

Biggs High School

300 B St. • Biggs, CA, 95917-9732 • (530) 868-5825 • Grades 9-12

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<http://bhs.biggs.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year

Biggs Unified School District

300 B Street
Biggs, CA 95917
(530) 868-1281 ex 250
www.biggs.org

District Governing Board

Dennis Slusser, President
M. America Navarro, Vice President
Megan Wilkinson, Clerk
Kathryn Sheppard, Member
Jonna Phillips, Member

District Administration

Doug Kaelin
Superintendent
LaQuita Ulrich
BES Principal
Doug Kaelin
BHS Principal

School Description

Biggs High School was established in 1912, with the current campus constructed in 1963.

The school is located in the town of Biggs and draws students from an area encompassing 136 square miles. Biggs is a small, rural, and agricultural community, located 25 miles south of Chico and 50 miles north of Sacramento.

Our mission, "as the cornerstone of a lifelong learning community, is to make all learners academically and vocationally prepared, self-reliant, curious, creative, thoughtful of others, technologically competent, and capable of using their learning to succeed in life and positively contribute to the community."

Biggs High School is proud of its students, curriculum and special programs. . A school tutorial is also available for students before and after school. Our athletic and co-curricular and extracurricular programs are respected throughout the area with many outstanding coaches and advisors.

All students have access to new fully updated state of the art computers with word processing, chrome book access in the classrooms, that provide career information and internet capabilities. The library is open after school to meet student needs.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	57
Grade 10	56
Grade 11	57
Grade 12	48
Total Enrollment	218

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.9
Asian	3.7
Filipino	0.0
Hispanic or Latino	39.0
Native Hawaiian or Pacific Islander	0.5
White	53.2
Socioeconomically Disadvantaged	59.6
English Learners	9.6
Students with Disabilities	17.0
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Biggs High School	16-17	17-18	18-19
With Full Credential	13	14	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Biggs Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	36
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Biggs High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The district utilizes a process for adopting core instructional materials. A committee of administrators and content area teachers are involved in the review process to assure that instructional materials are standards-aligned and make a recommendation to the Board of Trustees for district adoption. Parents have the opportunity to review materials that are recommended for adoption prior to approval. All supplemental curriculum or non-adopted textbooks or instructional materials are standards aligned.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync, Bookhead Ed Learning, LLC 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Integrated Mathematics 1, 2 &3, Houghton Mifflin, Harcourt 2015 Go Math, Houghton Mifflin, Harcourt 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	AP Biology, Pearson 2008 Modern Biology, Holt Rinehart and Winston 2007 Modern Chemistry, Holt Rinehart and Winston 2007 Earth/Physical Science, Holt Rinehart, Holt Earth Science, 2007 Floriculture Designing and Merchandising, Delmar Cengage Learning, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Modern World History, McDougal Littell 1999 The Americans-U.S. History, Brown and Company 2006 Civics-Economics and Government, Civics. Prentiss Hall, Magruder's American Government, 1998 Economics. Glencoe McGraw-Hill, Economics – Principles & Practices, 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish, Spanish 1. Prentice Hall, Paso a Paso 1, 2000 Spanish 2. Prentice Hall, Paso a Paso 1, 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Health, Glencoe, Health – Making Life Choices, 1999 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The current Biggs High School site was completed in 1963. The school has 17 regular classrooms, 2 science labs, 1 computer lab, 1 Special Education classroom, 1 Band room and 2 portables. Biggs High School also has its own Gym and Cafeteria/ Multi-purpose room. The District maintenance department maintains all campus buildings. Proposed maintenance projects are listed in the five-year plans.

Like a majority of the District facilities, Biggs High School is eligible for modernization funding through the Office of Public School Construction. The District will be working to modernize each school site to ensure that the facilities remain in good repair.

All school facilities comply with the Williams Settlement. All school facilities are clean, safe, and maintained in good order. Improvements include, updated restrooms, installed video cameras around campus for safety and added signage. Outside lighting has been upgraded during the past year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/29/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	56.0	32.0	30.0	30.0	48.0	50.0
Math	11.0	17.0	15.0	18.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment 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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	53	91.38	32.08
Male	31	28	90.32	25.00
Female	27	25	92.59	40.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	15	93.75	40.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.94	32.26
Socioeconomically Disadvantaged	35	31	88.57	32.26
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.5	27.3	12.7

* Percentages are not calculated 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.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	53	91.38	16.98
Male	31	27	87.1	18.52
Female	27	26	96.3	15.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	14	87.5	14.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.94	19.35
Socioeconomically Disadvantaged	35	31	88.57	9.68
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

We are fortunate to have on-going support from the community and we provide as many opportunities for parents to be a part of their child's educational experience. Starting in the fall parents are welcome to assist and are invited to attend all school related events including: Monthly Parent Nights, Homecoming float building & poster making, athletic boosters, Ag boosters, Ag Advisory, ASB Welcome Back to School Luncheon, fall Back-to-School Night, freshman orientation, College Scholarship Information Night, Cash for College Night, Spring Open House, Athletes Committed Code Night, scholarship awards night, semester academic awards, sports awards nights, annual spring FFA family dinner, FFA Blue & Gold End of the Year Awards, Right of Passage (Senior Farewell & Welcome Incoming Freshman), School Site Council (SSC) and an English Learners Advisory Committee (ELAC).

