

Biggs High School

School Accountability Report Card

Reported Using Data from 2010-11 School Year

Published in 2011-12 School Year

Posted 1/30/12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office. 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/>.

I. Data and Access

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)

This section provides the school's 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	Doug Kaelin
Principal	Doug Kaelin, Principal	E-mail Address	dkaelin@biggs.org
E-mail Address	dkaelin@biggs.org	CDS Code	04614080430827

School Description and Mission Statement (School Year 2010–11)
This section provides information about the school, its programs, and its goals.

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

The school is located in the town of Biggs and draws students from an area encompassing 135 square miles. Biggs is a small, rural, and agricultural community, located 25 miles south of Chico. 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.”

Biggs High School is proud of its students, curriculum and special programs. An ELD class with standards based curriculum for English Language Learners has strengthened the ELD program. An after school tutorial is also available for students. Our athletic and co-curricular and extracurricular programs are respected throughout the area with many outstanding coaches and advisors.

All students have access to new fully updated state of the art computers with word processing, career information and internet capabilities. The library is open after school to meet student needs.

Opportunities for Parental Involvement (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.

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.

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. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in May 2010.

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.

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 current Biggs High School site was completed in 1963. The school has 17 regular classrooms, 2 science labs, 1 computer lab, 1 Special Education classroom, 1 Band room and 2 portables. Biggs High School also has its own Gym and Cafeteria/ Multi-purpose room. The District maintenance department 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 received Critical Hardship funding to replace the HVAC system at Biggs High School and the project was completed in September of 2010. The exterior of the buildings were painted 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. This program has been suspended by the State until 2015.



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

Career Technical Education Programs (School Year 2010–11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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

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

Professional Development

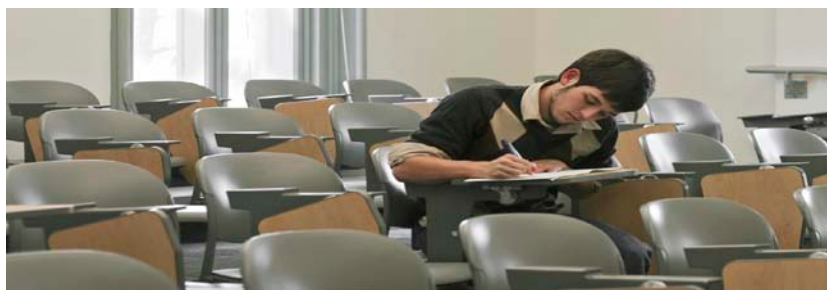
This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the previous three school years, we had three days each year dedicated to staff and professional development.

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

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	44
Grade 3	0	Grade 10	40
Grade 4	0	Grade 11	46
Grade 5	0	Grade 12	45
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	175



Student Enrollment by Subgroup (School Year 2010–11)

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

Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0.6%
Asian	1.1%
Filipino	0.0%
Hispanic or Latino	41.7%
Native Hawaiian or Pacific Islander	0.0%
White	54.9%
Two or More Races	0.6%
Socioeconomically Disadvantaged	10.9%
English Learners	17.7%
Students with Disabilities	17.1%

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and number of classrooms.

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.3	6	3	0	19.9	7	3	0	20.8	6	2	0
Mathematics	17.9	7	2	0	15.7	9	1	0	14.3	8	8	0
Science	22.4	2	3	0	17.1	5	2	0	16.1	6	1	0
Social Science	23.8	3	3	0	26.0	2	2	0	21.4	2	3	0

III. School Climate

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 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	15.7	30.1	38.3	24.5	26.86	22.34
Expulsions	0	0	0	0.4	0	0

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			NONE
Interior: Interior Surfaces	N/A			X	Peeling paint and damaged ceiling tiles Repair estimated for summer of 2012.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A	X			NONE
Electrical: Electrical	N/A	X			NONE
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A	X			NONE
Safety: Fire Safety, Hazardous Materials	N/A	X			NONE
Structural: Structural Damage, Roofs	N/A	X			NONE
External: Playground/School Grounds, Windows/Doors/Gates/Fences	N/A	X			NONE
Overall Rating		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. Information about teacher qualifications can be found at CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	12	12	12	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	5	6	6	6

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. and the number of vacant positions. Note: *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2009–10	2010–11	2011–12
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 Highly Qualified Teachers (School Year 2010–11)

This table displays the percent of classes in core academics taught by Highly Qualified Teachers as defined in Elementary and Secondary Education Act (ESEA). For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

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
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

VI. Support Staff

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

This table displays the full-time equivalents (FTE) assigned to the school. One FTE equals one staff member working fulltime; one FTE could also represent two staff members who each work 50% full time.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	175
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.5	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	.875	N/A



