

# Biggs Elementary

## School Accountability Report Card

### Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Posted 1/30/12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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, 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.

### 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Biggs Elementary	<b>District Name</b>	Biggs Unified
<b>Street</b>	300 B St.	<b>Phone Number</b>	(530) 868-1281
<b>City, State, Zip</b>	Biggs, CA, 95917-9732	<b>Web Site</b>	www.biggs.org
<b>Phone Number</b>	(530) 868-5870	<b>Superintendent</b>	Doug Kaelin
<b>Principal</b>	Stacy Doughman, Principal	<b>E-mail Address</b>	dkaelin@biggs.org
<b>E-mail Address</b>	sdoughma@biggs.org	<b>CDS Code</b>	04614086002943

### **School Description and Mission Statement (School Year 2010–11)**

This section provides information about the school, its programs, and its goals.

Biggs is a small, rural community located 25 miles south of Chico. The largest population group in the area consists of retired persons, followed by skilled and unskilled laborers.

The campus contains both Biggs Elementary School and Biggs Middle School. The middle school serves grades 6, 7, 8, and is separate from the elementary school with its own teaching staff, yet both schools share some facilities, such as the playground, cafeteria, and gymnasium. The overlap of staff is found in the exception that the Principal for the middle school is also the elementary schools Principal. The middle school was combined with the elementary school in 11-12 to create a K-8 Elementary.

### **Opportunities for Parental Involvement (School Year 2010–11)**

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent and community involvement in all types of activities is excellent at Biggs Elementary. There is an exceptionally active parent club - Biggs Parent Association - and parent groups have been instrumental in spearheading several school fund-raising drives and projects. The School Site Council (SSC) takes an active leadership role in supporting our teachers and students. Parents are often called upon to help with school-sponsored fund-raisers and programs, for example Shady Creek - that supplemented our sixth grade field trip.

### **School Safety Plan (School Year 2010–11)**

This section provides information about the school's comprehensive safety plan.

The School Safety Plan addresses the response to earthquakes, fires, floods, intruders, as well as all types of emergency disasters. It outlines the protocol for teachers and staff, including the use of telephone trees. The Safety Plan also contains the numbers for each agency that should be contacted in the event of an emergency.

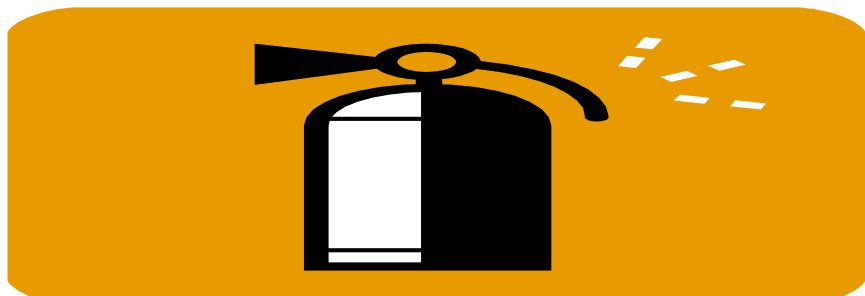
In addition, all visitors must sign in when entering the campus. Campus supervisors are assigned to monitor appropriate behavior, and to ensure that all people are authorized to be on campus.

The district offers first aid training each year. While all staff is encouraged to attend, it is mandatory training for all coaches and health aides.

Each year, there are safety checks by the state Fire Marshall as well as by our insurance carrier. The district is mandated to correct any safety deficiency. We do all we can to ensure the safety of our students, staff, and community at large.

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

For more information about how parents can receive more information, or view the School Safety Plan, contact the District Office at (530) 868-1281 ext 250.



### **School Facility Conditions and Planned Improvements (School Year 2011–12)**

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The elementary school is separate from the middle school with its own teaching staff, yet both schools share some facilities, such as the playground, cafeteria, and gymnasium. Both schools were combined in 11-12 to create a K-8 elementary

The district maintenance department takes care of all campus buildings. The district participates in the State deferred maintenance program receiving matching funds from the State. 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 2 rooms, updated shelving and storage in one Kindergarten room, bathroom repairs, and added new recycled rubber mulch to the playgrounds.

