

# Big Valley Elementary School

Grades K-6  
CDS Code 18-64089-6010698

Paula Silva, Principal  
psilva@bigvalleyschool.org

90 First Street  
Bieber, CA 96009  
(530) 294-5214

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



## Big Valley Joint Unified School District

400 Bridge Street Bieber, CA 96009 ▪ [www.bigvalleyschool.org](http://www.bigvalleyschool.org)  
Paula Silva, Superintendent ▪ [psilva@bigvalleyschool.org](mailto:psilva@bigvalleyschool.org) ▪ (530) 294-5231

## Principal's Message

Big Valley Elementary School (BVES) is a highly effective place for children to learn. The staff is dedicated to teaching a meaningful and thought-provoking curriculum to all students. The basic curriculum has embraced the Common Core State Standards with all collective work focused on that end. The school is located in Bieber and serves the people of Big Valley in the northeastern corner of California. Adin, Lookout and Nubieber are other communities within the valley where people send their students to Big Valley Elementary School.

BVES offers education for K-6 students. Our highly qualified staff is committed to providing our students with the skills necessary to be successful learners, while emphasizing the highest standards of good citizenship on the part of every student.

Our highly trained cafeteria staff serves homemade nutritious meals for breakfast and lunch daily, teaches nutrition, and elicits student feedback in menu planning. For all families, breakfast and lunch are provided. All school district meals are prepared in a kitchen at the school.

Special programs are available for students with specific needs. There is also an after-school program operated by the Lassen County Office of Education, which is open to students in grades K-6.

In 2019, the district worked with the Big Valley Elementary Parent Club to install new playground equipment. The playground structure allows children ages 5-12 years to develop social skills through physical activity. In 2015 BVES saw extensive remodeling and upgrading. The site has an updated fire detection system, new bell system and an upgraded HVAC system. The K-2 wing has brand new restrooms for both the staff and the students. The multipurpose room is used for indoor recess, P.E. and lunch service, and its lights were replaced with energy-efficient lighting.

Our School Site Council (SSC) approves state expenditures for compliance with legal regulations for consolidated programs and guidance for student programs. BVES's technology plan includes 1:1 student access to Chromebooks, so our students will be infused with a variety of technologies in their daily lives and develop the interpersonal skills to work with others to be productive members of a team.

For the 2021-22 school year, all students in the elementary school will receive a school issued Chromebook and charger. Although the students are attending in-person, teachers and classroom aides continue to use technology such as GSuites, SeeSaw, Remind and Zoom to maintain learning continuity if the students or staff must quarantine due to COVID-19.

Our Big Valley Education Foundation supports the students, teachers and the school by holding fundraisers and providing enrichment activities, such as the Read-a-thon, field trips and a couple of dramatic performances. Parents are encouraged to be actively involved in their children's education by volunteering in the classrooms, on class trips and at special functions. Other volunteer opportunities for parents include athletics, school board, SSC, tutoring and other special projects.

## Parental Involvement

To involve parents at BVES, the following practices have been established:

- The school involves parent in an organized, ongoing and timely way, in the planning, review and improvement of the school's parent involvement policy.
- Parents are asked regularly for input through their participation on the BV Ed Foundation, BV Boosters and other parent-based organizations. The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress and the proficiency levels students are expected to meet.
- In addition, course catalogs, teacher syllabi, school website, parent newsletters, biweekly bulletins, ro-bocalls and classroom newsletters are other forms of direct communication with parents.
- If requested, the school provides opportunities for regular meetings that allow the parents to participate in decision relating to the education of their children.
- Admin, counselors and teachers are available for parent meetings as requested in addition to our regularly scheduled parent-based meetings.

For more information on how to become involved at the school, please call the office at (530) 294-5214.

## School Safety

In 2020-21, Big Valley Elementary School provided a safe and orderly setting that promotes student learning. All Big Valley staff participated in the School Safety Plan review in mid-August. 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. BVES 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.



