Big Valley Junior-Senior High School

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

Thomas Jones, Interim Principal ▪ tjones@lcoe.org ▪ Bryan Young, Interim Principal ▪ byoung@lcoe.org

Grades 7-12 ▪ CDS Code 18-64089-1831601

Strive for Excellence

Big Valley Joint Unified School District

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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 were built in 1974.

Bieber and Adin are the largest of the unincorporated communities in Big Valley. Lookout and Nubieber are smaller communities within the valley, all sending their students to Big Valley Junior-Senior High School. The town of Bieber is 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, 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 UC Scout 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 2024-25 school year, Big Valley Jr/Sr School was 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 continued to operate the Adult School in 2024-25 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 continued to work with the Southern Cascades Community Services District at the former Adin Primary School site. The Southern Cascades Community Services District offered an Emergency Medical Technician class and planned to add Emergency Medical Responder classes. These classes were open to Big Valley Jr/Sr High School Students who were 18 years old or turned 18 years old before the end of the class.

School Safety

Big Valley Jr/Sr High School provides a safe and orderly setting that promotes student learning. All Big Valley staff will participate in the School Safety Plan review in January 2026. The school safety plan will be reviewed by the IMReady team from Keenan & Associates. The school safety plan was last reviewed in November 2024 and will be reviewed again on an ongoing basis throughout the school year. Teachers 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. Big Valley Jr/Sr High School holds fire drills monthly. Discussions concerning school safety are ongoing and will continue throughout the remainder of the school year. Any reported problems are reviewed by the district's safety committee and are addressed. Telephones in every classroom provide a safety factor not available in the past. No emergency facilities needs are reported. The director of facilities conducts safety and maintenance reviews on the site annually. In addition, the district's risk-management consultant conducts an annual inspection. The most recent Facility Inspection Tool (FIT) shows that the general condition of BVJ/S High School is exemplary.

School Accountability Report Card

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

District Mission Statement

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

Board of Trustees
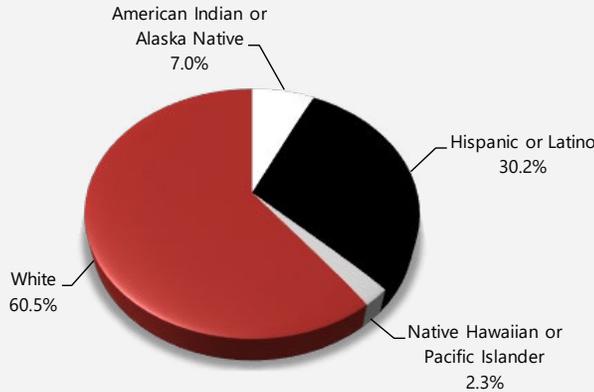
Enrollment by Student Group

The total enrollment at the school was 43 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.
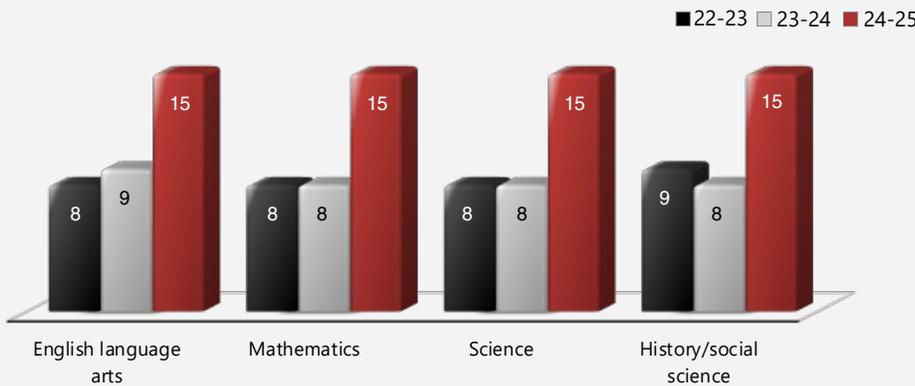
Demographics (2024-25 School Year)