### **Types of Services Funded (Fiscal Year 2010–11)**

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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).

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for 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.



### Student Enrollment by Grade Level (School Year 2010–11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	34	Grade 8	0
Grade 1	42	Ungraded Elementary	0
Grade 2	36	Grade 9	0
Grade 3	45	Grade 10	0
Grade 4	39	Grade 11	0
Grade 5	39	Grade 12	0
Grade 6	6	Ungraded Secondary	0
Grade 7	8	Total Enrollment	249

### Student Enrollment by Subgroup (School Year 2010–11)

This table displays the percent of students enrolled at the school identified by group.

Group	Percent of Total Enrollment
Black or African American	2.0%
American Indian or Alaska Native	1.6%
Asian	1.2%
Filipino	0.0%
Hispanic or Latino	43.4%
Native Hawaiian or Pacific Islander	0.0%
White	50.6%
Two or More Races	1.2%
Socioeconomically Disadvantaged	16.1%
English Learners	26.1%
Students with Disabilities	15.0%



## Average Class Size and Class Size Distribution (Elementary)

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

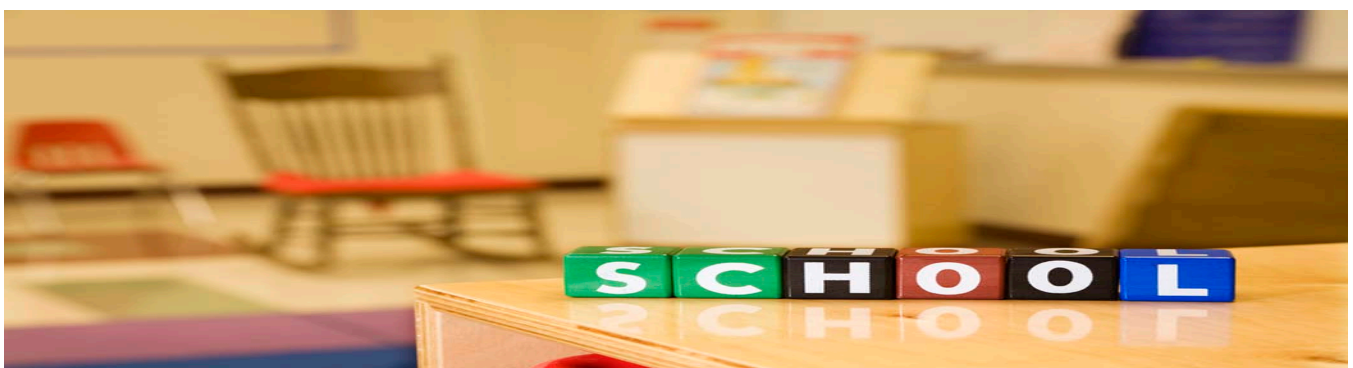
Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	2			25		2		25	1		
1	19	1			25		1		22	1		
2	16	1			25		1		25	1		
3	20	1	1		21		1		29	1		
4	27		1		25		1		26	1		
5	30		1		28		1		25	1		
6	31		1		30		1		31	1		
K-1	15.5	2			22		1		25	1		
2-3					21		1		28	1		
4-5	22	1	1		23		1		27	1		
Other												

## III. School Climate

### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	2.3	9.72	8.83	24.5	26.86	22.34
Expulsions	0	0	0	0.4	0	0

The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



## IV. School Facilities

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			NONE
<b>Interior:</b> Interior Surfaces	N/A	X			NONE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			NONE
<b>Electrical:</b> Electrical	N/A	X			NONE
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A	X			NONE
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X			NONE
<b>Structural:</b> Structural Damage, Roofs	N/A	X			NONE
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			New rubber mulch added to playgrounds
<b>Overall Rating</b>		X			

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>	16	12	11	32
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

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* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	100.00%	0.00%
<b>High-Poverty Schools in District</b>	100.00%	0.00%
<b>Low-Poverty Schools in District</b>	0.00%	0.00%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	N/A
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (librarian)</b>	0	N/A
<b>Library Media Services Staff (paraprofessional)</b>	.375	N/A
<b>Psychologist</b>	.20	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	.80	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other: Health Aide</b>	.25	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.

