

# Big Valley Joint Unified School District

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## SARC

2022-23

School Accountability  
Report Card

Published in 2023-24



## Big Valley Junior-Senior High School

Grades 7-12

CDS Code 18-64089-1831601

Colleen Taylor, Principal  
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## Principal's Message

Big Valley Junior-Senior (BVJrSr) 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 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 located 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 comprehensive 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. Five full-time teachers are on staff along with a full-time secretary and a part-time 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 computer literacy, 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](http://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 2022-23 school year, all students in the school received a school-issued Chromebook and charger. Although the students attended in-person, teachers received professional development for distance learning. The district's goal for students and teachers was to maintain learning continuity if students or staff were required to quarantine. Teachers used Google Classroom and Google Hangout as the learning platform and all classrooms were equipped with 75-inch Viewsonic Interactive TVs.

For the 2022-23 school year, Big Valley Jr/Sr School is fully staffed. The staffing allows the district to avoid combining classes for core subjects and offers flexibility for student choice within the master schedule.

The school district will continue to operate the Adult School in 2022-23 in order to help meet the needs of the Big Valley Community. Adult School students meet weekly in the evenings. Students are able to obtain a high school diploma upon completion of the program.

The district continues to work with the Southern Cascades Community Services District at the former Adin Primary School site. The Southern Cascades Community Services District offers an Emergency Medical Technician classes and will add Emergency Medical Responder classes. These classes are opened to Big Valley Jr/Sr High School Students who are 18 years old or will turn 18 years old before the end of the class.

## 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 Colleen Taylor at (530) 294-5231 or [ctaylor@bigvalleyschool.org](mailto:ctaylor@bigvalleyschool.org).



*School Motto: Strive for Excellence*



## 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.

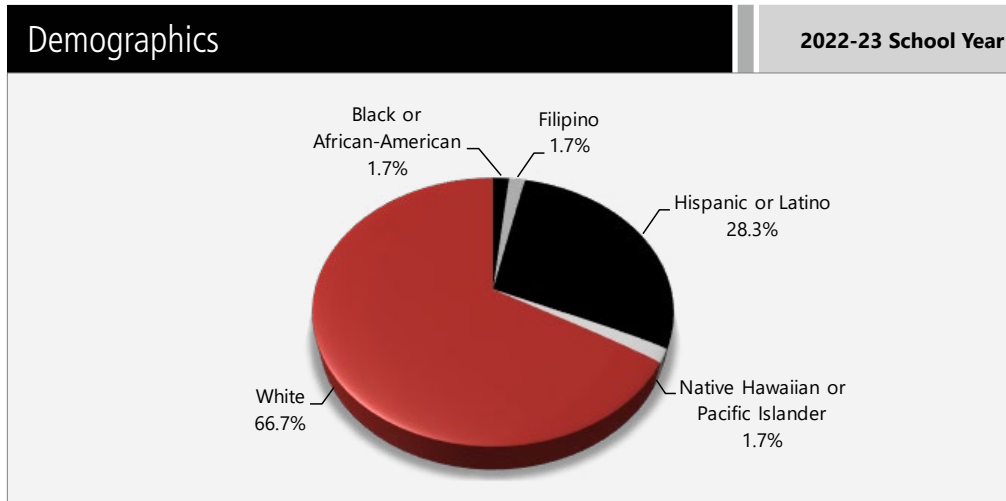
## Board of Trustees

- Renden Ellenberger, President
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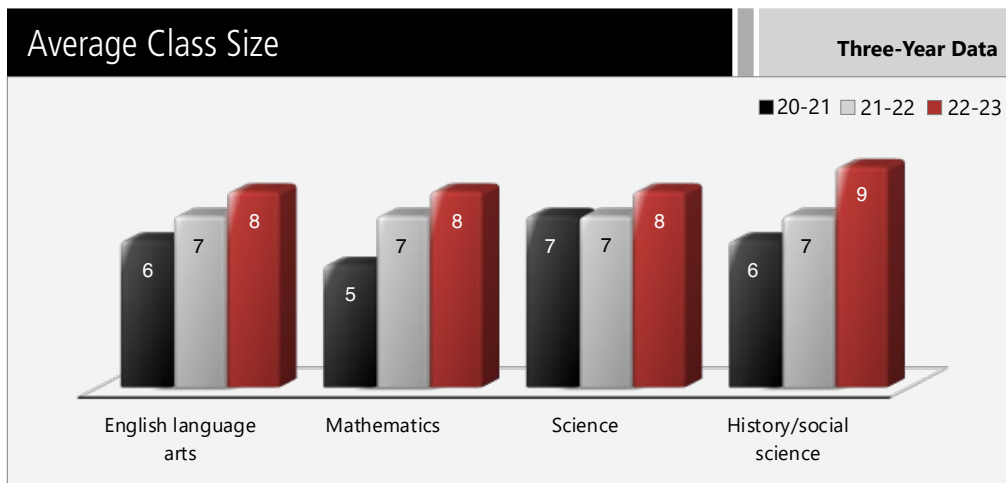
### Enrollment by Student Group

The total enrollment at the school was 60 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.



