

Big Valley Junior-Senior High School

Grades 7-12
CDS Code 18-64089-1831601

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SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

Big Valley Joint Unified School District

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Principal's Message

Big Valley Junior-Senior (BVJ/S) High School, a comprehensive high school, is part of the Big Valley Joint Unified School District located in the community of Bieber. The high school unified with the Big Valley Joint Unified School District in 1958; the present facilities were built in 1974.

Bieber and Adin are the largest of the unincorporated communities in Big Valley. Lookout and Nubieber are smaller communities within the valley, all sending their students to Big Valley Junior-Senior High School. The town of Bieber is situated in rural Lassen County on Highway 299, approximately 100 miles east of Redding. Susanville, the county seat and home of the Lassen County Office of Education, is 75 miles south on Highway 139. Big Valley is an isolated, rural area. The major occupations of the residents include ranching, logging and governmental service. Big Valley Joint Unified School District is a major employer. BVJUSD is within the service area of Lassen Community College, located 75 miles south in Susanville. Students and residents also travel approximately 100 miles to Redding to attend classes at Shasta College. Simpson University, a private four-year college, is also in Redding. California State University, Chico, is the closest state-funded four-year program. Big Valley Junior-Senior High School provides a quality education.

Although the school has been through some major changes in facilities, personnel and student enrollment during the last 20 years, the staff and administration has adjusted as necessary to continue meeting the community's diverse needs. Currently, the facilities include one major building and three smaller ones. The main building contains seven standard classrooms, one science lab/classroom, one home-economics room/classroom, one ROP computer lab, the district office and a library. The small gymnasium has a weight room and locker rooms. One auxiliary building contains an agricultural barn and another auxiliary building contains the woodshop. Six full-time teachers and paraprofessionals are on staff along with a full-time secretary and custodian.

The high school course offerings enable the students to meet the entrance requirements for the University of California and California State University systems. In addition to the core subject areas (English, mathematics, science and social science), students may choose from a variety of elective classes including Spanish, computer literacy, food studies, chemistry or physics (in alternating years), art and agriculture classes. A selection of college-level classes is also available through Cyber High (www.cyberhigh.org) online classes. Big Valley Junior-Senior High School offers small classes. Students receive individualized attention. The smaller class size enables teachers to know students better, offer extra help, recognize learning problems and support special education needs.

For the 2021-22 school year, all students in the school will receive a school issued Chromebook and charger. Although the students are attending in-person, teachers and classroom aides are receiving professional development for Distance Learning. One goal is for the students and teachers to maintain learning continuity if students or staff must quarantine due to COVID-19. Teachers are using Google classroom and Google Hangout as the learning platform.

The school district opened the Adult School in 2016 in order to help meet the needs of the Big Valley Community. Adult School meets weekly in the evenings. Students are able to obtain a high school diploma upon completion of the program.

School Safety

Big Valley Jr/Sr High School provides a safe and orderly setting that promotes student learning. All Big Valley staff participated in the School Safety Plan review in August 2021. The school safety plan incorporates the ALICE components for safe schools. It was last reviewed in August 2021, and will be reviewed again on an ongoing basis throughout the school year. In 2019-20, all staff received training in Nonviolent Crisis Intervention (CPI). This proactive approach helps staff prevent student behaviors from reaching crisis level. Additionally, teachers and administrators are visibly present during break and lunchtime to ensure a secure environment. Administration and staff are represented at all student extracurricular activities. The student handbook clearly outlines school rules, attendance policies and behavioral expectations.

Emergency drills are conducted as required by the California Education Code. Building safety codes comply with fire marshal codes and are reviewed periodically. Big Valley Jr/Sr High School holds fire drills monthly. Discussions concerning school safety are ongoing, and will continue throughout the remainder of the school year. Any reported problems are reviewed by the district's safety committee and are addressed. Telephones in every classroom provide a safety factor not available in the past. No emergency-facilities needs are reported. The director of facilities conducts safety and maintenance reviews on the site annually. In addition, the district's risk-management consultant conducts an annual inspection. The most recent Facility Inspection Tool (FIT) shows that the general condition of BVJ/S High School is exemplary.



School Accountability Report Card

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

District Mission Statement

We encourage students to become lifelong learners by providing strong, yet accommodating, academic programs. Through the cooperative efforts of staff, students, parents and our community, the mission of Big Valley Joint Unified School District (BVJUSD) is to ensure a safe and caring environment and to provide every student the opportunity to graduate as a responsible, confident citizen. We will create opportunities for each student to cultivate his or her utmost potential successfully.