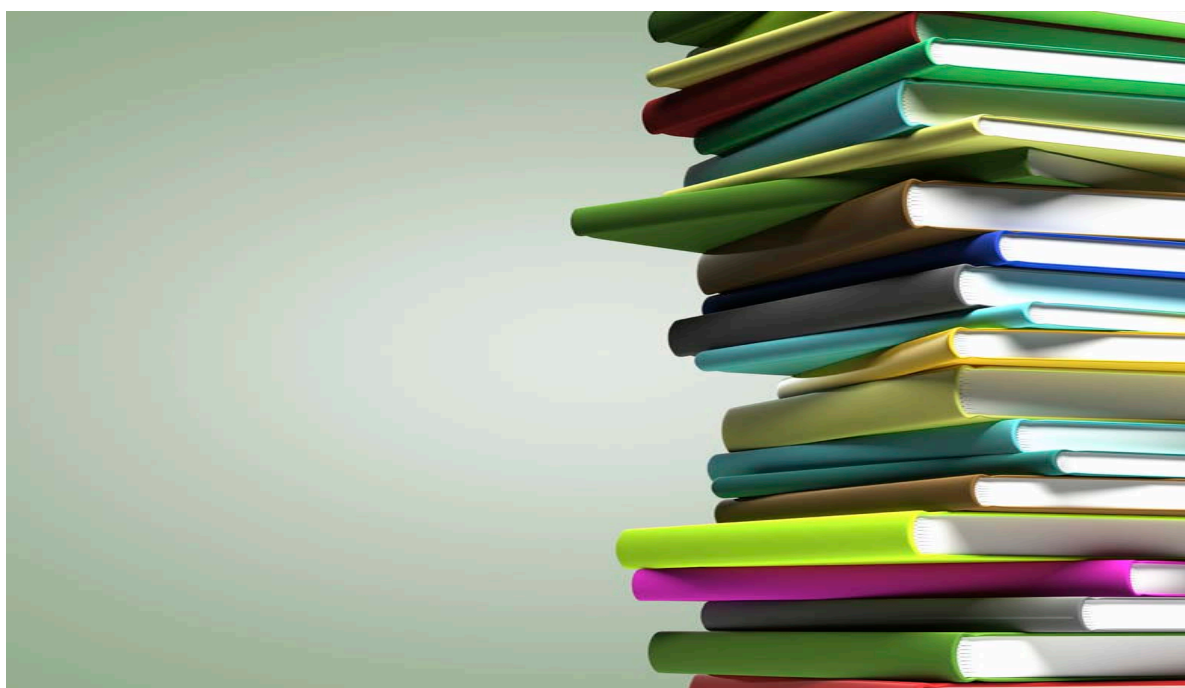
## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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 instructional 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: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	Houghton Mifflin CA Reading: Medallion Ed., 2003 - Gr. K-6 Language of Literature, McDougall Littell, 2009 - Gr. 6-8	YES	0%
<b>Mathematics</b>	California HSP Math, Harcourt School Publishers, 2009 - Gr. K-6 Holt California Mathematics, Holt, Rinehart and Winston, 2008 - Gr. 6-8	YES	0%
<b>Science</b>	California Science, Harcourt Brace School Publishers, 2008 - Gr. K-6 Littell CA Middle School Science Series, McDougal Littell, 2007 Gr. 7-8	YES	0%
<b>History-Social Science</b>	Reflections: California Series, Harcourt School Publishers, 2008 - Gr. K-6 Discovering Our Past, Glencoe/McGraw Hill, 2006 - Gr. 7-8	YES	0%
<b>Foreign Language</b>	N/A	N/A	0%
<b>Health</b>	MEETS STATE GUIDELINES	YES	0%
<b>Visual and Performing Arts</b>	N/A	N/A	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A



## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	5,951	618	\$5,333	\$57,063
District	N/A	N/A	\$7,383	\$54,985
Percent Difference – School Site and District	N/A	N/A	37.5%	3.75%
State	N/A	N/A	\$5,455	\$57,163
Percent Difference – School Site and State	N/A	N/A	2.2%	0.18%

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <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: <http://www.ed-data.org>.

