

Biggs Middle School
School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11



The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

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 2010–11)

This section provides the school's contact information.

School		District	
School Name	Biggs Middle	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	530-868-5870	Superintendent	Doug Kaelin
Principal	Stacy Doughman	E-mail Address	dkaelin@biggs.org
E-mail Address	sdoughma@biggs.org	CDS Code	04- 61408- 6113435

School Description and Mission Statement (School Year 2009–10)

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.



Opportunities for Parental Involvement (School Year 2009–10)

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 Middle School.

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 2009–10)

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 2010–11)

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 middle school 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 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 Middle 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.

Types of Services Funded (Fiscal Year 2009–10)

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, Title IV, 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).

Professional Development

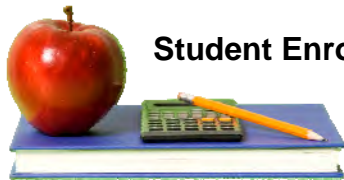
This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 2009–10)

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

Grade Level	# of Students	Grade Level	# of Students
Kindergarten		Grade 8	54
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	30	Ungraded Secondary	
Grade 7	33	Total Enrollment	117



Student Enrollment by Group (School Year 2009–10)

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

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	0%	White	63.33%
American Indian or Alaska Native	0%	Two or More Races	0%
Asian	.83%	Socioeconomically Disadvantaged	7.5%
Filipino		English Learners	20.8%
Hispanic or Latino	35.83%	Students with Disabilities	0.0%
Native Hawaiian/Pacific Islander	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			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	12.7	33.7	53.2	10.0	24.5	26.86
Expulsions	0.0	0.0	0	0.0	0.4	0

IV. School Facilities

School Facility Good Repair Status (School Year 2010–11)

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



System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
Interior: Interior Surfaces	n/a		X		Ceiling tile popped out. Repaired 1/2011
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
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. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	6	3	4	35
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	6

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	2008–09	2009–10	2010–11
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 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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	Not Taught by Highly Qualified 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	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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	.25	92
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist	.20	n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist	.80	n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks & Instructional Materials (2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	% of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Meets State Guidelines	0%	Yes
Mathematics	Meets State Guidelines	0%	Yes
Science	Meets State Guidelines	0%	Yes
History-Social Science	Meets State Guidelines	0%	Yes
Foreign Language	Meets State Guidelines	0%	Yes
Health	Meets State Guidelines	0%	Yes
Visual and Performing Arts	Meets State Guidelines	0%	Yes
Science Laboratory Equipment (grades 9-12)	N/A	N/A	Yes



VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 08–09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on 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	\$ 5,344	\$ 863	\$4,481	\$48,309
District	n/a	n/a	\$6,194	\$54,608
Percent Difference – School Site and District	n/a	n/a	-27.66%	-11.53%
State	n/a	n/a	\$ 5,681	\$ 56,953
Percent Difference – School Site and State	n/a	n/a	-21.12%	-15.18%

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on 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	\$38,591
Mid-Range Teacher Salary	\$47,491	\$55,764
Highest Teacher Salary	\$65,579	\$72,219
Average Principal Salary (Elementary)	\$60,159	\$86,327
Average Principal Salary (Middle)		\$91,511
Average Principal Salary (High)		\$94,411
Superintendent Salary	\$113,000	\$116,768
Percent of Budget for Teacher Salaries	35.40 %	34.80 %
Percent of Budget for Administrative Salaries	3.60 %	6.40 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	27	34	33	31	38	36	46	50	52
Math	12	21	22	21	28	27	43	46	48
Science	36	40	55	36	35	44	46	50	54
History-Social Science	20	26	23	24	27	26	36	41	44



Standardized Testing and Reporting 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
All Students in the LEA				
All Students at the School				
Male	33	18	70	22
Female	34	27	42	23
Black or African American	*	*		
American Indian or Alaska Native				
Asian	*	*	*	*
Filipino				
Hispanic or Latino	28	19	53	32
Native Hawaiian or Pacific Islander				
White	38	25	58	17
Two or More Races				
Socioeconomically Disadvantaged	32	21	56	25
English Learners	9	13	*	*
Students with Disabilities	16	0	*	0
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

(Note: This data was not available from the State CDE web site at the time of publication.)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

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. Detailed information about the API can be found on the CDE Academic Performance Index (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	2007	2008	2009
Statewide	2	1	2
Similar Schools	1	1	2

Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change			Growth API Score 2010
	2007–08	2008–09	2009–10	
All Students at the School	5	28	-9	657
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	17			
Native Hawaiian/Pacific Islander				
White	1	27	1	665
Two or More Races	N/A	N/A		
Socioeconomically Disadvantaged	-34	22	22	629
English Learners				
Students with Disabilities				

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	657	690	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		660	715
Native Hawaiian/Pacific Islander			753
White	666	715	838
Two or More Races			808
Socioeconomically Disadvantaged	651	660	712
English Learners		642	692
Students with Disabilities			580

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

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	N/A	Pend

Federal Intervention Program (School Year 2010–11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	
Percent of Schools Currently in Program Improvement	N/A	

XII. Instructional Planning and Scheduling

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



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 2/1/2011.

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