



Biggs Unified School District
Richvale Elementary School
School Accountability Report Card
 Reported for School Year 2008-09 Published During 2009-10

About This School

Contact Information (School Year 2009-10)

School		District	
School Name	Richvale Elementary	District Name	Biggs Unified
Street	5236 Church Street	Phone Number	530-868-1281
City, State, Zip	Richvale, CA 95974	Web Site	www.biggs.org
Phone Number	530-882-4273	Superintendent	Bill Cornelius
Principal	Jerry Walker	E-mail Address	bcornelius@biggs.org
E-mail Address	jwalker@biggs.org	CDS Code	04- 61408- 6002950

School Description and Vision (School Year 2008-09)

Richvale Elementary believes that the public interest is best served through assuring high quality education for all students and that knowledgeable, well-trained, and effective educators are essential to achieving excellence in education.

The staff is dedicated to providing high quality program through a combination of effective and innovative teaching methods.

Richvale is a small rice-growing community, located 75 miles north of Sacramento and 20 miles south of Chico. The nearest shopping, medical, and county facilities are ten miles away. Community members are consistently supportive of the school.

Richvale is one of six schools in the Biggs Unified School District. Our school has three classrooms. Other facilities include a full-sized gymnasium with a stage and a cafeteria.

Richvale Elementary School employs two teachers and three instructional aides. During 2007-08, one principal oversaw both Richvale and Biggs Elementary schools, along with lead teachers on-site at both locations.

Our Mission is to provide a safe and effective learning environment, which enables students to achieve their maximum potential!



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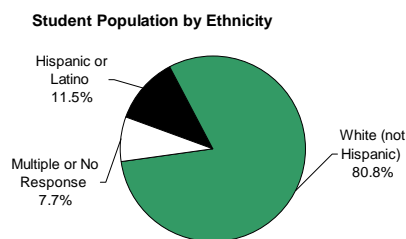
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Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	7
Grade 3	4
Grade 4	6
Grade 5	5
Grade 6	4
Total Enrollment	26

Student Enrollment by Group and Ethnicity (School Year 2008-09)

Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	19.00 %
English Learners	12.00 %
Students with Disabilities	%



Average Class Size and Class Size Distribution (Elementary)

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).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	15.0	1			18.0	1			17.0	1		
3-4	12.0	1										
4-8	16.5	1	1		16.0	1			16.0	1		

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the district'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 and graduation rates can be found on the DataQuest Web site.

Indicator	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Dropout Rate (1-year)					4.5	5.1	3.5	4.4	3.9
Graduation Rate				97.9	87.2	86.3	83.4	80.6	80.2

What is a SARC?

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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

Data

[DataQuest](#) is an online data tool located on the CDE DataQuest Web page 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.

School Climate

School Safety Plan (School Year 2008-09)

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.

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.

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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	1.7	0.0	0.0	14.0	10.0	24.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.4

School Facilities

School Facility Good Repair Status (School Year 2009-10)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Carpet, Paint, Tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical			X		Lights need replacement
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			



School Facilities & Maintenance (09-10):

The current Richvale Elementary building was completed in 1964. 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, Richvale Elementary School is eligible for modernization funding through the Office of Public School Construction. The district will be working to modernize each school site to ensure that the facilities remain in good repair.

All school facilities comply with the Williams Act. All school facilities are clean, safe, and maintained in good order.

Types of Services Funded (Fiscal Year 2008-09)

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).

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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	3	2	2	36
Without Full Credential	1	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	2007-08	2008-09	2009-10
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 2008-09)

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	98.4	1.6
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	0	N/A
Library Media Teacher (Librarian)	0	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:	0	

Parent Involvement (08-09):

Parent and community involvement in all types of activities is excellent at Richvale Elementary.

There is an exceptionally active parent club - Richvale Parent Association - and parent groups have been instrumental in spearheading several school fund-raising drives and projects, including the purchase and installation of playground equipment.

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 Woodleaf - that supplemented our sixth grade field trip.

No Child Left Behind:

The table to the left displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the 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 participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [NCLB](#) Web page.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	Meets State Guidelines	0%
Mathematics	Meets State Guidelines	0%
Science	Meets State Guidelines	0%
History-Social Science	Meets State Guidelines	0%
Foreign Language	Meets State Guidelines	0%
Health	Meets State Guidelines	0%
Visual and Performing Arts	Meets State Guidelines	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A



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.



School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,430	\$923	\$5,507	\$53,473
District	N/A	N/A	\$6,767	\$54,643
Percent Difference – School Site and District	N/A	N/A	-18.6%	-2.1%
State	N/A	N/A	\$5,512	\$56,376
Percent Difference – School Site and State	N/A	N/A	-0.1%	-5.1%

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 and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,152	\$38,000
Mid-Range Teacher Salary	\$47,491	\$55,721
Highest Teacher Salary	\$65,579	\$71,548
Average Principal Salary (Elementary)	\$58,691	\$85,858
Average Principal Salary (Middle)		\$91,479
Average Principal Salary (High)		\$93,937
Superintendent Salary	\$113,000	\$115,980
Percent of Budget for Teacher Salaries	37.80 %	34.80 %
Percent of Budget for Administrative Salaries	3.40 %	6.50 %

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.

Student Performance

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		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	51	41	50	27	31	38	43	46	50
Mathematics	43	45	46	20	21	28	40	43	46
Science	64	*	*	25	36	35	38	46	50
History-Social Science	*	0	0	18	24	27	33	36	41

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.



Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	*	*	*	
Pacific Islander				
White (not Hispanic)	50	45	*	
Male	*	*	*	
Female	58	53	*	
Economically Disadvantaged	*	*	*	
English Learners	*	*	*	
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2008-09)

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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	0.0	0.0	0.0
9	0.0	0.0	0.0

STAR 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 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards.

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. 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. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide.

Accountability

Academic Performance Index 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. "N/A" means a number is not applicable or not available due to missing data.

API Rank	2006	2007	2008
Statewide	5 *	6 *	6 *
Similar Schools	N/A	N/A	N/A

API 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, 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
	2006-07	2007-08	2008-09	2009
All Students at the School	39	21	3	795 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

(Note: "Yes" = Met 2008 AYP Criteria. "No" = Did not Meet 2008 AYP Criteria.)

Federal Intervention Program (School Year 2009-10)

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 can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	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	

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.

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

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.

Instructional Planning and Scheduling

Professional Development

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

National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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 December 10, 2009.

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Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the [CDE National Assessment of Educational Progress \(NAEP\) Web page](#).