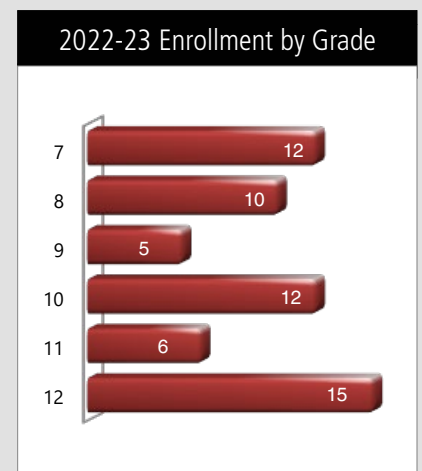
Subject	Number of Classrooms by Size								
	2020-21			2021-22			2022-23		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	10			9			1		
Mathematics	11			9			1		
Science	7			7			1		
History/social science	9			7			1		

### Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	53.30%
Male	46.70%
Non-Binary	0.00%
English learners	5.00%
Foster youth	1.70%
Homeless	0.00%
Migrant	11.70%
Socioeconomically Disadvantaged	60.00%
Students with Disabilities	10.00%

### 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 Jr. Sr. HS			Big Valley JUSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Suspension rates</b>	5.80%	14.50%	15.00%	5.10%	9.20%	10.20%	0.20%	3.20%	3.60%
<b>Expulsion rates</b>	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	15.00%	0.00%	
Female	6.30%	0.00%	
Male	25.00%	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	17.70%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	15.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	18.90%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

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

**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.

For more information, please contact the CTE liaison, Erica Stevenson at [estevenson@bigvalleyschool.org](mailto: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	
2022-23 Participation	
<b>Number of pupils participating in a CTE program</b>	50
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	38%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	0%





### 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](http://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%
7	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	60	59	20	33.90%	
Female	32	31	11	35.50%	
Male	28	28	9	32.10%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	1	1	1	100.00%	
Asian	0	0	0	0.00%	
Black or African American	1	1	1	100.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	17	17	8	47.10%	
Native Hawaiian or Pacific Islander	1	1	0	0.00%	
Two or More Races	0	0	0	0.00%	
White	40	39	10	25.60%	
English Learners	3	3	1	33.30%	
Foster Youth	3	3	1	33.30%	
Homeless	0	0	0	0.00%	
Socioeconomically Disadvantaged	37	36	15	41.70%	
Students Receiving Migrant Education Services	7	7	3	42.90%	
Students with Disabilities	6	6	2	33.30%	

### 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

### 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)

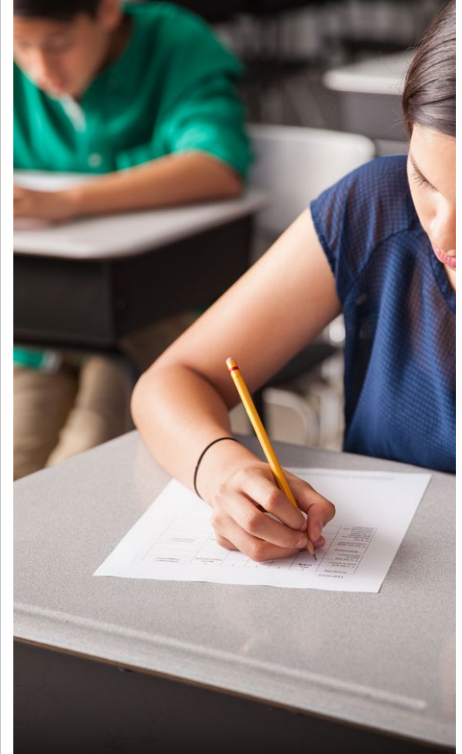


### Statewide Assessments

**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 Jr. Sr. HS		Big Valley JUSD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	29.17%	24.14%	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 Jr. Sr. HS		Big Valley JUSD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	25%	21%	22%	21%	47%	46%
Mathematics	29%	18%	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.