## 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.



## Board of Trustees

Deborah Peck, *President*

Karli Frye, *Clerk*

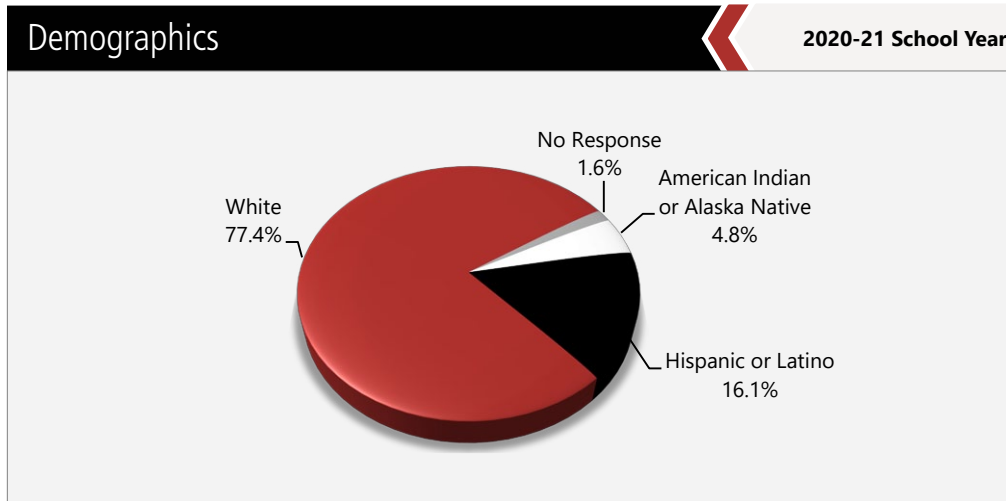
Renden Ellenberger, *Member*

Amanda Benson, *Member*

Jeff Hoj, *Member*

### Enrollment by Student Group

The total enrollment at the school was 62 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

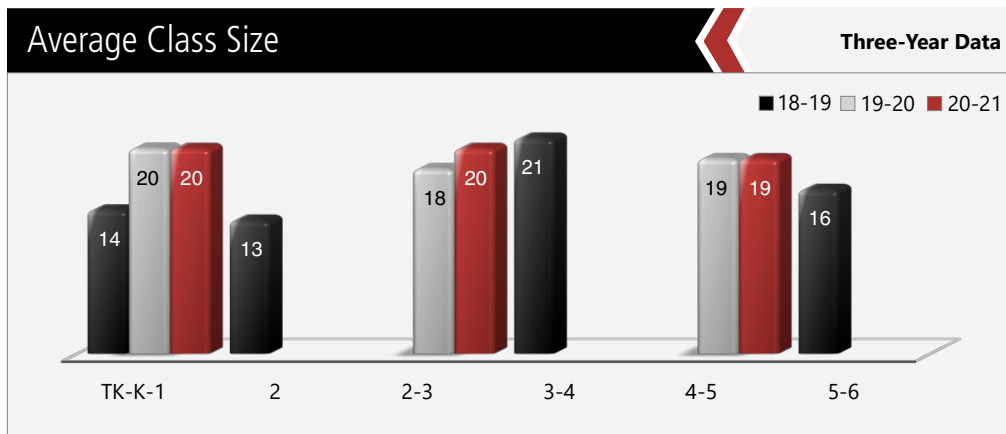


### Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	49.10%
Male	50.90%
Non-Binary	0.00%
English learners	5.50%
Foster youth	0.00%
Homeless	0.00%
Migrant	12.70%
Socioeconomically Disadvantaged	61.80%
Students with Disabilities	12.70%

### Class Size Distribution

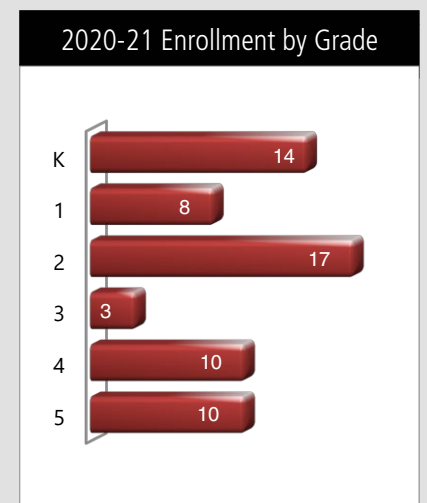
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size		Three-Year Data								
Grade	Number of Students	2018-19			2019-20			2020-21		
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
		TK-K-1	1			1			1	
2										
2-3				1			1			
3-4		1								
4-5				1			1			
5-6	1									

### Enrollment by Grade

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



## 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 ES		Big Valley JUSD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
<b>Suspension rates</b>	9.9%	5.8%	11.0%	5.1%	3.5%	0.2%
<b>Expulsion rates</b>	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 ES	Big Valley JUSD	California	
	2019-20	2019-20	2019-20	
<b>Suspension rates</b>	6.0%	5.5%	2.5%	
<b>Expulsion rates</b>	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	
<b>All Students</b>	5.80%	0.00%	
<b>Female</b>	6.30%	0.00%	
<b>Male</b>	5.40%	0.00%	
<b>Non-Binary</b>	0.00%	0.00%	
<b>American Indian or Alaska Native</b>	0.00%	0.00%	
<b>Asian</b>	0.00%	0.00%	
<b>Black or African American</b>	0.00%	0.00%	
<b>Filipino</b>	0.00%	0.00%	
<b>Hispanic or Latino</b>	0.00%	0.00%	
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%	
<b>Two or More Races</b>	0.00%	0.00%	
<b>White</b>	6.00%	0.00%	
<b>English Learners</b>	0.00%	0.00%	
<b>Foster Youth</b>	0.00%	0.00%	
<b>Homeless</b>	0.00%	0.00%	
<b>Socioeconomically Disadvantaged</b>	4.60%	0.00%	
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%	
<b>Students with Disabilities</b>	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
<b>2019-20</b>	4 full days/ 2 hours per week
<b>2020-21</b>	3 full days/ 2 hours per week
<b>2021-22</b>	3 full days/ 2 hours per week