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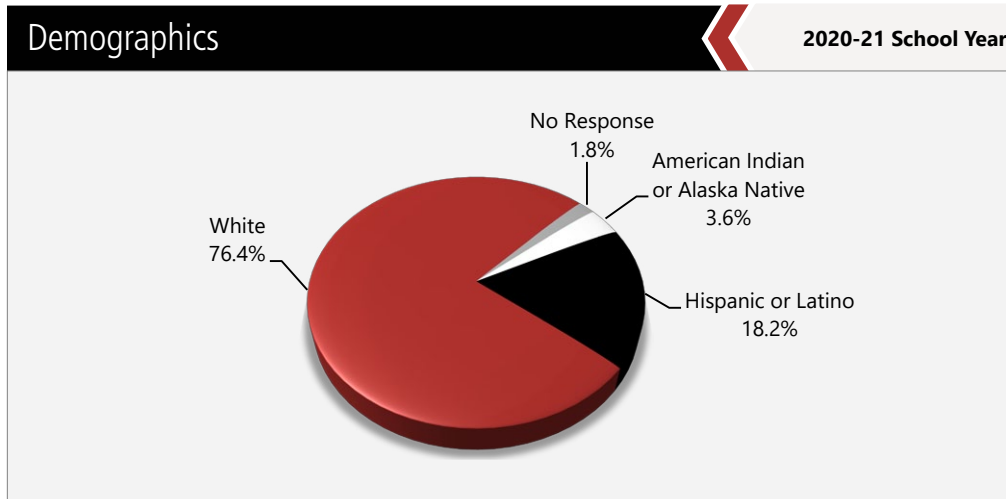
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"We encourage students to become lifelong learners by providing strong, yet accommodating, academic programs."

Enrollment by Student Group

The total enrollment at the school was 55 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

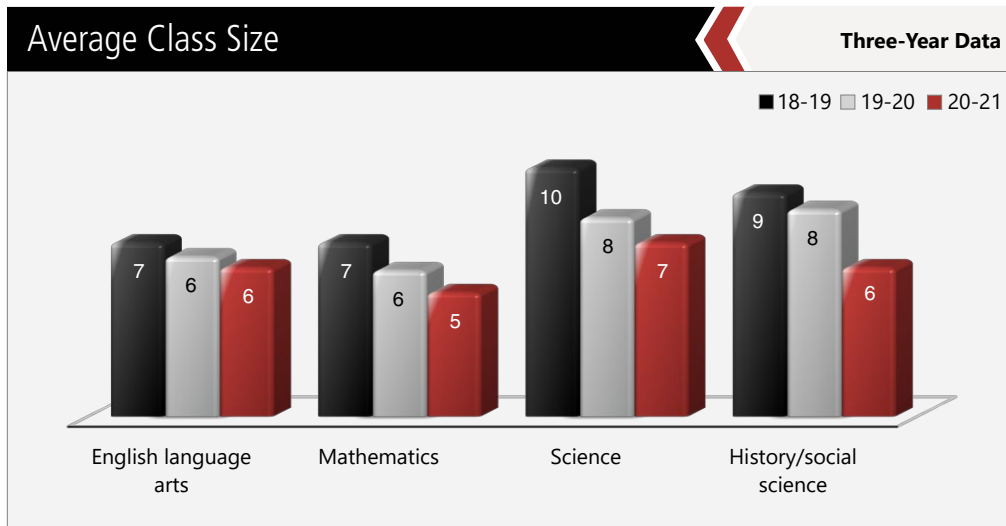


Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	56.50%
Male	43.50%
Non-Binary	0.00%
English learners	11.30%
Foster youth	3.20%
Homeless	0.00%
Migrant	14.50%
Socioeconomically Disadvantaged	75.80%
Students with Disabilities	14.50%

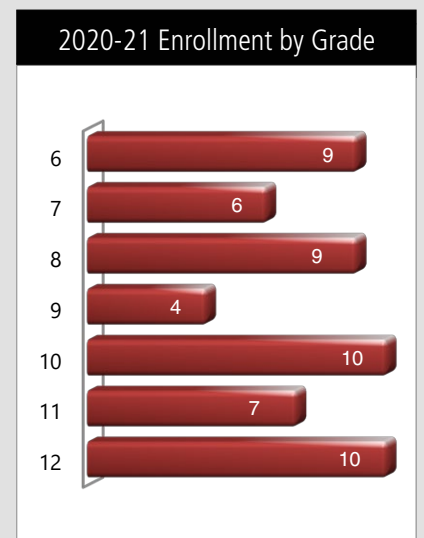
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



