

Big Valley Joint Unified School District

400 Bridge Street • Bieber, CA 96009 • www.bigvalleyschool.org

Colleen Taylor, Superintendent • ctaylor@bigvalleyschool.org • (530) 294-5231

SARC

2022-23

School Accountability
Report Card

Published in 2023-24



Big Valley Elementary School

Grades K-6

CDS Code 18-64089-6010698

Colleen Taylor, Principal
ctaylor@bigvalleyschool.org

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

www.bigvalleyschool.org



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, sports practices, school performances 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.

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 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, teacher syllabi, school website, parent newsletters, biweekly bulletins, robocalls and classroom newsletters are other forms of direct communication with parents.
- 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 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

- Renden Ellenberger, President
- Karli Frye, Clerk
- Deb Peck, Member
- Cole Joiner, Member
- Jeff Hoj, Member

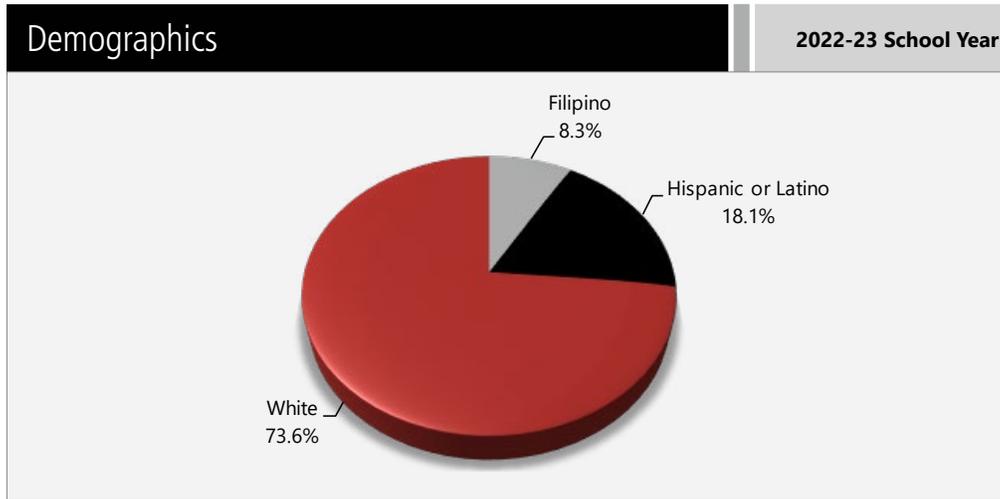


School Motto: Strive for Excellence



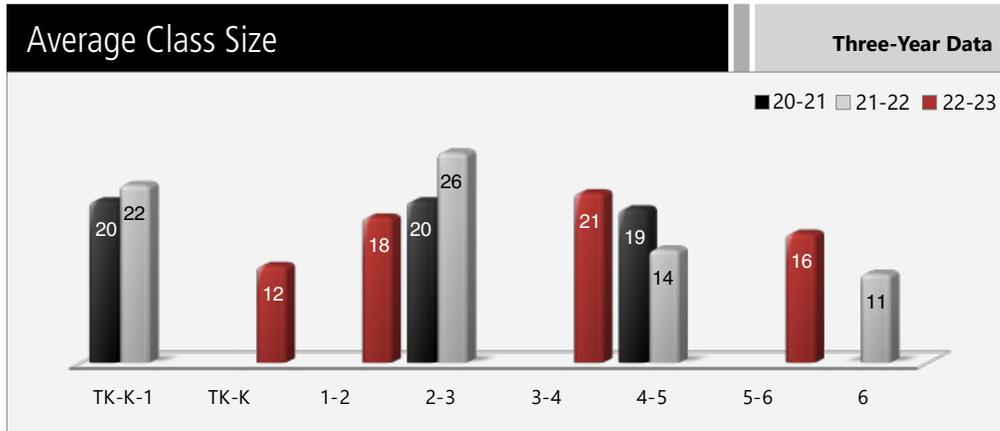
Enrollment by Student Group

The total enrollment at the school was 72 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.



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.



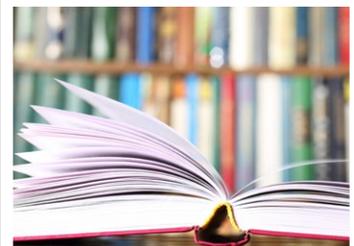
Grade	2020-21									2021-22									2022-23								
	Number of Students									Number of Students									Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+									
TK-K-1	1						1																				
TK-K															1												
1-2															1												
2-3	1						1																				
3-4																1											
4-5	1						1																				
5-6															1												
6						1																					

Enrollment by Student Group

Female	54.20%
Male	45.80%
Non-Binary	0.00%
English learners	8.30%
Foster youth	5.60%
Homeless	1.40%
Migrant	4.20%
Socioeconomically Disadvantaged	70.80%
Students with Disabilities	11.10%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Big Valley ES			Big Valley JUSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	4.40%	5.00%	6.50%	5.10%	9.20%	10.20%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