## 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](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Big Valley ES
	Grade 5
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	65	7	10.80%
Female	32	31	4	12.90%
Male	37	34	3	8.80%
American Indian or Alaska Native	2	2	1	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	14	14	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	0	0	0	0.00%
White	50	46	5	10.90%
English Learners	3	3	0	0.00%
Foster Youth	5	5	1	20.00%
Homeless	3	3	1	33.30%
Socioeconomically Disadvantaged	44	41	7	17.10%
Students Receiving Migrant Education Services	7	7	0	0.00%
Students with Disabilities	9	9	1	11.10%

◇ 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					
	Big Valley ES		Big Valley JUSD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	11.11%	■	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					
	Big Valley ES		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.

\* 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 (grade 5)

## 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	29	27	93.10%	6.90%	11.11%
Female	12	11	91.67%	8.33%	0.00%
Male	17	16	94.12%	5.88%	18.75%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	22	21	95.45%	4.55%	14.29%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	12	85.71%	14.29%	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.





CAASPP Test Results by Student Group: English Language Arts (grades 3-6)  
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
<b>All students</b>	37	36	97.30%	2.70%	19.44%
<b>Female</b>	19	18	94.74%	5.26%	27.78%
<b>Male</b>	18	18	100.00%	0.00%	11.11%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	❖	❖	❖	❖	❖
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	25	24	96.00%	4.00%	20.83%
<b>English Learners</b>	❖	❖	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	21	20	95.24%	4.76%	15.00%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖	❖	❖

❖ 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: Mathematics (grades 3-6)  
For students taking and completing a state-administered assessment.

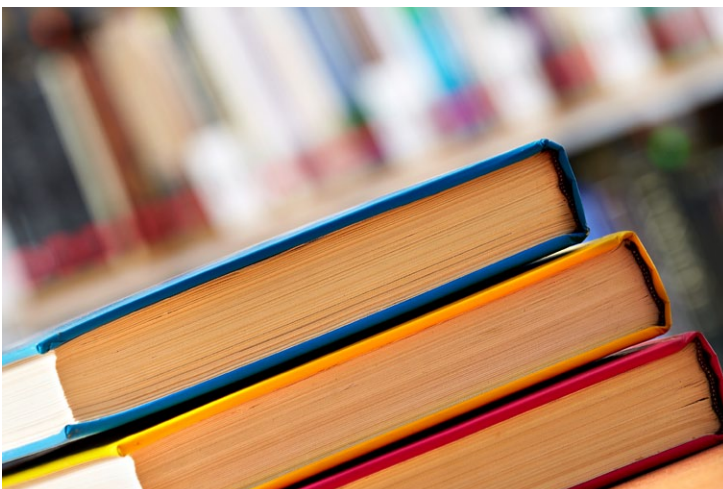
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	37	36	97.30%	2.70%	8.33%
Female	19	18	94.74%	5.26%	5.56%
Male	18	18	100.00%	0.00%	11.11%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	25	24	96.00%	4.00%	12.50%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	21	20	95.24%	4.76%	5.00%
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.



## 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>New Wonders (K-5)</i>	2016
Reading/language arts	<i>StudySync (6)</i>	2016
Mathematics	<i>Math Expressions (K-6)</i>	2014
Science	<i>Focus on Earth Science, Glencoe (6)</i>	2007
Science	Houghton Mifflin; <i>California Science</i>	2020
History/social science	<i>Reflections: California: A Changing State, Harcourt Publishers</i>	2006
History/social science	<i>Harcourt Social Studies: Our Communities, Houghton Mifflin Harcourt</i>	2006
History/social science	<i>Discovering our Past: Ancient Civilizations, Glencoe</i>	2020
History/social science	<i>Reflections: The United States: Making a New Nation, Harcourt</i>	2020

## 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

Big Valley ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## 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
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes

