

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Butte Valley Middle School	District Name	Butte Valley Unified School District
Street	13001 Old State Hwy.	Phone Number	(530) 397-4000
City, State, Zip	Macdoel, CA 96058	Web Site	www.bvalusd.org
Phone Number	(530) 398-4415	Superintendent	Edward J. Brown
Principal	Edward J. Brown	E-mail Address	ebrown@bvalusd.org
E-mail Address	ebrown@bvalusd.org	CDS Code	6050843

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

School Profile:

Butte Valley Middle is the only middle school in the Butte Valley Unified School District. Curriculum is focused on the California Content Standards for each subject. The school supports cultural awareness on a daily basis through its diverse literature selections and the adoption of curricula in all subjects that include cultural awareness intrinsically, and a focus on personal relationships among the diverse students that make up the student body. During the 2010/2011 school year 46 7th-9th grade students were enrolled at the school, with classes arranged on a traditional schedule.

The staff and students Butte Valley Middle School believe that successes should be recognized and celebrated. Academic awards assemblies are held to recognize student's efforts and successes, including honor roll, CST scores, and student of the month.

Mission Statement:

"Parents, Students, Staff, Administration, Governing Board and Community, "Partners" in Education, striving for excellence: a continuous journey, the key to opportunity."

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent meetings are held at the Butte Valley Middle School at the beginning of each school year, at the end of the first quarter, and at the end of the year to discuss students' academic plan and his/her progress. Parents may access information regarding student progress online using the Power School Program.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Butte Valley Middle School at (530) 398-4415.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	24
Grade 8	23
Grade 9	6
Total Enrollment	53

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.8	White	49.1
American Indian or Alaska Native	1.9	Two or More Races	0
Asian	1.9	Socioeconomically Disadvantaged	66
Filipino	0	English Learners	32.1
Hispanic or Latino	41.5	Students with Disabilities	0
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.3	6	0	0	13	6			12	8	1	0
Mathematics	17.3	3	0	0	17.3	3			10.2	5	1	0
Science	24.5	0	2	0	17.3		2		17.3	2	1	0
Social Science	24.5	0	2	0	23		2		23	1	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Safety of students and staff is a primary concern of Butte Valley Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in September, 2008 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by (certificated and classified staff, and classified staff supervise students during lunch. Classified staff help with supervision during break periods. There is a designated area for student drop off and pick up. Visitors must sign-in at the office.

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

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	3.64	0	0	6.12	1.83
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2011

Butte Valley Middle was originally constructed in 1951 and is comprised of 6 classrooms (including portables), 1 gym, 1 library, 1 staff lounge, and 1 playground.

Cleaning Process: The lead teacher works daily with the custodial staff of 1 part-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. During the summer of 2011, the windows throughout the building were replaced with energy efficient vinyl windows greatly increasing the comfort of the building. During the fall of 2011, the school's potable water well was refurbished to ensure clean drinking water would be available in the school.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	4	5	4	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.14	
Counselor (Social/Behavioral or Career Development)	0.14	---
Library Media Teacher (Librarian)	0.2	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.14	---
Social Worker		---
Nurse	0	---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)	0.28	---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2011

Butte Valley Unified held a Public Hearing on September 21, 2011, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Step Up to Writing McGraw-Hill California Treasures - 2011		0
Mathematics	Mathematics - Concepts and Skills-McDoougal Littell Algebra 1 - McDougal Littell		0
Science	Physical Science - Holt Life Science - Holt		0
History-Social Science	America: History of Our Nation – Independence through 1914 (Prentice, 2006)		0
Foreign Language	N/A		N/A
Health	Integrated		
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	N/A		N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$11,802	2,3756	\$9,426	\$53,334
District	---	---	\$9426	\$51,771
Percent Difference: School Site and District	---	---	0	3
State	---	---	\$5455	\$67,871
Percent Difference: School Site and State	---	---	42	27

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Butte Valley Middle School receives state and federal funding for the following categorical funds and other support programs: Title II, Part A; Title IV, Part A; Title V; EIA; School Safety and Violence Prevention.

Butte Valley Middle School is funded as a Necessary Small High School.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,190	\$37,978
Mid-Range Teacher Salary	\$48,420	\$55,252
Highest Teacher Salary	\$72,727	\$71,674
Average Principal Salary (Elementary)	\$0	\$87,651
Average Principal Salary (Middle)	\$84,462	\$92,196
Average Principal Salary (High)	\$0	\$93,352
Superintendent Salary	\$116,706	\$116,851
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	36	43	57	41	41	42	49	52	54
Mathematics	39	44	52	42	41	42	46	48	50
Science	48	38	46	41	41	45	50	54	57
History-Social Science	36	33	50	33	29	41	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	42	45	41
All Student at the School	57	52	46	50
Male	50	43	53	60
Female	62	59	0	0
Black or African American				
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino				
Hispanic or Latino	36	43	25	33
Native Hawaiian/Pacific Islander				
White	75	61	64	64
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	47	47	38	31
English Learners	24	31	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

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

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	38.1	14.3	9.5

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	4	4
Similar Schools	N/A		

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-17	16	48
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	48	787	228	757	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	1		2		33,774	733
Asian	1		3		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	18	717	81	721	2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	27	846	140	774	1,258,831	845
Two or More Races	1		1		76,766	836
Socioeconomically Disadvantaged	28	737	131	723	2,731,843	726
English Learners	15	698	67	709	1,521,844	707
Students with Disabilities	4		12	662	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Each Monday during the school year, teachers participate in a one to two hour staff development time in which teachers collaborate on various topics of specific interest or need. Staff members continue to build their teaching skills by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Along with minimum Mondays, the district provides three full days to staff development annually. Over the past few years our staff members have received training in the identification of essential standards and development of pacing guides to improve instruction.