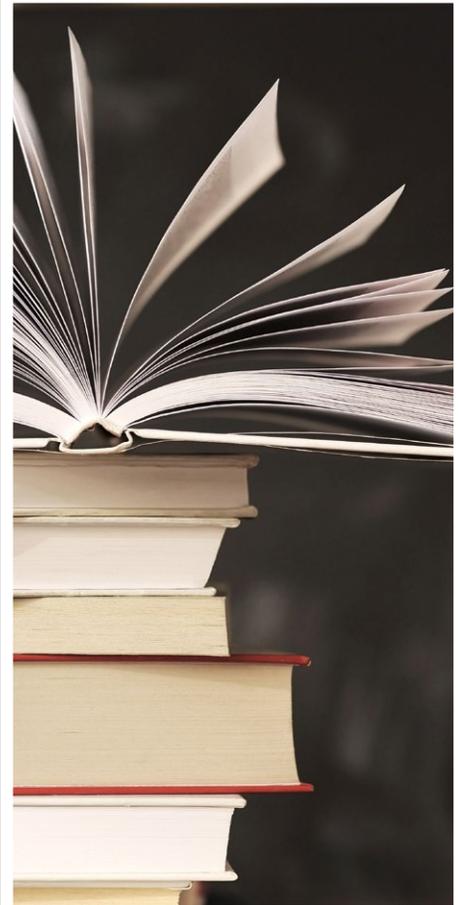
Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	6.50%	0.00%	
Female	0.00%	0.00%	
Male	14.70%	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	7.70%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	7.30%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	9.10%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	8.30%	0.00%	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	3 full days/2 hours per week
2022-23	3 full days/2 hours per week
2023-24	4 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. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	77	75	14	18.70%	
Female	43	42	8	19.00%	
Male	34	33	6	18.20%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	9	9	3	33.30%	
Asian	0	0	0	0.00%	
Black or African American	0	0	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	13	13	0	0.00%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	0	0	0	0.00%	
White	55	53	11	20.80%	
English Learners	6	6	0	0.00%	
Foster Youth	4	4	1	25.00%	
Homeless	1	1	1	100.00%	
Socioeconomically Disadvantaged	55	54	11	20.40%	
Students Receiving Migrant Education Services	3	3	0	0.00%	
Students with Disabilities	12	12	4	33.30%	

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)

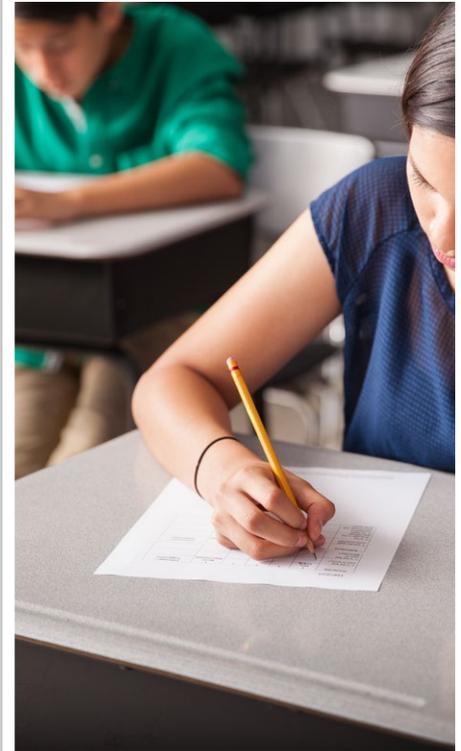


Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

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).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Big Valley ES		Big Valley JUSD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	❖	❖	23.53%	20.59%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

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.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Big Valley ES		Big Valley JUSD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	20%	21%	22%	21%	47%	46%
Mathematics	16%	8%	21%	12%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

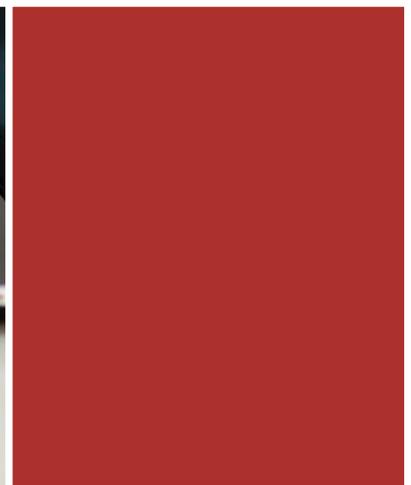
❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 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	❖	❖	❖	❖	❖

❖ 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)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	38	38	100.00%	0.00%	21.05%
Female	25	25	100.00%	0.00%	24.00%
Male	13	13	100.00%	0.00%	15.38%
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	22	100.00%	0.00%	31.82%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	28	28	100.00%	0.00%	21.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