Number of Classrooms by Size

Subject	Three-Year Data								
	2018-19			2019-20			2020-21		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	9			7			10		
Mathematics	6			8			11		
Science	5			4			7		
History/social science	7			6			9		



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Big Valley Jr.-Sr. HS		Big Valley JUSD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	12.0%	4.4%	11.0%	5.1%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: 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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Big Valley Jr.-Sr. HS	Big Valley JUSD	California	
	2019-20	2019-20	2019-20	
Suspension rates	5.0%	5.5%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: 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.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	4.40%	0.00%	
Female	0.00%	0.00%	
Male	9.70%	0.00%	
Non-Binary	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	5.60%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	3.90%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

Professional Development

The district will allocate resources for teachers to receive professional development from the curriculum provided and will utilize weekly collaboration time for unit planning and development, technology and social-emotional learning curriculum. In 2020-21, 100% of teachers were fully credentialed in the subject areas and for the pupils they taught as evidenced by our Student Information System (AERIES). The district will continue to allocate resources for new teachers to complete their credential in the beginning teacher-induction program, Alliance for Teaching Excellence (ATE), and will continue to utilize the Title II funding and the Educator Effectiveness Block Grant to augment professional development. The district will collaborate with the Glenn County Office of Education to provide distant learning coaching and technology use monthly during collaboration time with the district staff to help improve academic achievement in all classrooms. Teachers are supported during implementation through teacher weekly afternoon collaborations.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	4 full days/ 2 hours per week
2020-21	3 full days/ 2 hours per week
2021-22	3 full days/ 2 hours per week

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.

California Physical Fitness Test

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

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2020-21 School Year	
Percentage of Students Meeting Fitness Standards	Big Valley Jr.-Sr. HS		
	Grade 7	Grade 9	
Four of six standards	◇	◇	
Five of six standards	◇	◇	
Six of six standards	◇	◇	

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2020-21 School Year	
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate		
All Students	69	66	13	19.70%		
Female	38	36	9	25.00%		
Male	31	30	4	13.30%		
American Indian or Alaska Native	4	4	2	50.00%		
Asian	0	0	0	0.00%		
Black or African American	0	0	0	0.00%		
Filipino	0	0	0	0.00%		
Hispanic or Latino	10	10	0	0.00%		
Native Hawaiian or Pacific Islander	0	0	0	0.00%		
Two or More Races	0	0	0	0.00%		
White	54	51	11	21.60%		
English Learners	7	7	0	0.00%		
Foster Youth	2	2	0	0.00%		
Homeless	0	0	0	0.00%		
Socioeconomically Disadvantaged	51	48	9	18.80%		
Students Receiving Migrant Education Services	9	9	1	11.10%		
Students with Disabilities	10	10	0	0.00%		

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Types of Services Funded

Big Valley Joint Unified School District expends part of its average daily attendance (ADA) dollars on college preparatory programs, the Cyber High online program, Fuel Education, general programming, textbooks, supplies and technological equipment, student athletics, extracurricular activities and field trips, special education, and remedial programs for at-risk students.

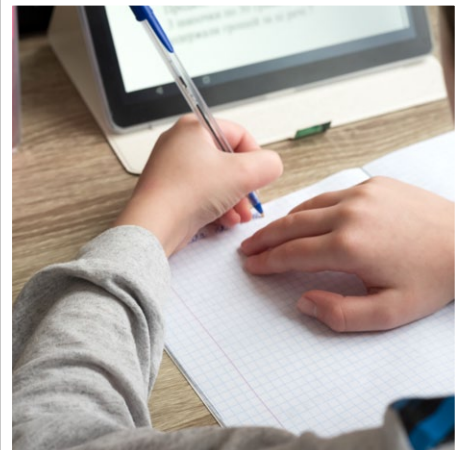
ADA dollars also provide salaries and benefits for teaching and support staff and home-to-school transportation. Other expenditures from the general fund provide printing, communications, legal and other services advantageous to the district as a whole.

The district operates several federal and state programs, including the following reported in the Consolidated Application: Title I, Title II, Title III, Ag Incentive and Economic Impact Aid (EIA).

The district also has an after-school program (operated by the Lassen County Office of Education). We have four instructional aides partially funded through Title I. We also ensure we align purchases from Title I with our goals in our Single Plan for Student Achievement Plan. Our goals relate to math, English language arts (ELA), technology and maintaining a safe school environment.

