SARC 2024-25 School Accountability Report Card
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Big Valley Elementary School

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Grades K-6 ▪ CDS Code 18-64089-6010698

Strive for Excellence

Big Valley Joint Unified School District

400 Bridge Street Bieber, CA 96009 ▪ www.bigvalleyschool.org ▪ (530) 294-5231
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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 the 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.

A new piece of playground equipment was installed at the beginning of the 2024-25 school year. 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 parents 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 in 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, Facebook page, 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 decisions relating to the education of their children.
- Admin 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 2024-25, Big Valley Elementary School will provide a safe and orderly setting that promotes student learning. All Big Valley staff will participate in the School Safety Plan review in mid-November. The safety plan was last reviewed in January 2026 and will be reviewed again on an ongoing basis throughout the school year. Teachers, paraprofessionals and administrators are visibly present during break and lunchtime to ensure a secure environment. Administration and staff are represented at all students' 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.

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

Jeff Hoj, President

Matthew Mitchell, Clerk

Deb Peck, Member

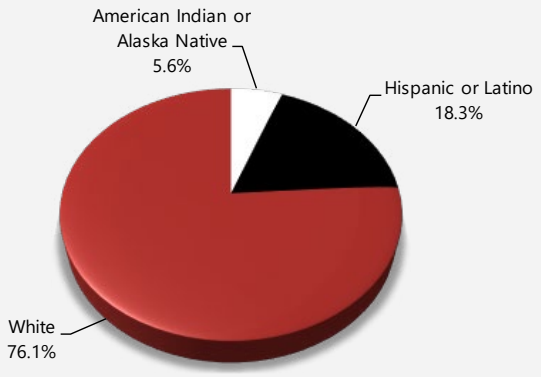
Sharmie Stevenson, Member

Gary Martin, Member

Enrollment by Student Group

The total enrollment at the school was 71 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



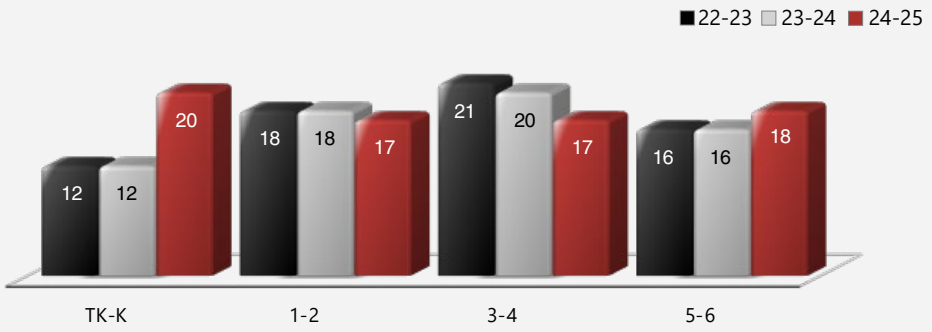
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	56.30%
Male	43.70%
Non-Binary	0.00%
English Learners	8.50%
Foster Youth	2.80%
Homeless	0.00%
Migrant	5.60%
Socioeconomically Disadvantaged	46.50%
Students with Disabilities	14.10%

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.

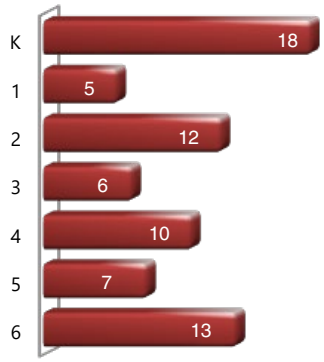
Average Class Size (Three-Year Data)



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K	1			1			1		
1-2	1			1			1		
3-4		1		1			1		
5-6	1			1			1		

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.

Suspension and Expulsion Rates (Three-Year Data)

	Big Valley ES			Big Valley JUSD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	6.50%	0.00%	12.50%	10.20%	0.00%	16.90%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

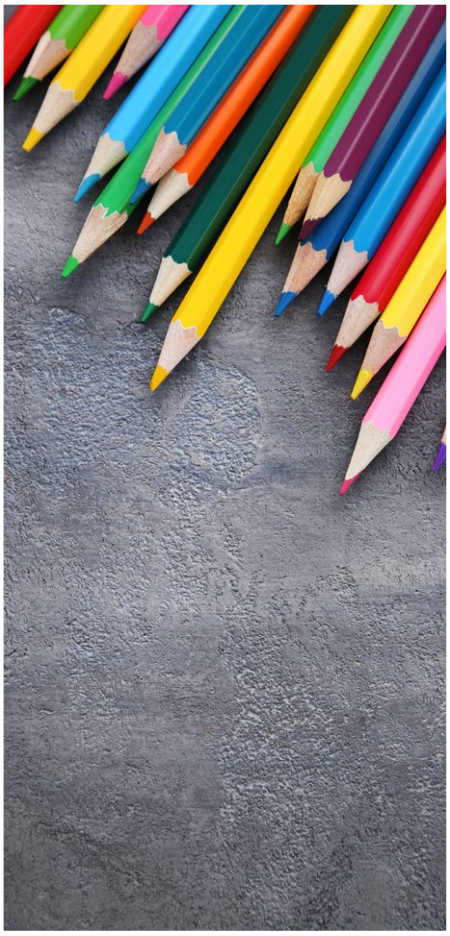
Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.50%	0.00%
Female	9.10%	0.00%
Male	16.70%	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	15.40%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	11.10%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	11.30%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.30%	0.00%

