

Biggs Elementary School

300 B Street • Biggs, CA 95917-9732 • (530) 868-5870 • Grades K-8

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<http://bes.biggs.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Biggs Unified School District

300 B St.

Biggs, CA 95917

(530) 868-1281 ex 250

www.biggs.org

District Governing Board

Dennis Slusser, President

M. America Navarro, Vice President

Megan Wilkinson, member

Kathryn Sheppard, Member

Jonna Phillips, Member

District Administration

Doug Kaelin

Superintendent

LaQuita Ulrich

BES/RES Principal

Doug Kaelin

BHS Principal

School Description

Biggs Elementary School is a beautiful, small, rural school located in Northern California which is approximately eighty miles north of Sacramento and 24 miles south of Chico. The school campus is surrounded by agricultural farmland in the heart of Butte County, in the town of Biggs.

We have a principal, nineteen dedicated teachers and support staff whose priority is providing a quality education for our children. The entire staff truly takes into consideration the academic needs of every child to develop an educational plan to best meet those needs.

Biggs Elementary School and the community of Biggs are committed to creating a safe, positive environment where academic excellence is promoted and individual growth is celebrated.

Our mission is that all students will become life-long learners who will value education and accept their social and global responsibilities.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	36
Grade 2	40
Grade 3	39
Grade 4	37
Grade 5	25
Grade 6	33
Grade 7	48
Grade 8	38
Total Enrollment	364

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.8
Asian	1.9
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.5
White	56.3
Two or More Races	0.3
Socioeconomically Disadvantaged	68.7
English Learners	13.5
Students with Disabilities	10.4
Foster Youth	2.5
Homeless	10.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Biggs Elementary	17-18	18-19	19-20
With Full Credential	19	20	20
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Biggs Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	36
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Biggs Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The district utilizes a process for adopting standards-based core instructional materials from the most recent State Board of Education (SBE) approved materials list. A committee of administrators and teachers are involved in the review process and make a recommendation to the Board of Trustees for district adoption. Parents have the opportunity to review materials that are recommended for adoption prior to approval. All supplemental curriculum or non-adopted textbooks or instructional materials are standards aligned.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark Education TK-6th (adopted 2016) Study sync McGraw Hill - Gr. 6-8 (Adopted 2016)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Go Math (adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>California Science, Harcourt Brace School Publishers, 2008 - Gr. K-6 (Adopted 2008) Littell CA Middle School Science Series, McDougal Littell, 2007- Gr. 7-8 (Adopted 2008)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Reflections: California Series, Harcourt School Publishers, 2008 - Gr. K-6 (Adopted, 2008) Discovering Our Past, Glencoe/McGraw Hill, 2006 - Gr. 7-8 (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>MEETS STATE GUIDELINES</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The elementary school was combined with the middle school in 11-12 to create a K-8 elementary.

The district maintenance department maintains all campus buildings. Proposed maintenance projects are listed in five-year plans.

Like a majority of the district facilities, Biggs Elementary School is eligible for modernization funding through the Office of Public School Construction. The district will be working to modernize each school site to ensure that the facilities remain in good repair.

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

Recent upgrades or repairs include replacing carpet in three rooms, new shelving and storage in three rooms and new fencing. The district remodel two bathrooms on the campus during the summer.

Main play ground was cemented

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8-21-18

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	25	30	30	37	50	50
Math	14	14	18	18	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.3	22.4	18.9
7	19.4	17.3	37.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	222	97.37	30.18
Male	122	118	96.72	24.58
Female	106	104	98.11	36.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	77	77	100.00	19.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	128	95.52	36.72
Socioeconomically Disadvantaged	175	172	98.29	26.16
English Learners	46	46	100.00	19.57
Students with Disabilities	40	38	95.00	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	33	32	96.97	3.03

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	222	96.94	14.41
Male	123	118	95.93	11.02
Female	106	104	98.11	18.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	77	77	100.00	5.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	128	95.52	18.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	176	172	97.73	11.63
English Learners	46	46	100.00	8.70
Students with Disabilities	40	38	95.00	2.63
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	33	32	96.97	3.03

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parental involvement is highly encouraged and we have a strong parent association called PAWS, (Parent Association Working for Students) who facilitates various fundraisers and events to enhance our students' educational experience. We have a very active School Site Council who is instrumental in shaping the vision for our school. We also have parents represented in our Local Control Accountability Planning committee and open dialogue is encouraged between parents, teachers and administration. Parents and students are invited to monthly board meeting to celebrate student success which are well attended. Award assemblies are attended by many parents and community members.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Safety Plan complies with state requirements and addresses school safety strategies that are preventative and an annual goal for improving school safety. Regular emergency drills are conducted and include evacuation, lock-down, earthquake and shelter-in-place. The School Site Council reviews and approves the school safety plan annually prior to March 1st.

The district-wide Crisis Response Procedures document outlines the district emergency management procedure. Crisis response teams with varied functions are established to support schools in crisis situations. Specific response procedures to earthquakes, fire/explosion, intruders on campus, as well as many of emergency disasters are outlined.

Each year, safety checks are conducted by district maintenance in conjunction with local fire and police. The district is mandated to correct any safety deficiency.

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

For more information or to view the Comprehensive School Safety Plan and Crisis Response Procedures, please contact the District Office at (530) 868-1281.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.3	6.0	3.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.5	6.6	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		3		15	4			18	1	3	
1	22		2		17	2			18	2		
2	25		1		22	1	1		20	2		
3	23		2		23		2		24		1	
4	22	3	6		33			6	19	6	7	
5	21	6	6		26	1	6		16	8		
6	13	5	6		22	3	9		18	8	6	
Other**												

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	17	4	3		25	2	1	1				
Mathematics	13	7	1		11	2						
Social Science									24	1	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

There are fourteen staff development/articulation days throughout the year where teachers receive professional development. In addition there are three days prior to the start of the school year devoted to professional development, articulation and collaboration. There are monthly staff meetings and paraprofessional trainings throughout the year where common core learning strategies and engagement strategies are explicitly discussed. We have also provided professional development on the Nurtured Heart Approach to all faculty and staff.

Opportunities for staff development also occur during the school year through various organizations including Butte County Office of Education.

The teacher received professional development in ELA adoptions Benchmark and Styn Sync. Professional development was also provided in Go Math. Teacher attended several days of training in the Folsom Unified School District on lesson plan design and DATA review. Teachers in the special education department received professional development in IEP goal writing. All teachers received training in the Walk to Learn program. Five teachers have been trained in Project Lead the Way.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,721	\$43,574
Mid-Range Teacher Salary	\$55,223	\$63,243
Highest Teacher Salary	\$78,564	\$86,896
Average Principal Salary (ES)	\$102,836	\$103,506
Average Principal Salary (MS)	\$0	\$108,961
Average Principal Salary (HS)	\$92,767	\$108,954
Superintendent Salary	\$168,300	\$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	30%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The District operates several federal and State programs including the following reported in the Consolidated Application: Title I, Title II and Special Education. In addition the district offers an after-school program (operated by the Butte County Office of Education). The district operates school to home and home to school transportation

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9236	4671	4565	54941
District	N/A	N/A	6410	\$57,808.00
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.6	-5.1
School Site/ State	-48.7	-16.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.