

# Biggs Elementary School

300 B St. • Biggs, CA 95917-9732 • (530) 868-5870 • Grades K-8  
Minden King, Principal  
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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Biggs Unified School District

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

#### District Governing Board

Terry Lattemore, President  
Kari Wheeler, Vice President  
Dennis Slusser, Clerk  
Robin Clark, Member  
Kathryn Sheppard, Member

#### District Administration

Doug Kaelin  
**Superintendent**

Minden King  
**BES/RES Principal**

Mike Pena  
**BHS Vice Principal**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (530) 868-5870.

### School Description

Biggs Elementary School is a beautiful, small, rural school located in Northern California which is approximately eighty miles north of Sacramento. The school campus is surrounded by agricultural farmland in the heart of Butte County.

We have a principal, sixteen dedicated teachers and support staff whose priority is providing a quality education for our children. The entire staff truly takes into consideration the academic needs of every child to develop an educational plan to best meet those needs.

Biggs Elementary School and the community of Biggs are committed to creating a safe, positive environment where academic excellence is promoted and individual growth is celebrated.

Our mission is that all students will become life-long learners who will value education and accept their social and global responsibilities.

### Opportunities for Parental Involvement

Parental involvement is highly encouraged and we have a strong parent association called PAWS, (Parent Association Working for Students) who facilitates various fundraisers and events to enhance our students' educational experience. We have a very active School Site Council who is instrumental in shaping the vision for our school.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	41
Gr. 1	37
Gr. 2	34
Gr. 3	45
Gr. 4	35
Gr. 5	48
Gr. 6	40
Gr. 7	39
Gr. 8	30
<b>Total</b>	<b>349</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
<b>Black or African American</b>	2.9
<b>American Indian or Alaska Native</b>	0.9
<b>Asian</b>	0.9
<b>Filipino</b>	0.0
<b>Hispanic or Latino</b>	39.5
<b>Native Hawaiian/Pacific Islander</b>	0.0
<b>White</b>	54.7
<b>Two or More Races</b>	0.9
<b>Socioeconomically Disadvantaged</b>	36.1
<b>English Learners</b>	22.6
<b>Students with Disabilities</b>	7.2

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.		24	20		0	1		1	1			0
Gr. 1		24	17		0	1		1	1			0
Gr. 2		24	17		0	1		2	1			0
Gr. 3		25	23		0	1		1	1			0
Gr. 4		28.5	18		0	6		2	6			0
Gr. 5		30	22		0	7		1	6			0
Gr. 6		31	18		0	8		5	6			0
English		0	9		0	3		0	2			0
Math		28	22		1	1		0	1			1
Science		0	11		0	1		0				0
SS		0	11		0	1		0				0

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
<b>Suspensions Rate</b>	8.84	24.77	16.62
<b>Expulsions Rate</b>	0	0	0
District	10-11	11-12	12-13
<b>Suspensions Rate</b>	22.34	24.53	23.81
<b>Expulsions Rate</b>	0	0	.18

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 prior to March 1st.

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 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.

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** September 25, 2013

The elementary school was combined with the middle school in 11-12 to create a K-8 elementary.

The district maintenance department maintains all campus buildings. Proposed maintenance projects are listed in five-year plans.

Like a majority of the district facilities, Biggs Elementary 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 Act. All school facilities are clean, safe, and maintained in good order.

Recent upgrades or repairs include replacing carpet in three rooms, new shelving and storage in three rooms, exterior painting of front wing, repaired classroom doors, repaired and painted lockers, new outdoor signage, installed back-pack racks in front of all classrooms and added new video cameras for safety.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Carpet will be replaced in the rooms with the most need.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Kitchen has some peeling paint and a leak in the ceiling, put on the maintenance list.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Leaking faucet, parts were ordered to repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	11	14	14
Without Full Credential	0	1	1
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	30
Without Full Credential	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

For the previous three school years, we had three days each year dedicated to staff and professional development. Opportunities for staff development also occur during the school year through various organizations including Butte County Office of Education.