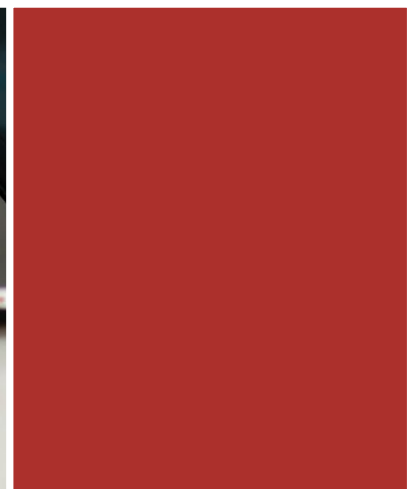
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



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

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	30	30	100.00%	0.00%	24.14%
Female	15	15	100.00%	0.00%	33.33%
Male	15	15	100.00%	0.00%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	20	20	100.00%	0.00%	35.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	0.00%	35.29%
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 7-8 and 11)

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	28	28	100.00%	0.00%	21.43%
Female	14	14	100.00%	0.00%	21.43%
Male	14	14	100.00%	0.00%	21.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	19	100.00%	0.00%	26.32%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	0.00%	17.65%
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.



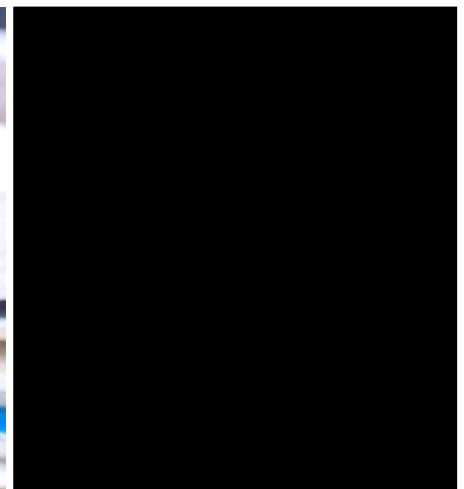




### CAASPP Test Results by Student Group: Mathematics (grades 7-8 and 11)

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	28	28	100.00%	0.00%	17.86%
Female	14	14	100.00%	0.00%	21.43%
Male	14	14	100.00%	0.00%	14.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	19	100.00%	0.00%	21.05%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	0.00%	11.76%
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.





## 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		
	20-21	21-22	22-23	20-21	21-22	22-23
<b>Big Valley Jr. Sr. HS</b>	81.80%	❖	100.00%	0.00%	❖	0.00%
<b>Big Valley JUSD</b>	81.80%	❖	100.00%	0.00%	❖	0.00%
<b>California</b>	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

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

Graduation Rate by Student Group	2022-23 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	14	14	100.00%
<b>Female</b>	❖	❖	❖
<b>Male</b>	❖	❖	❖
<b>Non-Binary</b>	❖	❖	❖
<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>	11	11	100.00%
<b>English Learners</b>	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	❖	❖	❖
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖

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>.

❖ 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.

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
<b>Percentage of students enrolled in AP courses</b>	0%
<b>Number of AP courses offered at the school</b>	0
Number of AP Courses Offered	
<b>Computer science</b>	0
<b>English</b>	0
<b>Fine and performing arts</b>	0
<b>Foreign language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social science</b>	0

## 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](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
Big Valley Jr. Sr. HS	
2021-22 and 2022-23 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2022-23</b>	100.00%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22</b>	0.00%



### 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>StudySync</i> , McGraw-Hill (7-12)	2016
Mathematics	<i>Big Ideas</i> (7-8)	2014
Mathematics	<i>College Math</i> , Cengage	2019
Mathematics	<i>Big Ideas: Algebra 1, Geometry, Algebra 2</i> , McGraw-Hill (9-11)	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</i> , McGraw-Hill (11)	2019
Science	<i>Inspire Physics</i> , McGraw-Hill (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
Health	Glencoe (9-12)	2010
Computer tech/lit	Glencoe	2006
Food studies	Glencoe	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	

### 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%
Science laboratory equipment	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

### 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.



### 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	
<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	Fair	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent FIT report</b>	11/28/2023	

### 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	
<b>Structural</b>	Gymnasium roof seam covers loose and shifted roof panels. Contract with service company due to height considerations.	Summer 2024	

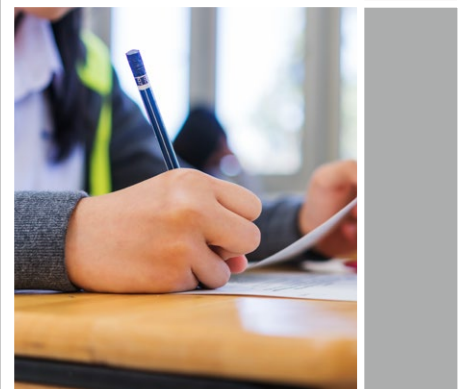
### School Safety

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 2022. With the addition of new staff members, the school safety plan has been reviewed by the IMReady team from Keenan & Associates. 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 facilitated a schoolwide EOP drill. The school 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 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 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. Viewsonic Interactive TVs were installed in all 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.