Below is a list of funded services:

- Ag Incentive
- ELA
- Lottery
- Rural Education Achievement Program (REAP)
- Restricted Lottery
- EIA
- Instructional Materials
- Title I, Part A
- Title II, Part A
- Title I, Part D and American Recovery and Reinvestment Act (ARRA)



SARC Reporting in the 2020–21 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

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.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Subject	Percentage of Students Meeting or Exceeding State Standard					
					Two-Year Data	
	Big Valley Jr.-Sr. HS		Big Valley JUSD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	❖	■	8.33%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Subject	Percentage of Students Meeting or Exceeding State Standard					
					Two-Year Data	
	Big Valley Jr.-Sr. HS		Big Valley JUSD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 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 2019–20 school year.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

* Data for 2020–21 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.

Statewide Assessments

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).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (grades 8 and high school)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



CAASPP Test Results by Student Group: English Language Arts (grade 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	23	22	95.65%	4.35%	4.55%
Female	❖	❖	❖	❖	❖
Male	14	14	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	18	17	94.44%	5.56%	5.88%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	16	15	93.75%	6.25%	6.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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CAASPP Test Results by Student Group: Mathematics (grade 11)
For students taking and completing a state-administered assessment.

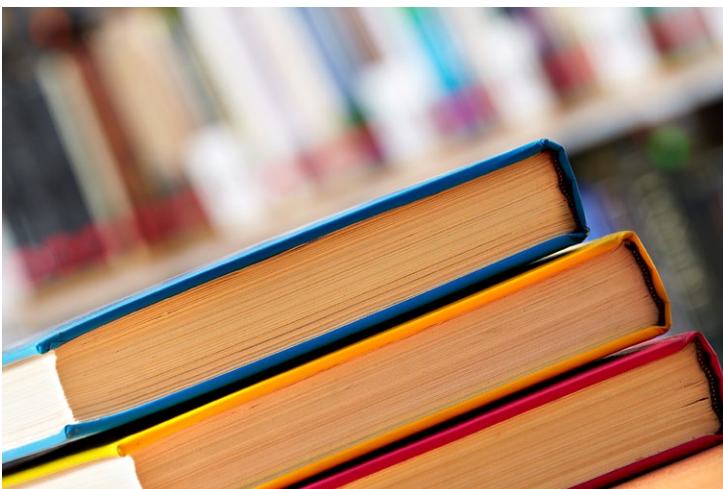
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	23	22	95.65%	4.35%	0.00%
Female	❖	❖	❖	❖	❖
Male	14	14	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	18	17	94.44%	5.56%	0.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	16	15	93.75%	6.25%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Big Valley Jr.-Sr. HS	95.20%	76.50%	81.80%	4.80%	17.60%	0.00%
Big Valley JUSD	95.20%	76.50%	81.80%	4.80%	17.60%	0.00%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2020-21 School Year		
	Student Group	Number of Students in Cohort	Number of Cohort Graduates
All Students	0	0	0.00%
Female	0	0	0.00%
Male	0	0	0.00%
Non-Binary	0	0	0.00%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	0	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	0	0	0.00%
Foster Youth	0	0	0.00%
Homeless	0	0	0.00%
Socioeconomically Disadvantaged	0	0	0.00%
Students Receiving Migrant Education Services	0	0	0.00%
Students with Disabilities	0	0	0.00%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Career Technical Education Programs

Big Valley Joint Unified School District conducts a formal career technical education program, which aligns with our very active Future Farmers of America (FFA) program; there is no regional occupational center or program available in our area. In addition, technical and vocational programs offered are:

- Animal Science
- Agribusiness

Cal Fire: This program is offered every other year due to our small size and age requirements (18 years old).

Future Farmers of America (FFA): Agriculture classes are offered, such as Food Science, Discovery Agriculture (Junior High), Agriculture 1 (Sustainable Agriculture Biology), Agriculture 2 (Advanced Interdisciplinary Science Sustainability) and Agriculture Leadership, where students can travel to leadership conferences, take part in speaking contests, and have a supervised agricultural experience (SAE) project.

Students who complete the Agriculture program have the opportunity to receive their chapter and state FFA degrees.

Students who complete the Cal Fire program have the opportunity to interview for a Cal Fire position for employment.

For more information, please contact the CTE liaison, Erica Stevenson at estevenson@bigvalleyschool.org or (530) 294-5231.