In addition, we use Google Classroom, Aries.Net, and our school website (www.biggs.org) to communicate with parents. These tools provide parents with information regarding their child's academics and upcoming school events.

For more information on how to become involved, contact Amy Smith at (530) 868-1281, extension 271

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Safety Plan complies with state requirements and addresses school safety strategies that are preventative and an annual goal for improving school safety. Regular emergency drills are conducted and include evacuation, lock-down, earthquake, and shelter-in-place. The School Site Council reviews and approves the school safety plan annually.

The district-wide Crisis Response Procedures document outlines the district emergency management procedure. Crisis response teams with varied functions are established to support schools in crisis situations. Specific response procedures to earthquakes, fire/explosion, intruders on campus, as well as many of emergency disasters are outlined.

Each year, safety checks are conducted by district maintenance in conjunction with local fire and police. The district is mandated to correct any safety deficiency.

The district has a Safety Committee which meets regularly to address safety needs throughout the district.

For more information or to view the Comprehensive School Safety Plan and Crisis Response Procedures, please contact the District Office at (530) 868-1281 ext 250.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.6	8.0	7.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	10.9	4.5	6.6
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0
Other	.875
Average Number of Students per Staff Member	
Academic Counselor	215

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	14.0	16.0	25.0	9	8	4	4	3	4		1	1
Mathematics	7.0	16.0	14.0	10	9	10	1		2			1
Science	17.0	18.0	24.0	3	2	1	1	3	2			1
Social Science	15.0	22.0	26.0	5	3	1	2	3	6	1		

* 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.

Professional Development provided for Teachers

Curricular and Instructional development is an ongoing process. Teachers are encouraged and provided training to use State Standards to plan curriculum and delivery for their disciplines. They recognize that State assessments are based on the student's proficiency in learning State Standards. During the school year, 14 early release days are embedded in our master schedule for teachers to examine assessment data and collaborate to develop strategies to pursue high levels of student-learning. Teacher were provided professional development in lesson designs and checking for understanding as a focus.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,883	\$42,990
Mid-Range Teacher Salary	\$61,408	\$61,614
Highest Teacher Salary	\$77,024	\$85,083
Average Principal Salary (ES)	\$99,359	\$100,802
Average Principal Salary (MS)	\$0	\$105,404
Average Principal Salary (HS)	\$88,730	\$106,243
Superintendent Salary	\$165,000	\$132,653
Percent of District Budget		
Teacher Salaries	28.0	30.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11313	1303	10010	57359
District	◆	◆	6410	\$56,869
State	◆	◆	\$7,125	\$63,590
Percent Difference: School Site/District			43.8	0.9
Percent Difference: School Site/ State			33.7	-10.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The District operates several Federal and State programs including the following reported in the Consolidated Application: Title I, Title II, Carl Perkins, Ag Incentive, CTEIG and the Career Pathways CTE Grant. The District also has an after-school program (operated by the Butte County Office of Education).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Biggs High School	2014-15	2015-16	2016-17
Dropout Rate	16.2	2.6	6.5
Graduation Rate	81.1	97.4	93.5
Biggs Unified School District	2014-15	2015-16	2016-17
Dropout Rate	22.0	4.9	8.6
Graduation Rate	73.2	95.1	91.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	191
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	71%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	27.6

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	2	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	1	◆
Social Science	0	◆
All courses	3	30.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.6	94.1	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	66.7	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	93.3	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	86.7	93.3	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	91.7	96.0	88.6
English Learners	50.0	50.0	56.7
Students with Disabilities	83.3	83.3	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Biggs High School offers three "Career Pathway Sequences". Students that choose to participate in one of the three pathways have the opportunity to graduate as a Biggs High School "Program Completer". In order to be considered a completer they must have taken an introductory, concentrator, and capstone class in the pathway of their choosing. These pathways were designed to give students hands on opportunities to gain skills/knowledge tied to current industry standards. Additionally, many of these pathway courses are articulated with Butte community college so students receive both high school and college credit while completing the courses.

The three Career Pathways include:

- Agriculture Mechanics (Ag Earth Science, Ag Mechanics I/Woodshop/Ag Construction & Fabrication)
- Manufacturing and (Ag Earth Science, Ag Mechanics or Welding 1, Ag Construction & Fabrication)
- Engineering (Computer Awareness, Web Design, Computer Assisted Drafting (CAD)/or Tech Training)

Each of the CTE class are integrated with core curriculum classes and each pathway course includes skills based assessment of student mastery. All students are encouraged to join a CTE class when the counselor meets with them one on one to discuss their four year plan. Also classroom presentations are given to students in their English classes discussing the career pathway options and course mapping.

Contact Steve Boyes at Biggs High School for additional information on the FFA and Ag programs. Contact Adam Sharrock about the Web Design and CAD programs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> 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).

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.