

Biggs High School

300 B St. • Biggs, CA, 95917-9732 • (530) 868-5825 • Grades 9-12
Doug Kaelin, Principal
dkaelin@biggs.org

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/. For additional information about this school, please contact the school administration at (530) 868-5825.

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 135 square miles. Biggs is a small, rural, and agricultural community, located 25 miles south of Chico.

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. An ELD class with standards based curriculum for English Language Learners has strengthened the ELD program. 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, career information and internet capabilities. The library is open after school to meet student needs.

Opportunities for Parental Involvement

We are fortunate to have the support of a number of parent and community groups, and Club des Padres (a Hispanic parents' club). We also have proud athletic boosters, AG boosters and feature an annual fall back-to-school night, spring open house, and a year-round School Site Council (SSC) and an English Learners Advisory Committee (ELAC).

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

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	36
Gr. 10	30
Gr. 11	48
Gr. 12	39
Total	154

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2.6
Asian	0.6
Filipino	0.0
Hispanic or Latino	38.3
Native Hawaiian/Pacific Islander	0.0
White	56.5
Two or More Races	1.3
Socioeconomically Disadvantaged	34.4
English Learners	18.2
Students with Disabilities	13.0

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
English	30.3	19.5	14	2	3	6	1	3	2	3	0	1
Math	20.9	15.1	21	4	8	3	2	1	2	1	0	1
Science	20.4	22.3	19	4	1	1	1	2	2	0	0	
SS	40	22.5	28	0	3	1	0	2	2	3	1	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	38.29	15.85	29.87
Expulsions Rate	0	0	0
District	10-11	11-12	12-13
Suspensions Rate	22.34	24.53	23.81
Expulsions Rate	0	0	0

* 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.

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: August 27, 2013

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 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.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Broken window in Cafeteria, Gym area has evidence of roof leaks.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Woodshop table saw blade guard wasn't being used, Evacuation maps missing in two rooms, one missing fire extinguisher.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	12	12	12
Without Full Credential	0	0	0
Teaching Outside Subject Area	6	6	6
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 with a focus on instructional strategies for English Learners.

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/

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	1
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	.875
Average Number of Students per Staff Member	
Academic Counselor	164

* 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.

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, Carl Perkins, Ag Incentive and Economic Impact Aid (EIA), The District also has a Gifted and Talented Education (GATE) program and after-school program (operated by the Butte County Office of Education).

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,817	\$263	\$8,554	\$61,309
District	♦	♦	\$8,664	\$55,652
State	♦	♦	\$5,537	\$58,606
Percent Difference: School Site/District			5.23%	5.85%
Percent Difference: School Site/ State			21.2%	3.00%

* **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/. 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/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

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/.

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 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	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Holt Literature Language Arts, Holt Rinehart, 2003 (Adopted 2003)
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Integrated Math 1, Carnegie, Learning Integrated Math, 2013 (Adopted 2013) Algebra 1, Mc Dougal Littell, 2007 (Adopted 2008) Algebra 2, Mc Dougal Littell, 2007 (Adopted 2008) Geometry, Mc Dougal Littell, 2007 (Adopted 2008) Calculus Concepts & Contexts 3, Thompson Learning Inc., 2003 (Adopted 2004)
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Modern Biology, Holt Rinehart and Winston, 2007(Adopted 2008) Modern Chemistry, Holt Rinehart and Winston, 2007 (Adopted 2008) Holt Physics, Holt Rinehart and Winston, 2002 (Adopted 2003) Holt Earth/Physical Science, Holt Rinehart and Winston, 2007 (2008)
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Modern World History, McDougal Littell, 1999 (Adopted 2000) The Americans-U.S. History, Brown and Company, 2006 (Adopted 2007) Magruder's American Government, 1998 (Adopted 1999) Civics, Prentice Hall, 1998 (Adopted 1999) - Grade 12 Economics-Principles and Practice, Glencoe-McGraw Hill, 2000 (Adopted 2001)
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Meets State Guidelines
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	Meets State Guidelines
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	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.

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	38	41	40	38	42	35	54	56	55
Math	7	11	12	28	34	30	49	50	50
Science	24	64	39	33	54	33	57	60	59
H-SS	22	30	28	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	40	12	40	28
Male	38	8	47	30
Female	41	17	31	25
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	34	12	31	32
Native Hawaiian/Pacific Islander				
White	45	13	50	24
Two or More Races				
Socioeconomically Disadvantaged	32	8	28	32
English Learners				
Students with Disabilities	11	11		7
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/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.6	25.0	31.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-22	8	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3		
Native Hawaiian/Pacific Islander			
White	-54	-12	36
Two or More Races			
Socioeconomically Disadvantaged		22	-25
English Learners			
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	3	2	2
Similar Schools	3	2	2

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.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
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	103	391	4,655,989
	API-G	666	676	790
Black or African American	Students	1	10	296,463
	API-G			708
American Indian or Alaska Native	Students	2	3	30,394
	API-G			743
Asian	Students	0	2	406,527
	API-G			906
Filipino	Students	0	0	121,054
	API-G			867
Hispanic or Latino	Students	42	172	2,438,951
	API-G	637	635	744
Native Hawaiian/Pacific Islander	Students	0	0	25,351
	API-G			774
White	Students	57	199	1,200,127
	API-G	688	717	853
Two or More Races	Students	1	5	125,025
	API-G			824
Socioeconomically Disadvantaged	Students	74	312	2,774,640
	API-G	646	653	743
English Learners	Students	22	97	1,482,316
	API-G	551	587	721
Students with Disabilities	Students	18	47	527,476
	API-G	430	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/.

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

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	41	41	---
Black or African American			---
American Indian or Alaska Native	1	1	---
Asian	1	1	---
Filipino			---
Hispanic or Latino	21	21	---
Native Hawaiian/Pacific Islander			---
White	18	18	---
Two or More Races			---
Socioeconomically Disadvantaged	26	26	---
English Learners	10	10	---
Students with Disabilities	6	6	---

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	13.60	12.50	9.30
Graduation Rate		86.36	81.25
District			
Dropout Rate (1-year)	19.10	19.20	11.40
Graduation Rate		75.00	86.36
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	51	39	30
Mathematics	35	47	39
District			
English-Language Arts	50	36	27
Mathematics	33	47	39
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	5	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science	2	---
Social Science		---
All courses	7	6.2

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	73	21	6	61	29	10
All Students at the School	70	23	7	61	29	11
Male	82	18		53	33	13
Female	54	31	15	69	23	8
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	85	15		85	15	
Native Hawaiian/Pacific Islander						
White	56	31	13	36	43	21
Two or More Races						
Socioeconomically Disadvantaged	72	17	11	56	31	13
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	42
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	50%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	65.4
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	17.1

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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 ROP (Regional Occupational Program) as well as FFA (Future Farmers of America) agriculture classes. These classes prepare students for opportunities other than regular education. Biggs High School offers three ROP classes including ROP Web Design, ROP Computer Assisted Design (CAD), and ROP Animal Veterinary Science. Aside from the ROP courses, Biggs High also offers Floriculture, Woodshop and metal shop. In partnership with Butte Community college, ROP Web Design and ROP CAD are articulated allowing students an opportunity to receive college and high school credit. As a rural/ agricultural community, these programs provide opportunities for many students.

Contact Carleen Charley at Biggs High School for additional information on the FFA and Ag programs. Contact Dave Niemeyer about the ROP Web Design and ROP CAD program.