The school implemented the Explicit Direct Instruction for core content areas and Reading Mastery program in 2011-2012 which provides every child with fifty minutes of reading instruction at their academic instructional level in addition to their core English Language Arts class. All paraprofessionals and teachers have been trained and receive continued coaching to best implement this program and student progress is closely monitored to allow students to move rapidly through the levels of the program. We have also implemented the research-based Saxon Math program kindergarten through eighth grade to provide a cohesive and comprehensive educational plan in math. All teachers received training to fully implement the Saxon Math program to meet the needs of all of our children.

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.20
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.80
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,912	\$851	\$7,061	\$44,177
District	♦	♦	\$8,664	\$55,652
State	♦	♦	\$5,537	\$58,606
Percent Difference: School Site/District			-39.8%	
Percent Difference: School Site/ State			7.38%	4.837%

\* **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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The District operates several federal and State programs including the following reported in the Consolidated Application: Title I, Title II, Title III, Economic Impact Aid (EIA), GATE and Special Education. In addition the district offers an after-school program (operated by the Butte County Office of Education).

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** 09/04/ 2013

The district utilizes a process for adopting standards-based core instructional materials from the most recent State Board of Education (SBE) approved materials list. A committee of administrators and teachers are involved in the review process 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.

The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0%

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,152	\$38,390
Mid-Range Teacher Salary	\$47,491	\$55,793
Highest Teacher Salary	\$65,579	\$72,306
Average Principal Salary (ES)	\$84,550	\$88,846
Average Principal Salary (MS)		\$92,801
Average Principal Salary (HS)		\$95,916
Superintendent Salary	\$130,000	\$116,026
Percent of District Budget		
Teacher Salaries	32.6%	34.0%
Administrative Salaries	4.6%	6.6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin CA Reading: Medallion Ed., 2003 - Gr. K-6 (Adopted 2003) Language of Literature, McDougall Littell, 2009 - Gr. 6-8 (Adopted 2009)
Mathematics	California Saxon Mathematics, Saxon Publishers, 2008 (Adopted 2012) Holt California Mathematics, Holt, Rinehart and Winston, 2008 - Gr. 6-8 (Adopted 2008)
Science	California Science, Harcourt Brace School Publishers, 2008 - Gr. K-6 (Adopted 2008) Littell CA Middle School Science Series, McDougal Littell, 2007- Gr. 7-8 (Adopted 2008)
History-Social Science	Reflections: California Series, Harcourt School Publishers, 2008 - Gr. K-6 (Adopted, 2008) Discovering Our Past, Glencoe/McGraw Hill, 2006 - Gr. 7-8 (Adopted 2007)
Health	Meets state guidelines

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	39	41	32	38	42	35	54	56	55
Math	43	38	33	28	34	30	49	50	50
Science	39	52	31	33	54	33	57	60	59
H-SS		42	22	24	33	24	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	35	30	34	24
All Student at the School	32	33	31	22
Male	24	34	23	20
Female	38	31	38	24
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	23	30	25	12
Native Hawaiian/Pacific Islander				
White	42	37	38	38
Two or More Races				
Socioeconomically Disadvantaged	26	29	27	15
English Learners	11	19		
Students with Disabilities	15	24		
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.2	8.7	23.9
7	16.7	22.2	27.8

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-16	14	-50
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-18	14	-42
Native Hawaiian/Pacific Islander			
White	-6	9	-51
Two or More Races			
Socioeconomically Disadvantaged	-10	27	-47
English Learners			-28
Students with Disabilities			

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	2	1	1
Similar Schools	1	1	1

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	250	391	4,655,989
	API-G	667	676	790
Black or African American	Students	9	10	296,463
	API-G			708
American Indian or Alaska Native	Students	1	3	30,394
	API-G			743
Asian	Students	2	2	406,527
	API-G			906
Filipino	Students	0	0	121,054
	API-G			867
Hispanic or Latino	Students	119	172	2,438,951
	API-G	633	635	744
Native Hawaiian/Pacific Islander	Students	0	0	25,351
	API-G			774
White	Students	116	199	1,200,127
	API-G	707	717	853
Two or More Races	Students	3	5	125,025
	API-G			824
Socioeconomically Disadvantaged	Students	217	312	2,774,640
	API-G	648	653	743
English Learners	Students	67	97	1,482,316
	API-G	596	587	721
Students with Disabilities	Students	28	47	527,476
	API-G	528	497	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A