American Indian or Alaska Native 7.0%

Hispanic or Latino 30.2%

White 60.5%

Native Hawaiian or Pacific Islander 2.3%

Enrollment by Student Group

Demographics

2024-25 School Year	
Female	48.80%
Male	51.20%
Non-Binary	0.00%
English Learners	11.60%
Foster Youth	4.70%
Homeless	0.00%
Migrant	9.30%
Socioeconomically Disadvantaged	55.80%
Students with Disabilities	7.00%

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)

■22-23 □23-24 ■24-25

English language arts	Mathematics	Science	History/social science
8, 9, 15	8, 8, 15	8, 8, 15	9, 8, 15

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

Grade	Students
7	4
8	10
9	6
10	10
11	5
12	8

Number of Classrooms by Size (Three-Year Data)

Subject	2022-23			2023-24			2024-25		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	1			1			1		
Mathematics	1			1			1		
Science	1			1			1		
Social science	1			1			1		
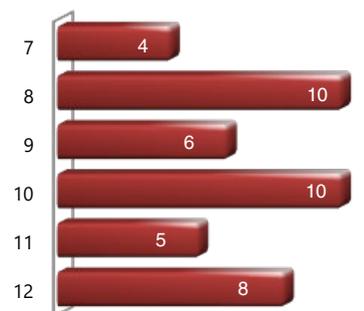
Suspensions and Expulsions

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 Jr. Sr. HS			Big Valley JUSD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	15.00%	0.00%	25.00%	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	25.00%	0.00%
Female	4.80%	0.00%
Male	43.50%	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	30.80%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	22.20%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	24.10%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	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
7	100.00%	100.00%	100.00%	100.00%	100.00%
9	100.00%	100.00%	100.00%	100.00%	100.00%

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	44	43	12	27.90%
Female	21	20	8	40.00%
Male	23	23	4	17.40%
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	27	26	6	23.10%
English Learners	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	29	29	8	27.60%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖

❖ 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 (2024-25 School Year)						
	Big Valley Jr. Sr. HS		Big Valley JUSD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	10.00%	45.45%	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 (2024-25 School Year)						
	Big Valley Jr. Sr. HS		Big Valley JUSD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	44%	56%	30%	30%	46%	48%
Mathematics	26%	24%	20%	18%	34%	37%

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 8 and high school)

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	23	22	95.65%	4.35%	45.45%
Female	11	11	100.00%	0.00%	63.64%
Male	12	11	91.67%	8.33%	27.27%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	15	15	100.00%	0.00%	53.33%
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 7-8 and 11)

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	19	17	89.47%	10.53%	56.25%
Female	11	10	90.91%	9.09%	❖
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: Mathematics (grades 7-8 and 11)

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	19	17	89.47%	10.53%	23.53%
Female	11	10	90.91%	9.09%	❖
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.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
Big Valley Jr. Sr. HS	100.00%	90.00%	❖	0.00%	0.00%	❖
Big Valley JUSD	100.00%	90.00%	❖	0.00%	0.00%	❖
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

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

Graduation Rate by Student Group (2024-25 School Year)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	❖	❖	❖
Female	❖	❖	❖
Male	❖	❖	❖
Non-Binary	❖	❖	❖
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	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

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.

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

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu.

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu.

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

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2024–25 school year. For more detailed information, visit http://dq.cde.ca.gov/dataquest.

UC/CSU Admission

Big Valley Jr. Sr. HS	
2024-25 School Year	
Percentage of students enrolled in courses required for UC/CSU admission	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission	12.50%