### 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/>.

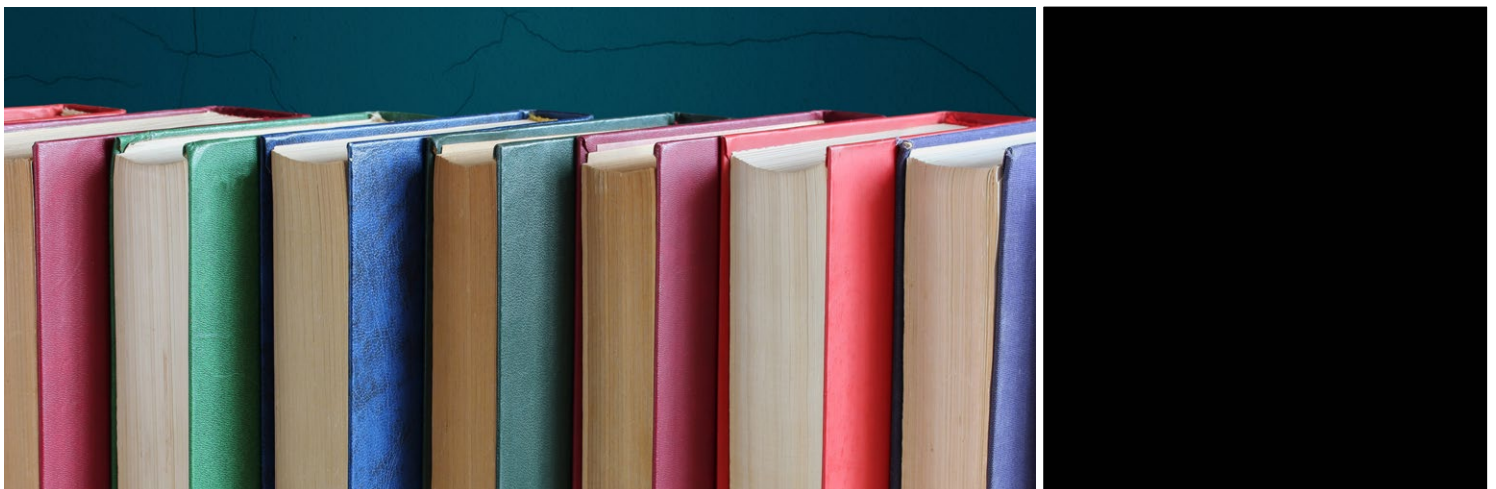
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.7	82.0%	7.5	87.7%	228,366.1	83.1%
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%
<b>Total Teaching Positions</b>	<b>5.7</b>	<b>100.0%</b>	<b>8.6</b>	<b>100.0%</b>	<b>274,759.1</b>	<b>100.0%</b>

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)	3.2	70.4%	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)	0.3	6.6%	1.3	15.2%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	22.8%	1.0	12.2%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
<b>Total Teaching Positions</b>	<b>4.5</b>	<b>100.0%</b>	<b>8.5</b>	<b>100.0%</b>	<b>279,044.8</b>	<b>100.0%</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/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
<b>Authorization/Assignment</b>		
<b>Permits and Waivers</b>	0.0	0.0
<b>Misassignments</b>	0.0	0.3
<b>Vacant Positions</b>	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	0.3

## 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
<b>Indicator</b>		
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	0.0
<b>Local Assignment Options</b>	1.0	1.0
<b>Total Out-of-Field Teachers</b>	1.0	1.0

## 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
<b>Indicator</b>		
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0.0%	14.2%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	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>.

## 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.

## 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
<b>Pupils to Academic counselors</b>	✧
<b>Support Staff</b>	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	0.0
<b>Library media teacher (librarian)</b>	0.5
<b>Library media services staff (paraprofessional)</b>	0.0
<b>Psychologist</b>	0.0
<b>Social worker</b>	0.0
<b>Nurse</b>	0.0
<b>Speech/language/hearing specialist</b>	0.0
<b>Resource specialist (nonteaching)</b>	0.5
✧ 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](http://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](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	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 Jr. Sr. HS	\$10,393	\$59,235
Big Valley JUSD	\$9,908	\$59,876
California	\$7,607	\$77,993
School and district: percentage difference	+4.9%	-1.1%
School and California: percentage difference	+36.6%	-24.1%

⊕ 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	\$11,937
Expenditures per pupil from restricted sources	\$1,544
Expenditures per pupil from unrestricted sources	\$10,393
Annual average teacher salary	\$59,235



### 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.