Career Technical Education Participation

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

Career Technical Education Data

Big Valley Jr.-Sr. HS

2020-21 Participation

Number of pupils participating in a CTE program	26
Percentage of pupils who completed a CTE program and earned a high school diploma	60%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

Textbooks and Instructional Materials

Textbooks and curriculum are routinely evaluated for relevance and alignment with Common Core State Standards and current best practices. The textbooks are from the most recent state-adopted list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Each teacher reviews textbooks from the state-adopted list and recommends adoption at a school meeting. The public has the opportunity to review the textbooks during the 30-day public review period. In addition, we have utilized online resources and other curricular resources to expand our course offerings. The BVJUSD school board approved Cengage textbooks for 6-12 at its May 2021 meeting. Our math curriculum was adopted in 2018-19 and Inspire Science curriculum for 6-12 in 2020. McGraw-Hill textbooks were adopted for K-12 at the June 2016 meeting.

Every student has access to their own textbooks and instructional materials to use in the classroom and to take home. In addition, students have been issued Chromebooks in order to access online resources. Our last public hearing in September 2021 covered both the sufficiency of instructional materials and Common Core.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>StudySync</i> , McGraw-Hill (7-8)	2016
Mathematics	<i>Big Ideas</i> (7-8)	2014
Mathematics	<i>College Math</i> , Cengage; <i>Big Ideas</i> (9-11): <i>Algebra I</i> , <i>Geometry</i> , <i>Algebra 2</i> , McGraw-Hill	2019
Science	<i>Inspire</i> , McGraw-Hill (7-12)	2019
Science	<i>Inspire Earth Science</i> , McGraw-Hill (9)	2019
Science	<i>Inspire Biology</i> , McGraw-Hill (10)	2019
Science	<i>Inspire Chemistry and Inspire Physics</i> , McGraw-Hill (11 & 12)	2019
History/social science	<i>Reflections</i> , Harcourt (7-8)	2006
History/social science	Glencoe/McGraw-Hill (7-8)	2006
History/social science	<i>The Americans</i> , Holt; Glencoe/McGraw-Hill, Prentice Hall (9-12)	2008
Foreign Language	<i>Realidades</i> , Prentice Hall	2012
Health	Glencoe (9-12)	2010
Computer tech/lit	Glencoe	2006
Food studies	Glencoe	2006

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2021-22 School Year

Data collection date	
	9/15/2021

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses

2020-21 School Year

Percentage of total enrollment enrolled in AP courses	0.0%
Number of AP courses offered at the school	0
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	8/31/2021	

School Facilities

The Big Valley Junior-Senior High School building, constructed in 1974, is aesthetically pleasing and well-maintained. The school consists of 10 classrooms and a library-media center within the main building. The woodshop facility was built in 1959 and the gymnasium complex was built in 1949. The school added the agriculture complex in 1985. We provide food services through a district cafeteria located within walking distance to the elementary school campus. Restrooms are located conveniently and appropriately. A teacher workroom, counseling office, nurse's facility and administrative offices are also located in the main building. The district has committed the resources of one full-time custodian to maintain the campus and complete all necessary repairs. The district Maintenance Department oversees the school's maintenance requirements. Safety is a priority for students and staff. Telephones with automatic messaging capabilities (Blackboard Connect) are in all classrooms. There are six security cameras positioned inside the high school building. Recent renovations and repairs include a complete remodel of the library, with new wall coverings, floor covering, furniture, computers and bookshelves; new countertops, fixtures, and new floor covering in several classrooms, including the media center; a complete remodel of the staff room; Americans with Disabilities Act-accessible accommodations in all areas; a new fire-alarm system; new paint on exterior of gymnasium; and new exterior lighting on the main building. The welding shop's ventilation system was upgraded. The high school track was also resurfaced. Twenty-nine computers were placed throughout the district for student use. SMART Board interactive whiteboard systems were installed in eight classrooms. The district has also upgraded the internet connection, content filter and upgraded to Microsoft Office 2016 Professional Plus. The district has added wireless connectivity to both school sites and purchased 50 Chromebooks, giving the students 1:1 access. The HVAC boilers were repaired in September 2019.

Parental Involvement

Big Valley Junior-Senior High School encourages parent and community involvement in the school. A bi-monthly newsletter, composed by administration and staff, is mailed to all parents, a weekly bulletin is sent via email to all staff and parents. Active parent and community organizations work closely with administration and teaching staff on school curriculum and activities. These community groups include the Ag Advisory Committee, the Ag Boosters Club, and the Athletics Boosters Club.