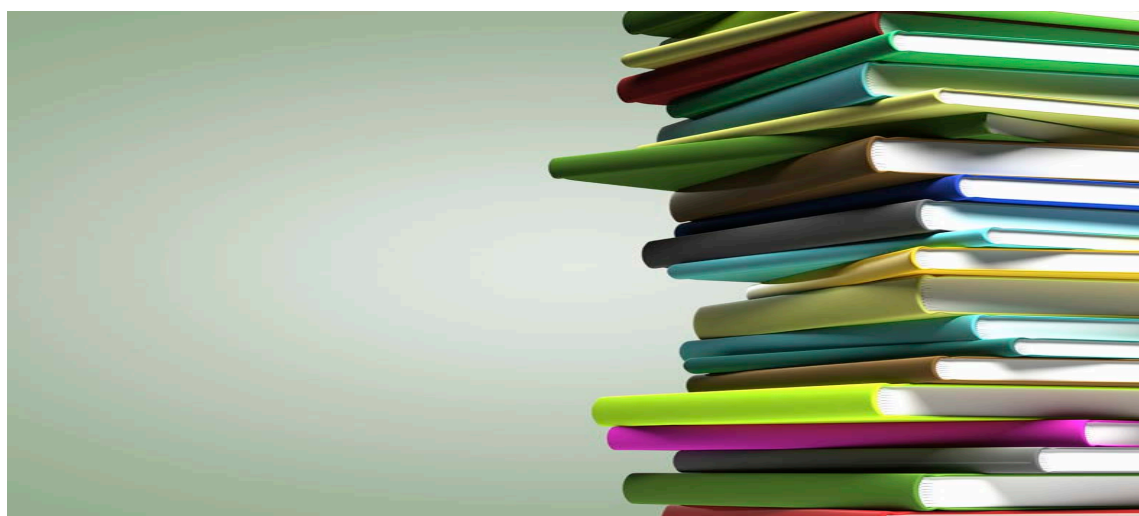
VII. Curriculum and Instructional Materials

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
Reading/Language Arts	Holt Literature Language Arts, Holt Rinehart, 2003	YES	0%
Mathematics	Algebra 1, Mc Dougal Littell, 2007 Algebra 2, Mc Dougal Littell, 2007 Geometry, Mc Dougal Littell, 2007 Calculus Concepts & Contexts 3, Thompson Learning Inc., 2003	YES	0%
Science	Modern Biology, Holt Rinehart and Winston, 2007 - Grades 9-12 Modern Chemistry, Holt Rinehart and Winston, 2007 - Grades 9-12 Holt Physics, Holt Rinehart and Winston, 2002 - Grades 9-12	YES	0%
History-Social Science	Modern World History, McDougal Littell, 1999 Grade 10 The Americans-U.S. History, Brown and Company, 2006 Grade 11	YES	0%
Foreign Language	Meets State Guidelines	YES	0%
Health	Meets State Guidelines	YES	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	YES	0%



VIII. School Finances

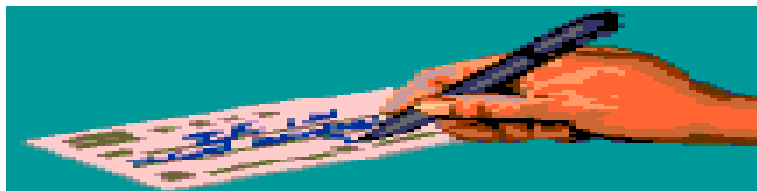
Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and the state. 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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	9,499	309	\$9,190	\$61,309
District	N/A	N/A	\$7,383	\$54,985
Percent Difference – School Site and District	N/A	N/A	24.5%	11.5%
State	N/A	N/A	\$5,455	\$57,163
Percent Difference – School Site and State	N/A	N/A	68.5%	7.2%

Teacher and Administrative Salaries (Fiscal Year 2009–10)

This table displays district salaries and percent of budget for teachers, principals, and superintendents as compared to the state averages for districts of the same size and type. For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



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%

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	43%	37%	38%	38%	36%	38%	49%	52%	54%
Mathematics	15%	6%	7%	28%	27%	28%	46%	48%	50%
Science	44%	38%	24%	36%	44%	33%	50%	54%	57%
History-Social Science	31%	29%	22%	27%	26%	24%	41%	44%	48%

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
All Students in the LEA	38%	28%	33%	24%
All Students at the School	38%	7%	24%	22%
Male	36%	9%	22%	30%
Female	40%	5%	27%	13%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	42%	7%	8%	20%
Native Hawaiian or Pacific Islander				
White	34%	6%	32%	25%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	37%	7%	14%	19%
English Learners	19%	12%	0%	15%
Students with Disabilities	17%	5%	0%	0%
Students Receiving Migrant Education Services	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 High School Exit Examination

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

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	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%	55%	51%	37%	55%	50%	52%	54%	59%
Mathematics	52%	45%	35%	53%	45%	33%	53%	54%	56%

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	50%	29%	21%	67%	31%	3%
All Students at the School	49%	30%	22%	65%	32%	3%
Male	55%	35%	10%	75%	25%	0%
Female	41%	24%	35%	53%	41%	6%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	67%	17%	17%	92%	8%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	42%	38%	21%	54%	42%	4%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	47%	32%	21%	68%	32%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%