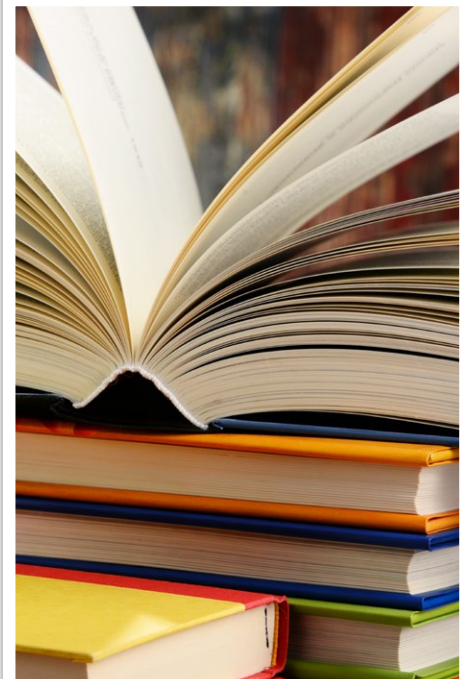
## Currency of Textbooks

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

<b>Data collection date</b>	9/15/2021
-----------------------------	-----------



## 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.

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

## School Facilities

The Big Valley Elementary School main building was originally constructed in 1949; classrooms were added to the building periodically until the 1980s when sufficient modernized space was achieved. The school consists of five regular classrooms, a special education classroom, library, cafeteria/multipurpose room, teacher workroom, administrative office, appropriate restroom facilities, and a hard surface playground plus a grassy athletic field. During the summer of 2015, upgrades and repairs with the HVAC system were completed through a Deferred Maintenance Program Extreme Hardship project. Accessibility for staff and student restrooms, path of travel, signage and fire alarm with auto fire detection of Emergency Command Center were either updated or newly installed. Sewer lines were repaired and new energy efficient lighting was installed in the multipurpose room. The playground area was resealed and improved during the summer of 2017. Two new pieces of playground equipment were installed in 2019.

The most recent Facility Inspection Tool (FIT) shows that the general condition of BVES is "exemplary." The site has one janitorial staff member, and the district has one maintenance man and facility manager. A full-time custodian cleans and maintains the buildings and grounds daily. The district performs maintenance tasks as needed.

No emergency repair situations exist. A simple email, phone call or radio alert notifies the maintenance department that help is needed. 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 site administrator works with staff, students and community to ensure quality instruction. Every attempt is made to bring about success for students through cooperation with parents, support personnel and other agencies. As student enrollment has declined for the last several years, some services have consolidated which left the campus with some open rooms. Lassen County Sheriff's Office now rents a building that once housed the district office. The Lassen County Office of Education After-School Program utilizes one classroom on the west side of campus. One modular building on the north side of the campus houses a privately operated preschool for children ages 2-5 years.



*"ur highly qualified staff is committed to providing our students with the skills necessary to be successful learners, while emphasizing the highest standards of good citizenship on the part of every student."*

## 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.



## 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.

## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 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		2019-20 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. 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		2019-20 School Year
Authorization/Assignment	Big Valley ES	
<b>Permits and Waivers</b>		
<b>Misassignments</b>		
<b>Vacant Positions</b>		
<b>Total Teachers Without Credentials and Misassignments</b>		

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)

This table displays the number of teachers and the total out-of-field teachers at the school level.

**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

2019-20 School Year

Indicator	Big Valley ES
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

**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

2019-20 School Year

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

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

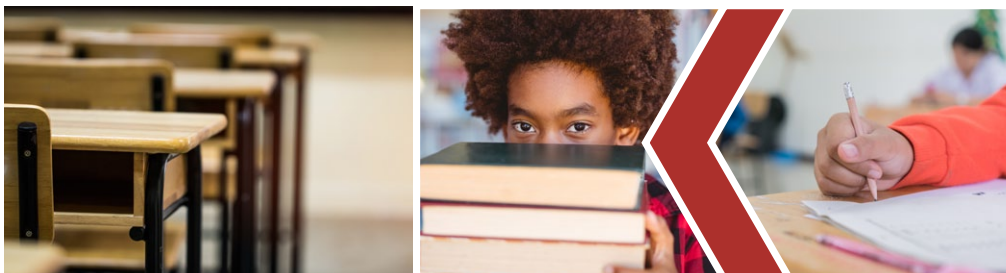
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	*
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.00
Social worker	0.00
Nurse	✱
Speech/language/hearing specialist	⌘
Resource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

◇ Not applicable.

\* Contracted 1 day per week through Mountain Valleys HC - 3 hours.

✱ One day per week through LCOE.

⌘ Contracted 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](http://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](http://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](http://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	\$9,429	\$61,673
Big Valley JUSD	\$10,785	\$57,045
California	\$8,444	\$71,544
School and district: percentage difference	-12.6%	+8.1%
School and California: percentage difference	+11.7%	-13.8%

⊕ 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	\$11,746
Expenditures per pupil from restricted sources	\$2,318
Expenditures per pupil from unrestricted sources	\$9,429
Annual average teacher salary	\$61,673



## 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

PUBLISHED BY:

**SIA** School  
Innovations  
& Achievement  
[www.sia-us.com](http://www.sia-us.com) | 800.487.9234