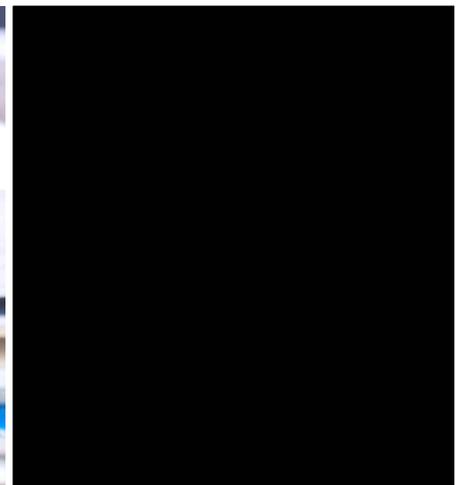




CAASPP Test Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	38	38	100.00%	0.00%	7.89%
Female	25	25	100.00%	0.00%	8.00%
Male	13	13	100.00%	0.00%	7.69%
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	22	100.00%	0.00%	9.09%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	28	28	100.00%	0.00%	7.14%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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 2023 covered both the sufficiency of instructional materials and Common Core.

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>New Wonders (K-6)</i>	2016
Mathematics	<i>Math Expressions (K-6)</i>	2014
Science	<i>California Inspire Science, McGraw-Hill (K-6)</i>	2022
History/social science	<i>Reflections: California: A Changing State, Harcourt Publishers</i>	2006

Quality of Textbooks

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

Quality of Textbooks		2023-24 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	



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

Availability of Textbooks and Instructional Materials

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

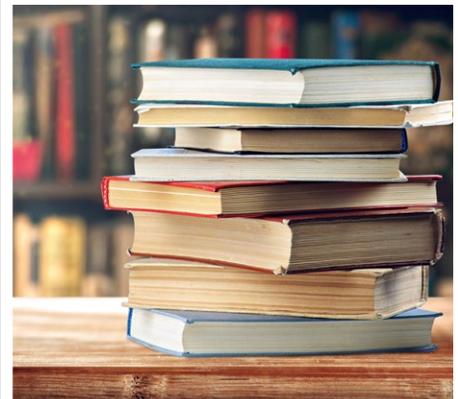
Percentage of Students Lacking Materials by Subject	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



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	
2023-24 School Year	
Data collection date	9/20/2023





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		2023-24 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	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	11/29/2023	



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 “good.”

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.

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Structural	BVES cafeteria missing rain gutter sections and downspout deterioration. Contract for repair due to height considerations.	Summer 2024

School Safety

In 2022-23, 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 IMReady team conducted an Emergency Operation Procedures (EOP) training in September 2022 and assisted with updating the EOP plan. Later in 2022, the IMReady team facilitated a school wide EOP drill. The safety plan was last reviewed in January 2024 and will be reviewed again on an ongoing basis throughout the school year. In 2022-23, all staff received training in Nonviolent Crisis Intervention (CPI). This proactive approach helps staff prevent student behaviors from reaching crisis level. Additionally, teachers, paraprofessionals 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.





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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)	2.8	99.3%	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)	0.0	0.7%	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	2.8	100.0%	8.6	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 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)	3.0	75.0%	6.2	72.6%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	25.0%	1.3	15.2%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	1.0	12.2%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	4.0	100.0%	8.5	100.0%	279,044.8	100.0%

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/calpadsupdfflash201.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>.





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

This table displays the number of authorization/assignments 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/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	1.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.0

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.

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	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

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

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

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	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%	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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	✦
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0
✦ Not applicable.	



Financial Data

The financial data displayed in this SARC is from the 2021-22 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 Certified 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	2021-22 Fiscal Year	
	Big Valley JUSD	Similar Sized District
Beginning teacher salary	\$38,380	\$47,615
Midrange teacher salary	\$52,905	\$75,580
Highest teacher salary	\$81,635	\$100,485
Average elementary school principal salary	⊕	\$114,066
Average middle school principal salary	⊕	\$123,621
Average high school principal salary	⊕	\$125,385
Superintendent salary	\$102,000	\$157,977
Teacher salaries: percentage of budget	24.76%	27.82%
Administrative salaries: percentage of budget	11.64%	5.78%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Big Valley ES	\$6,653	\$60,517
Big Valley JUSD	\$9,908	\$59,876
California	\$7,607	\$77,993
School and district: percentage difference	-32.9%	+1.1%
School and California: percentage difference	-12.5%	-22.4%

⊕ The principal and superintendent are combined as one position.

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$8,938
Expenditures per pupil from restricted sources	\$2,285
Expenditures per pupil from unrestricted sources	\$6,653
Annual average teacher salary	\$60,517



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.

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 2024.