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2023-24	4 full days/2 hours per week
2024-25	4 full days/2 hours per week
2025-26	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. 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 (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	88.00%	88.00%	88.00%	88.00%	88.00%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	80	80	18	22.50%
Female	44	44	10	22.70%
Male	36	36	8	22.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	13	13	3	23.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	63	63	12	19.00%
English Learners	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	53	53	14	26.40%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	16	16	9	56.30%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 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	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	23.08%	❖	15.15%	43.33%	30.73%	32.33%

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	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	21%	18%	30%	30%	46%	48%
Mathematics	16%	16%	20%	18%	34%	37%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) 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 5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 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	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

CAASPP Test Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standard (2024-25 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%	18.42%
Female	25	25	100.00%	0.00%	24.00%
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	29	29	100.00%	0.00%	20.69%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	21	21	100.00%	0.00%	19.05%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 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%	15.79%
Female	25	25	100.00%	0.00%	24.00%
Male	13	13	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	29	29	100.00%	0.00%	13.79%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	21	21	100.00%	0.00%	14.29%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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 to access online resources. Our last public hearing in September 2025 covered both the sufficiency of instructional materials and Common Core.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	New Wonders (TK-6)	2016
Mathematics	Math Expressions, Houghton Mifflin Harcourt Publishing (TK-6)	2015
Science	California Inspire Science, McGraw-Hill (TK-6)	2022
History/Social Science	A Child's View, Harcourt Reflections (1-2)	2007
History/Social Science	Our Communities, Houghton Mifflin Harcourt (3)	2007
History/social science	California: A Changing State, Houghton Mifflin Publishers (4)	2007
History/Social Science	The United States: Making a New Nation, Harcourt Reflections (5)	2007
History/Social Science	World History: Ancient Civilizations, National Geographic (6)	2018

Quality of Textbooks

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

Quality of Textbooks (2025-26 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

2025-26 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

2025-26 School Year	
Data collection date	9/17/2025

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 (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	8/27/2025

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 (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
Systems	Classroom sink in TK classroom needs to be accessible for small sizes. Added a step stool.
Interior	Carpet stains in Front hall, E1 and E8; Stained ceiling tiles in E8; Chipped counter top in E2. Carpets will be replaced; ceiling tiles replaced; Counter top repaired.
Electrical	Daisy chained extension cords in E2; electrical panel without lock in Main Hall. Daisy chain removed; lock placed on electrical panel.
Restrooms/fountains	Drinking fountain near E1 needs pressure adjustment. Pressure adjusted.
Safety	Ladder in E8; Yellow Jacket nest in eve of storage shed located between cafeteria and preschool building; unlocked storage area; cleaning chemicals under unlocked sink in E8; cleaning chemicals left out accessible in E8; File cabinets not secured in E8. Yellow Jacket nest removed; lock placed on storage area; cleaning chemicals removed; file cabinet secured.
External	Window screens missing at E1; Tripping hazard front sidewalk; blacktop failing on playground; shade structures needed on playground; weed abatement needed on playground. Window screens replaced; sidewalk was ground down; weeds were abated; funding being sought to replace blacktop and to provide shade structures.

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 the 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.

Teacher Preparation and Placement

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 (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%

Teacher Preparation and Placement (2022-23 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	84.5%	5.5	56.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	14.6%	2.6	27.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.6%	1.5	15.5%	11,746.9	4.2%
Unknown	0.0	0.0%	0.0	0.0%	14,303.8	5.2%
Total Teaching Positions	3.4	100.0%	9.7	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	1.7	49.9%	5.5	56.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.8	24.8%	1.6	16.4%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	24.8%	1.6	16.7%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.7	7.3%	12,112.8	4.3%
Unknown	0.0	0.0%	0.3	3.4%	13,705.8	4.9%
Total Teaching Positions	3.4	100.0%	9.9	100.0%	278,927.1	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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	1.0	0.5	0.8
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.5	0.8

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	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%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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

2024-25 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	✖
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	✖
Resource specialist (nonteaching)	0.0

✧ Not applicable.
✖ Contracted.

Financial Data

The financial data displayed in this SARC is from the 2023-24 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data (2023-24 Fiscal Year)

	Big Valley JUSD	Similar Sized District
Beginning teacher salary	$39,531	$54,773
Midrange teacher salary	$54,492	$78,980
Highest teacher salary	$84,084	$117,336
Average elementary school principal salary	✪	$128,425
Average high school principal salary	✪	$138,809
Superintendent salary	$120,000	$176,162
Teacher salaries: percentage of budget	23.43%	24.71%
Administrative salaries: percentage of budget	10.54%	5.91%

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 (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Big Valley ES	$4,702	$53,724
Big Valley JUSD	$11,710	$58,918
California	$11,146	$86,335
School and district: percentage difference	-59.9%	-8.8%
School and California: percentage difference	-57.8%	-37.8%

✪ 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

2023-24 Fiscal Year	
Total expenditures per pupil	$8,791
Expenditures per pupil from restricted sources	$4,089
Expenditures per pupil from unrestricted sources	$4,702
Annual average teacher salary	$53,724

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 contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 December 2025.