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	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	12.20%	20.40%	49.00%

X. Accountability

Academic Performance Index

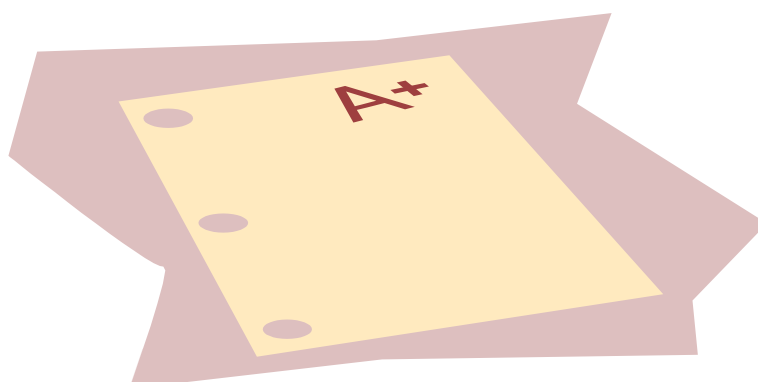
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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.

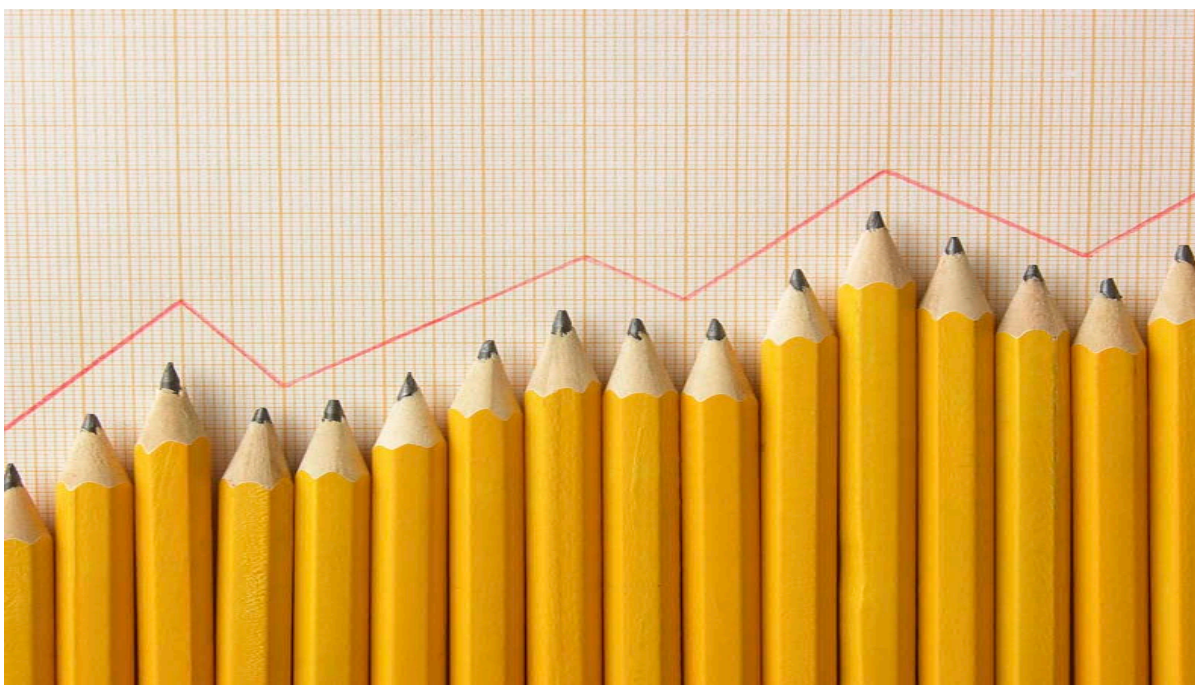
API Rank	2008	2009	2010
Statewide	5	4	3
Similar Schools	7	3	3



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	-19	-4	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-38	3
Native Hawaiian or Pacific Islander			
White	-20	41	-54
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: “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	127	676	397	685	4,683,676	778
Black or African American	0		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	55	683	154	650	2,406,749	729
Native Hawaiian or Pacific Islander	0		0		26,953	764
White	67	668	227	712	1,258,831	845
Two or More Races	1		1		76,766	836
Socioeconomically Disadvantaged	94	654	312	657	2,731,843	726
English Learners	24	666	92	610	1,521,844	707
Students with Disabilities	23	466	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	Yes	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		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	20.0%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

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

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	5.4	0.0	0%	5.1	0.0	0%	4.9	5.7	4.6
Graduation Rate	86.00	100	100%	86.27	100	100%	80.21	78.59	80.44

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	100%	100%	N/D
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	100%	100%	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	100%	100%	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	100%	100%	N/D
English Learners	100%	100%	N/D
Students with Disabilities	100%	100%	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	67
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%



Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	56.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	73.7%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	0	N/A
All courses	3	9.4%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

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

Biggs High

School Accountability Report Card, 2010-2011

Biggs Unified

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