

School Accountability Report Card

BIGGS HIGH SCHOOL

Reported for School Year 2007-08
Published During 2008-09



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Biggs High	District Name	Biggs Unified
Street	300 B St.	Phone Number	530-868-1281
City, State, Zip	Biggs, CA 95917-9732	Web Site	www.biggs.org
Phone Number	530-868-5825	Superintendent	Bill Cornelius
Principal	Bill Cornelius	E-mail Address	bcornelius@biggs.org
E-mail Address	bcornelius@biggs.org	CDS Code	04-61408-0430827

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Biggs High School was established in 1912, with the current campus constructed in 1963.

The high school draws students from an area encompassing 135 square miles. Biggs is a small, rural, and agricultural community, located 25 miles south of Chico. The largest populated group in the area consists of retired persons, followed by skilled and unskilled laborers.

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."

Recently, we were able to implement the Advanced Via Individual Determination(AVID) program at Biggs, due to receiving a grant for Advanced Placement (AP)courses in biology, calculus, and US history. Biggs High School also has a Gifted and Talented Education (GATE) group of students, and a current AP program in history and English.

An independent study program is offered at Biggs, with enrollment on a semester-by-semester basis. Entrance criteria involve a request and interview process, and studies are then governed by a contractual plan. The expressed goal of the program is to individualize the education plan for students whose needs may be best met outside the regular classroom setting.

We adopted an English Language Learner program (ELL) for all schools, and teach English for those identified as Limited English Proficient (LEP); from there, students are then classified as Redesignated Full English Proficient (R-FEP). Some students fall under Resource Specialist Program (RSP), yet currently we have none that are in need of Special Day Classes (SDC).

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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 utilize parent aides, have proud athletic 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 (School Year 2007-08)

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

Grade Level	Number of Students
Grade 9	45
Grade 10	45
Grade 11	58
Grade 12	54
Ungraded Secondary	0
Total Enrollment	202

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	%
American Indian or Alaska Native	0.5 %
Asian	0.5 %
Filipino	%
Hispanic or Latino	34.16 %
Pacific Islander	%
White (not Hispanic)	58.42 %
Multiple or No Response	6.44 %
Socioeconomically Disadvantaged	3 %
English Learners	16 %
Students with Disabilities	14 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.1	6	4	2	19.7	8	4		18.6	8	2	
Mathematics	26.5	2	3	1	25.6	1	5	1	22.6	5	3	1
Science	22.0	3	4		20.2	4	1	1	19.2	3	3	
Social Science	27.3	1	4	1	26.3	1	5	1	26.0	1	5	1

III. School Climate

School Safety Plan (School Year 2007-08)

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. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in May 2007.

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. Although 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.

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

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	34.7	21.3	18.3	22.7	14.0	10.0
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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

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 it's own Gym and Cafeteria/ Multi-purpose room. 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 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 new energy efficient lights in gym and surrounding area.

The District has applied for Critical Hardship funding to replace the HVAC system at Biggs High School. There are also plans to paint the buildings in the summer of 2009.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar -for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the District budgeted \$185,000 for the deferred maintenance program. This represents 3 percent of the District's general fund budget.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		Application for new HVAC submitted
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage		X		Broken water pipe repaired Feb 08
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	12	11	12	38
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence	4	4	5	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.8	115
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)



This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Board Adopted – Meets State Guidelines	0%
Mathematics	Board Adopted – Meets State Guidelines	0%
Science	Board Adopted – Meets State Guidelines	0%
History-Social Science	Board Adopted – Meets State Guidelines	0%
Foreign Language	Board Adopted – Meets State Guidelines	0%
Health	Board Adopted – Meets State Guidelines	0%
Visual and Performing Arts	Board Adopted – Meets State Guidelines	0%
Science Laboratory Equipment (grades 9-12)	Board Adopted – Meets State Guidelines	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,870	\$623	\$7,247	\$57,621
District	N/A	N/A	\$6,477	\$52,294
Percent Difference – School Site and District	N/A	N/A	11.9%	10.2%
State	N/A	N/A	\$5,300	\$54,955
Percent Difference – School Site and State	N/A	N/A	36.7%	4.9%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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, Title IV, Title V, School Safety, Economic Impact Aid (EIA), Peer Assistance Review, and Tobacco Use Prevention Education (TUPE). In addition, the State started four new block grant programs including the School and Library Improvement Block Grant. The District also has a Gifted and Talented Education (GATE) program and after-school program (operated by the Butte County Office of Education).

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35152	\$36658
Mid-Range Teacher Salary	\$47491	\$53646
Highest Teacher Salary	\$65579	\$69160
Average Principal Salary (Elementary)	\$0	\$85019
Average Principal Salary (Middle)	\$0	\$85660
Average Principal Salary (High)	\$0	\$91134
Superintendent Salary	\$89334	\$110844
Percent of Budget for Teacher Salaries	37.3 %	35.2 %
Percent of Budget for Administrative Salaries	3.1 %	6.4 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	37	39	39	31	27	31	42	43	46
Mathematics	12	10	10	20	20	21	40	40	43
Science	23	40	42	23	25	36	35	38	46
History-Social Science	24	21	28	23	18	24	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian	*	*		*
Filipino				
Hispanic or Latino	35	8	53	25
Pacific Islander				
White (not Hispanic)	42	12	36	29
Male	25	12	43	29
Female	50	9	42	28
Economically Disadvantaged	40	14	*	
English Learners	17	4	*	0
Students with Disabilities	10	0	*	
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	51.9	67.9	62.5	50.0	61.3	61.0	51.1	48.6	52.9
Mathematics	40.0	54.5	55.0	37.3	46.9	53.7	46.8	49.9	51.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	37.5	42.5	20.0	45.0	35.0	20.0
Male	52.9	29.4	17.6	58.8	23.5	17.6
Female	26.1	52.2	21.7	34.8	43.5	21.7
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	38.5	38.5	23.1	23.1	38.5	38.5
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	37.5	45.8	16.7	58.3	33.3	8.3
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	42.3	46.2	11.5	46.2	26.9	26.9
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	0
9	58.1

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	7	4	5
Similar Schools	10	3	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-46	17	16	714
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-37	12	-9	715
Socioeconomically Disadvantaged	-57	25		
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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. Detailed information about PI identification can be found at the [AYP](#) Web page.

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	16.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.4		5.6	0.8		4.5	3.1	3.5	4.4
Graduation Rate	98.4	100.0	87.0	98.4	97.9	87.2	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	98%	98%	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	100%	100%	N/A
Filipino	100%	100%	N/A
Hispanic or Latino	100%	100%	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	98%	98%	N/A
Socioeconomically Disadvantaged	98%	98%	N/A
English Learners	100%	100%	N/A
Students with Disabilities	98%	98%	N/A

Career Technical Education Programs (School Year 2007-08)

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 has 3 ROP classes that are also articulated with Butte College. These are ROP Floriculture, Animal Science, and a new class, Web Design. ROP Animal Science was not taught in 2006-07. As a rural/ agricultural community, these programs provide opportunities for many students. Aside from the ROP courses, Biggs High also offers a Computerized Assisted Design (CAD) class.

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

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	138
Percent of the school's pupils completing a CTE program and earning a high school diploma	100%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	62.3
Graduates Who Completed All Courses Required for UC/CSU Admission	20.0

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A
All courses	2	2.2

XII. Instructional Planning and Scheduling

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.



The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of April 22, 2009.

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