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,152	\$37,978
Mid-Range Teacher Salary	\$47,491	\$55,252
Highest Teacher Salary	\$65,579	\$71,674
Average Principal Salary (Elementary)	\$61,662	\$87,651
Average Principal Salary (Middle)	\$0	\$92,196
Average Principal Salary (High)	\$0	\$93,352
Superintendent Salary	\$113,000	\$116,851
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	7.00%

For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008 –09	2009 –10	2010 –11	2008 –09	2009 –10	2010 –11	2008 –09	2009 –10	2010 –11
English-Language Arts	38%	35%	39%	38%	36%	38%	49%	52%	54%
Mathematics	45%	42%	43%	28%	27%	28%	46%	48%	50%
Science	22%	44%	39%	36%	44%	33%	50%	54%	57%
History-Social Science	0%	0%	0%	27%	26%	24%	41%	44%	48%

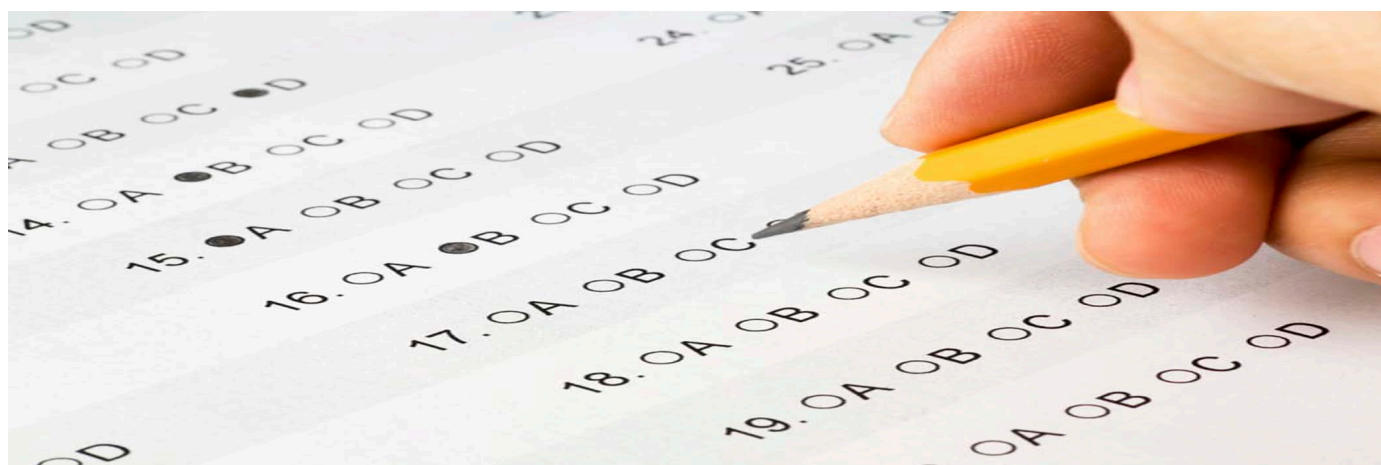
Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the LEA</b>	38%	28%	33%	24%
<b>All Students at the School</b>	39%	43%	39%	0%
<b>Male</b>	37%	42%	47%	0%
<b>Female</b>	42%	44%	29%	0%
<b>Black or African American</b>	0%	0%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	0%	0%	0%	0%
<b>Filipino</b>				
<b>Hispanic or Latino</b>	32%	40%	7%	0%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	47%	48%	65%	0%
<b>Two or More Races</b>				
<b>Socioeconomically Disadvantaged</b>	33%	36%	27%	0%
<b>English Learners</b>	28%	35%	0%	0%
<b>Students with Disabilities</b>	14%	33%	0%	0%
<b>Students Receiving Migrant Education Services</b>	0%	0%	0%	0%

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.