Multiple surveys have elicited parent input in making decisions about important funding decisions based from the federal CARES Act and state funds.

Parents who are interested in visiting the school site or helping with programs or activities may contact Superintendent/Principal Paula Silva at (530) 294-5231, extension 6201 or psilva@bigvalleyschool.org.

Courses for University of California (UC) and/or California State University (CSU) Admission

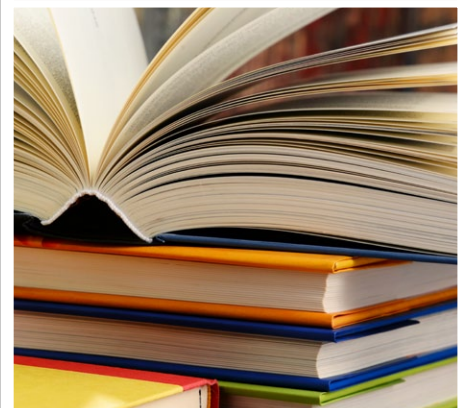
The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission

Big Valley Jr.-Sr. HS

2019-20 and 2020-21 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	0.00%



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
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)	4.7	82.0%	7.5	87.7%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	17.9%	1.0	12.3%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	5.7	100.0%	8.6	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Big Valley Jr.-Sr. HS	
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Big Valley Jr.-Sr. HS
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.0
Total Out-of-Field Teachers	1.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	Big Valley Jr.-Sr. HS
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%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

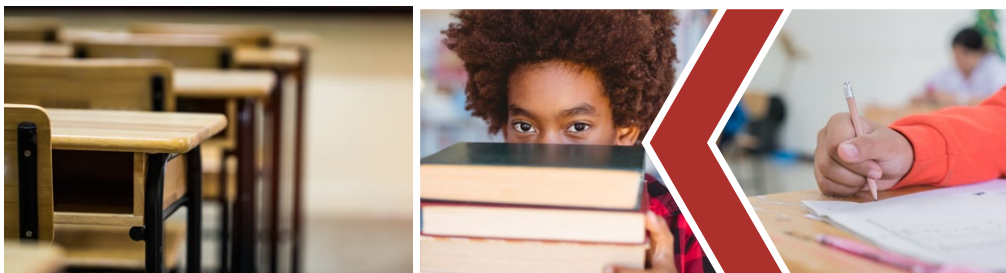
2019-20 School Year

	Ratio
Pupils to Academic counselors	32:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	*
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	**
Resource specialist (nonteaching)	**

* Contracted a day/week through Mountain Valleys HC.

** One day per week through LCOE

** One day per week through Modoc COE



Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2019-20 Fiscal Year	
	Big Valley JUSD	Similar Sized District	
Beginning teacher salary	\$38,380	\$45,813	
Midrange teacher salary	\$52,905	\$70,720	
Highest teacher salary	\$81,635	\$93,973	
Average elementary school principal salary	⊕	\$111,613	
Average middle school principal salary	⊕	\$119,477	
Average high school principal salary	⊕	\$120,270	
Superintendent salary	\$102,000	\$150,704	
Teacher salaries: percentage of budget	27%	29%	
Administrative salaries: percentage of budget	11%	6%	

Financial Data Comparison

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

Financial Data Comparison		2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Big Valley Jr.-Sr. HS	\$10,787	\$52,418	
Big Valley JUSD	\$10,785	\$57,045	
California	\$8,444	\$71,544	
School and district: percentage difference	+0.0%	-8.1%	
School and California: percentage difference	+27.7%	-26.7%	

⊕ The principal and superintendent are combined as one position.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

School Financial Data

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

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$12,622
Expenditures per pupil from restricted sources	\$1,835
Expenditures per pupil from unrestricted sources	\$10,787
Annual average teacher salary	\$52,418



Expenditures Per Pupil

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.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	60	58	96.67%	3.33%	13.79%
Female	28	26	92.86%	7.14%	23.08%
Male	32	32	100.00%	0.00%	6.25%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	13	13	100.00%	0.00%	7.69%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	43	41	95.35%	4.65%	14.63%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	37	35	94.59%	5.41%	11.43%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	60	58	96.67%	3.33%	5.17%
Female	28	26	92.86%	7.14%	3.85%
Male	32	32	100.00%	0.00%	6.25%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	13	13	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	43	41	95.35%	4.65%	7.32%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	37	35	94.59%	5.41%	2.86%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