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	StudySync, McGraw-Hill (7-12)	2016
Reading/language arts	Bookhead Ed Learning, LLC	2020
Mathematics	Modeling Real Life (6-8)	2019
Mathematics	Advanced Math/Precalculus, Glencoe	2006
Mathematics	Big Ideas: Algebra I, Geometry, Algebra 2, McGraw-Hill (9-11)	2019
Mathematics	Mathematics for Business and Personal Finance, McGraw Hill	2016
Mathematics	NGPF-Online Next Generation Personal Finance	2024
Science	Inspire Science, McGraw- Hill (7-12)	2019
Science	Inspire Earth Science, McGraw-Hill (9)	2019
Science	Inspire Biology, McGraw-Hill (10)	2019
Science	Inspire Chemistry, McGraw-Hill (11)	2019
Science	Inspire Physics, McGraw-Hill (12)	2019
Science	California Inspire Science, McGraw Hill	2019
Science	California Inspire Understanding Matter, McGraw Hill	2019
Agriculture	Focus on Life Science, Glencoe	2010
Agriculture	Introduction to Animal Science Global, Biological, Social, and Industry Perspectives, 5th Edition; Pearson	2013
Agriculture	Agribusiness Fundamentals & Applications, 2nd Edition; Delmar Cengage Learning	2020
Agriculture	Animal Science Biology and Technology, 3rd Edition; Delmar Cengage Learning	2011
Agriculture	Agriscience Interstate Agriscience and Technology, 6th Edition; Pearson	2015
History/social science	Global Geography, HMH Publishing	2019
History/social science	World Medieval and Early Modern Times, Cengage	2019
History/social science	US History American Stories, Beginnings to World War I, Cengage	2019
History/social science	California US History Through the Lens 1877 to Present, Cengage	2018

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

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

Textbooks and Instructional Materials, *Continued from page 11*

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

Subject	Textbook	Adopted
History/social science	Modern World History, Houghton Mifflin Harcourt	2019
History/social science	United States Government: Principles of Practice, Houghton Mifflin Harcourt	2018
History/social science	Economics: Concepts and Choices, Houghton Mifflin Harcourt	2018
History/social science	America through the Lens 1877-Present, National Geographic Learning	2019
History/social science	American Stories Beginnings to WW1, National Geographic Learning	2018
History/social science	World History Ancient Civilizations, Cengage	2018

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 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 (2024-25 Participation)

	Big Valley Jr. Sr. HS
Number of pupils participating in CTE	45
Percentage of pupils who completed a CTE program and earned a high school diploma	67%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

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

2024-25 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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 (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
Interior	Carpet stains front hallway; Ceiling tile stain in rm 4; carpet buckling rooms 1 and 5. Carpet to be replaced; replaced the stained tile.
Electrical	Hanging electrical power strip in rm. 13; Daisy chained extension cord in rm 9; Light out in rm 5. Power strip and extension cords corrected; light replaced.
Restrooms/fountains	Toilets stained in boys' hallway restroom near front office. Water stains in toilet due to local water system.
Safety	Mouse trap under unlocked sink area in Home Ec. Rm; Chemicals under unlocked sink in Home Ec. Rm; Shelving units not attached to wall in rms 1, 8, 13. Removed mouse trap and chemicals; Attached shelving units to wall.

Parental Involvement

Big Valley Junior-Senior High School encourages parent and community involvement in the school. 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 on 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 Teresa Ragsdale at (530) 294-5231 or tragsdale@bigvalleyschool.org.

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.

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)	3.2	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%
Total Teaching Positions	4.5	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)	2.6	41.5%	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)	2.1	34.8%	2.6	27.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	23.7%	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	6.2	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)	3.8	59.1%	5.5	56.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.7	11.9%	1.6	16.4%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	12.4%	1.6	16.7%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	11.1%	0.7	7.3%	12,112.8	4.3%
Unknown	0.3	5.3%	0.3	3.4%	13,705.8	4.9%
Total Teaching Positions	6.4	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	0.0	1.4	0.0
Misassignments	0.3	0.6	0.8
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.3	2.0	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	1.0	1.4	0.7
Total Out-of-Field Teachers	1.0	1.4	0.7

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)	14.2%	6.6%	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%	14.2%	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	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 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 Jr. Sr. HS	$11,994	$58,982
Big Valley JUSD	$11,710	$58,918
California	$11,146	$86,335
School and district: percentage difference	+2.4%	+0.1%
School and California: percentage difference	+7.6%	-31.7%

✪ 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	$15,863
Expenditures per pupil from restricted sources	$3,869
Expenditures per pupil from unrestricted sources	$11,994
Annual average teacher salary	$58,982

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.