displays information collected in December 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8 English Language Arts Houghton Mifflin Journeys 2013	Yes	0
Mathematics	K-8 Mathematics McGraw-Hill My Math 2013	Yes	0
Science	6th-8th Science Pearson California Science 2019 K-5 Science Twig Education 2019	Yes	0
History-Social Science	6th History/Social Science Cengage Learning World History: Ancient Civilizations 2017 K-5 History/Social Science Pearson Scott Foresman California History-Social Science: myWorld Interactive 2017 7th Social Science/History Cengage Learning World History: Medieval and Modern Times 2017 8th Social Science/History Cengage Learning US History: Modern America 2017	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Bear Valley Elementary School is comprised of four classrooms, a combo multipurpose room / cafeteria, an office, a staff lounge, patio, and paved playgrounds.

Cleaning Process: One custodial staff ensures that the school is maintained to provide a clean and safe environment. The district governing board has adopted cleaning standards for all schools in the district.

Maintenance and Repair: District maintenance staff ensure repairs and work orders are completed in a timely manner. A work order process is used for efficient service and highest priority is given to emergency repairs.

Deferred Maintenance Budget: The district continues a Deferred Maintenance Program to provide funds for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. A Facilities Advisory Committee was formed in 2016 comprised of community members, governing board members, and District personnel. The committee was created with the goal of providing guidance to the District on prioritizing facilities projects and creating a Facilities Master Plan. The District has contracted with a Facilities Consultant and Bond Advisory group to address district wide facilities projects.

The chart displays the results of the most recent facilities inspection at the school. Information in the table was collected in December, 2019. In 2019 improvements were made to the site for repair of the school parking lot making it ADA accessible. Replacement of drinking fountains, new front entry way, and painted the entire school

Year and month of the most recent FIT report

1/2020

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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
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	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
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	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				

Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				

English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				

Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				

English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				

Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Bear Valley Elementary School's small size allows for high family engagement. Since March of 2019 we have had to close the school (and district) to any visitors to the school. Now engagement and contacts with parents and families is competed through Zoom meetings. Parents have also started to attend School Board meetings now they are on zoom every month. We hope to be able to have parents back on campus as soon as the COVID-19 pandemic subsides. The parent/school staff relationship is highly positive. The school also benefits from the District's several community partnerships, including Health and Human Services, Behavioral Health Services, as well as the Bear Valley Education Foundation who contributes to funding their ski program and other classroom equipment. The school has parent conferences twice a year built into their schedule. However, parent and teacher communication occurs on an almost daily basis well beyond these formally scheduled conference days.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	20	20	1	5.0
Female	9	9	0	0.0
Male	11	11	1	9.1
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	18	18	1	5.6
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	2	2	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	--	0.00	14.12	2.20	3.47	0.20
Expulsions	--	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	--	3.57	2.45
Expulsions	--	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Bear Valley Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The District/COE Comprehensive School Safety Plan follows the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) Compliance requirements. The plan is reviewed annually and revised as needed. The Comprehensive School Safety Plan updates are approved by the governing board on in their Febuary Board meeting.

The school's emergency preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held during an emergency preparedness week. Studetns at Bear Valley have also participated in the Great California Shake out. The Shake Out is an international earthquake drill where students around the world practice their earthquake drills on the same day and same time.

Students are supervised by staff members before and after school and during lunch. There is a designated area for student drop off and pick up.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1	2	1		
2				
3				
4				
5				
6				

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	2	1		
1	1	1		
2	1	1		
3				
4				
5				
6				

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	2	2		
1	3	1		
2	2	1		
3	3	1		
4	2	1		
5	3	1		
6				

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$299,614	\$9,981	\$289,633	\$49,098
District	N/A	N/A	\$18,315	\$69,144
Percent Difference - School Site and District	N/A	N/A	176.2	-33.9
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	188.7	-37.2

2020-21 Types of Services Funded

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2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$50,387	\$45,813
Mid-Range Teacher Salary	\$64,256	\$70,720
Highest Teacher Salary	\$93,236	\$93,973
Average Principal Salary (Elementary)	\$94,633	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$0	\$120,270
Superintendent Salary	\$130,000	\$150,704
Percent of Budget for Teacher Salaries	22%	29%
Percent of Budget for Administrative Salaries	9%	6%

Professional Development

Professional development includes three staff development days immediately before the start of the school year. Besides the professional development days at the start of each year teachers are given opportunities for additional professional development during collaboration days throughout the school year part of the growth process. Professional Development has focused on integrating the California Health Standards into the daily curriculum, developing distance learning lessons. In addition, a significant focus has been spent on Social Emotional Learning (SEL). Teachers also participate in weekly collaboration time for one hour.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Alpine County Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alpine County Unified School District
Phone Number	(530) 694-2230
Superintendent	Matthew Strahl
Email Address	mstrahl@alpinestudents.org
District Website Address	www.alpinestudents.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	44	95.65	4.35	63.64
Female	21	21	100.00	0.00	61.90
Male	25	23	92.00	8.00	65.22
American Indian or Alaska Native	20	20	100.00	0.00	45.00
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	18	18	100.00	0.00	88.89
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	44	95.65	4.35	40.91
Female	21	21	100.00	0.00	28.57
Male	25	23	92.00	8.00	52.17
American Indian or Alaska Native	20	20	100.00	0.00	10.00
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	18	18	100.00		83.33
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.