

Biggs Elementary School

300 B St. • Biggs, CA 95917-9732 • (530) 868-5870 • Grades K-8

LaQuita Ulrich, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Biggs Unified School District

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

District Governing Board

Dennis Slusser, President
M. America Navarro, Vice President
Megan Wilkinson, Clerk
Kathryn Sheppard, Member
Jennifer Meyer, Member

District Administration

Doug Kaelin
Superintendent
LaQuita Ulrich
BES/RES Principal
Mandy Leahy
BHS Principal

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, in the town of Biggs.

We have a principal, nineteen 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.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	74
Grade 1	44
Grade 2	40
Grade 3	31
Grade 4	34
Grade 5	42
Grade 6	24
Grade 7	46
Grade 8	56
Total Enrollment	391

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.8
Asian	1
Filipino	0.3
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	0.5
White	54.7
Two or More Races	0.5
Socioeconomically Disadvantaged	69.8
English Learners	16.9
Students with Disabilities	12.3
Foster Youth	2

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 Elementary School	15-16	16-17	17-18
With Full Credential	19	19	19
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Biggs Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	35
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Biggs Elementary School	15-16	16-17	17-18
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education TK-6th (adopted 2016) Study sync McGraw Hill - Gr. 6-8 (Adopted 2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	California Saxon Mathematics, Saxon Publishers, 2008 (Adopted 2012) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	MEETS STATE GUIDELINES The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 and new fencing. The district remodel two bathrooms on the campus during the summer.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/1/2017				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/1/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				Need to secure rack near window in Room 9. Fire extinguisher in Room 18 is missing a bracket.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Curb cut for drain may be a safety concern. Missing two nuts on climber near the ground.
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	18	21	20	30	48	48
Math	15	14	16	15	36	37

* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	39	39	31	42	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	14.3	14.3
7	22.4	34.7	14.3

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	85	83	97.7	38.6
Male	39	38	97.4	44.7
Female	46	45	97.8	33.3
Hispanic or Latino	38	37	97.4	16.2
White	40	39	97.5	56.4
Socioeconomically Disadvantaged	70	69	98.6	34.8
Students with Disabilities	13	12	92.3	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 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	244	217	88.93	21.2
Male	129	112	86.82	14.29
Female	115	105	91.3	28.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	107	96	89.72	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	109	87.9	30.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	159	89.83	15.09
English Learners	57	50	87.72	6
Students with Disabilities	40	31	77.5	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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 2016-17 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	243	220	90.53	14.09
Male	128	112	87.5	13.39
Female	115	108	93.91	14.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	107	97	90.65	10.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	123	111	90.24	18.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	176	160	90.91	12.5
English Learners	57	52	91.23	7.69
Students with Disabilities	40	31	77.5	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. We also have parents represented in our Local Control Accountability Planning committee and open dialogue is encouraged between parents, teachers and administration. Parents and students are invited to monthly board meeting to celebrate student success.

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 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 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 and report concerns to the Superintendent.

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	2014-15	2015-16	2016-17
Suspensions Rate	1.2	12.0	3.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.1	10.9	4.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.40
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	19	21	2	2	1	1	1	2			
1	21	21	20			1	1	1	1			
2	23	23	22				1	1	1			
3	23	23	22				2	2	2			
4	22	22	24	2	2	3	6	6	6			
5	20	20	20	3	3	5	6	6	3			
6	22	22	24	3	3	4	8	8	8			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

There are fourteen staff development/articulation days throughout the year where teachers receive professional development. In addition there are three days prior to the start of the school year devoted to professional development, articulation and collaboration. There are monthly staff meetings and paraprofessional trainings throughout the year where common core learning strategies and engagement strategies are explicitly discussed. We have also provided professional development on the Nurtured Heart Approach to all faculty and staff.

The school implemented the Explicit Direct Instruction for core content areas and Reading Mastery program in 2011-2012 and is still utilized today, 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. In 2016-17 the district adopted Benchmark for ELA TK-6. All teacher received professional development from a trainer on site. For 7th and 8th grade the district adopted styn-cc for ELA. All 7th and 8th grade teacher received professional develop through Sutter County Office of Education.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,609	\$41,164
Mid-Range Teacher Salary	\$52,161	\$61,818
Highest Teacher Salary	\$74,909	\$84,567
Average Principal Salary (ES)	\$89,943	\$96,125
Average Principal Salary (MS)		\$103,336
Average Principal Salary (HS)	\$82,443	\$101,955
Superintendent Salary	\$142,188	\$126,855
Percent of District Budget		
Teacher Salaries	29%	32%
Administrative Salaries	5%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,358	1,699	5,659	53,049
District	♦	♦	10,215	\$54,290
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site/District			-57.4	-2.3
Percent Difference: School Site/ State			-15.0	-16.2

* Cells with ♦ do not require data.

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.