## California Physical Fitness Test Results (School Year 2010–11)

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* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.00%	24.40%	17.10%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

## X. Accountability

### Academic Performance Index

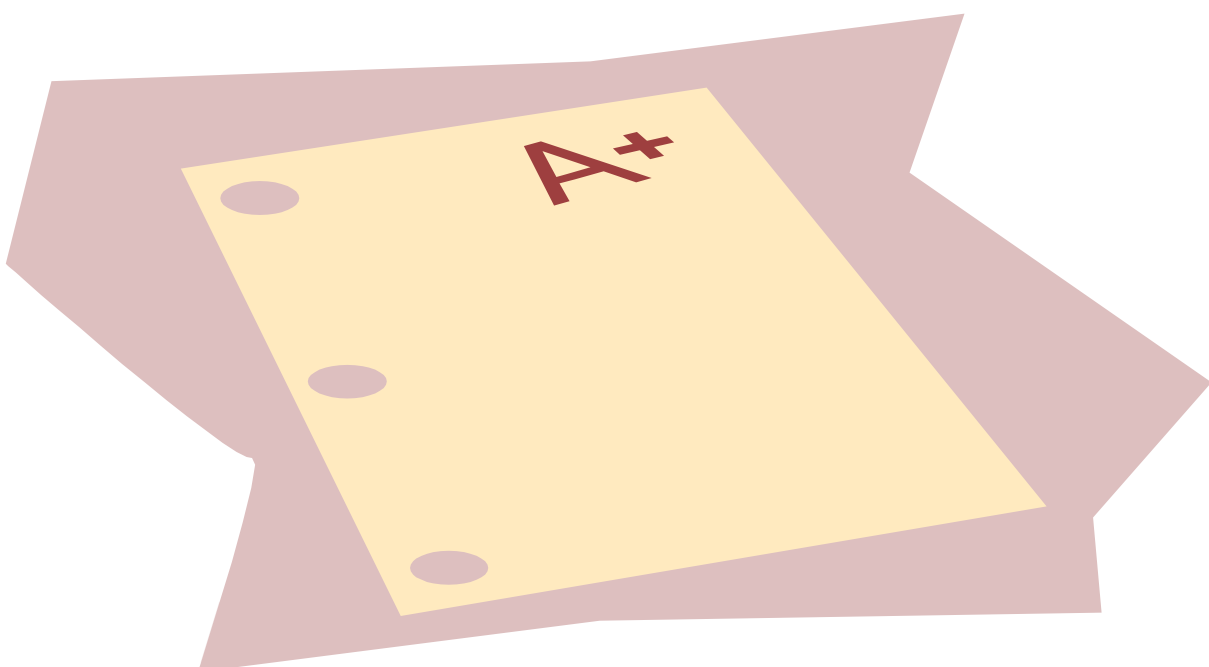
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### 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.

