

# Biggs Secondary Community Day School

300 B St. • Biggs, CA, 95917 • (530) 868-1281 • Grades 7-12

Doug Kaelin, 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) 868-1281ex 250  
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  
**Principal BES/RES**  
Mandy Leahy  
**BHS Principal**

### **School Description**

Biggs Unified School District is located in the small rural town of Biggs, located 25 miles south of Chico.

Biggs Unified School District's mission is to prepare each student for the future, be it vocational or higher education. Students will leave Biggs Unified School District with respect for the world they inhabit and for all humanity.

The first Community Day School began in Biggs in March 1999 and opened for classes in May 2000. It served grades 9-12 with one teacher and one aide, and was designed for no more than 15 students. The second opened in 2002 for grades 5-8 with the same staffing ratio. The purpose of these schools - both of them - is to address needs of students that have either been expelled or demonstrate chronic behavioral or attendance problems. This structure allows for a very low student-to-teacher ratio. The 5-8 CDS was combined with 9-12 in 2010-11 to create one 7-12 school. This combination has continued. The school was closed in 2017/2018.

## 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
Grade 10	1
Grade 11	1
Grade 12	2
<b>Total Enrollment</b>	<b>4</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	0
White	50
Two or More Races	0
Socioeconomically Disadvantaged	50
English Learners	0
Students with Disabilities	0
Foster Youth	0

## 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 Secondary Community Day School	15-16	16-17	17-18
With Full Credential	1	1	0
Without Full Credential	0	0	0
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 Secondary Community Day	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: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Same adoptions as Biggs Elementary and Biggs High School The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Same adoptions as Biggs Elementary and Biggs High School The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Same adoptions as Biggs Elementary and Biggs High School The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Same adoptions as Biggs Elementary and Biggs High School 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	Meets State Guidelines The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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)

There is one CDS Secondary classroom located in the District Office Building.

The district maintenance department maintains all campus buildings. The district participates in the State deferred maintenance program. Proposed maintenance projects are listed in the five-year plans.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/22/17				
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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 12/22/17

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<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				

**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

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
<b>Science</b>	--	--	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.

**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)**

After a student is placed in a district Community Day School, the administrator, teacher, parents, and student develop a contract outlining a rehabilitation plan, which is then signed. Quarterly meetings are held between staff and parents to check the status of the individual contract, and to make adjustments as necessary. Positive status of these contracts allows negotiations to open for participating in extracurricular activities, such as sports programs.

Parents are further involved in their child's education through our annual back-to-school night held in the fall and open house in the spring.

Parents are also ask to served on the LCAP committee

Parents who wish to be involved in more opportunities should contact the teachers of the program, or the Superintendent/Principal at the following numbers:

Secondary Level (9-12), contact Vince Sormano at (530) 868-1281 x254  
Or, contact the Superintendent/Principal, Doug Kaelin at (530) 868-1281 x250

**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 on a yearly bases.

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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	18.8	0.0
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		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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.10
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.25
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	.0
Average Number of Students per Staff Member	
Academic Counselor	6

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English			2			3						
Mathematics			2			2						
Science			1			2						
Social Science			3			2						

\* 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

For the previous three school years, we had three days each year dedicated to staff for professional development. This year the staff development focused on ELA and new state testing. We have had an onsite consultant work with teachers. The CDS teacher follows the high school professional development calendar.

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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The Community Day School is funded through LCFF Formula and identified in the LCAP.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Biggs Secondary Community Day	2013-14	2014-15	2015-16
Dropout Rate	20	75	33.3
Graduation Rate	80	0	66.67
Biggs Unified School District	2013-14	2014-15	2015-16
Dropout Rate	9.6	22	4.9
Graduation Rate	90.38	73.17	95.12
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$17,647	17,647	0	\$50,765
District	♦	♦	\$10,215	\$54,290
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site/District			-200.0	-6.7
Percent Difference: School Site/ State			-200.0	-20.5

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	50
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	75	95.24	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	50	91.67	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	96.15	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	0	100	63.9
English Learners	0	100	55.44
Students with Disabilities	33.33	85	85.45
Foster Youth	0	0	68.19

**Career Technical Education Programs**

The CDS program does not offer a CTE program at its site.

**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.