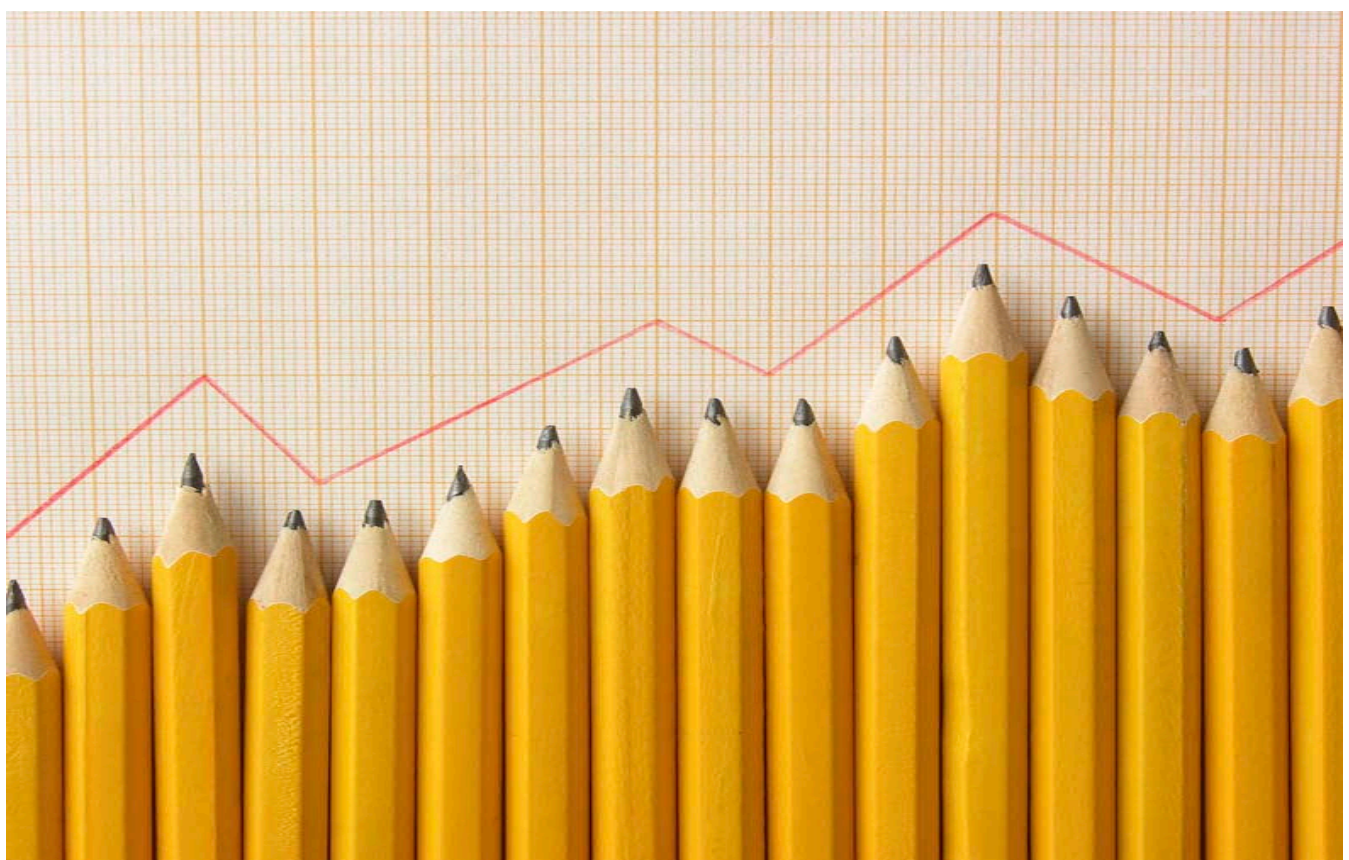
API Rank	2008	2009	2010
Statewide	1	1	2
Similar Schools	1	1	1



## Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	2	30	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	7	-18
Native Hawaiian or Pacific Islander			
White	-13	34	-6
Two or More Races	N/D		
Socioeconomically Disadvantaged	11	16	-10
English Learners			
Students with Disabilities			

“N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.



## Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	152	702	397	685	4,683,676	778
Black or African American	3		6		317,856	696
American Indian or Alaska Native	2		5		33,774	733
Asian	2		4		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	63	653	154	650	2,406,749	729
Native Hawaiian or Pacific Islander	0		0		26,953	764
White	82	750	227	712	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	127	670	312	657	2,731,843	726
English Learners	43	631	92	610	1,521,844	707
Students with Disabilities	22	515	60	462	521,815	595

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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	N/A	N/A

## Federal Intervention Program (School Year 2011–12)

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 Web* page: <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 1	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0%

## XII. Instructional Planning and Scheduling

See the “Professional Development” narrative at the beginning of this document.

Biggs Elementary

School Accountability Report Card, 2010-2011

Biggs Unified

*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)