

Agenda
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
February 2, 2022
6:30 p.m. Estimated Closed Session
7:00 Estimated Open Session

District LCAP Goals

- ❖ Goal 1 – Biggs Unified will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7.
- ❖ Goal 2 – Biggs Unified will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 & 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. PLEDGE OF ALLEGIANCE**
- 4. APPROVAL OF AGENDA**
- 5. APPROVAL OF MINUTES**

Pgs 3-5 A. January 12, 2022 Regular meeting

CLOSED SESSION

1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957
2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957
3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957
4. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)
5. Litigation; Pursuant to Government Code Section 54956.9

If Closed Session is not completed before 7:00 p.m., it will resume immediately following the open session/regular meeting.

RECONVENE TO OPEN SESSION

- 6. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION**
- 7. PARENT ASSOCIATIONS REPORTS**
- 8. CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS**
- 9. PUBLIC COMMENT**

Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
January 12, 2022

OPEN SESSION

CALL TO ORDER – President Phillips called the meeting to order at 6:32 p.m.

ROLL CALL - Board members present: Jonna Phillips, Linda Brown and Kathryn Sheppard were present. America Navarro and Dennis Slusser were not present.

PLEDGE OF ALLEGIANCE – President Phillips lead the Pledge of Allegiance.

APPROVAL OF AGENDA

The Board approved the amended agenda. MSCU (Brown/Sheppard) 3/2

Sheppard – Aye Phillips – Aye Slusser – Absent Navarro – Absent Brown – Aye

APPROVAL OF MINUTES

The Board approved the minutes from the December 14, 2021 regular Board meeting as written. MSCU (Brown/Sheppard) 3/2

Sheppard – Aye Phillips – Aye Slusser – Absent Navarro – Absent Brown – Aye

The Board adjourned into Closed Session at 6:34 pm

CLOSED SESSION

1. **Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
2. **Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
3. **Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
4. **Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**
5. **Litigation; Pursuant to Government Code Sections 54956.9**

Closed Session was adjourned at 7:03 pm and reconvened to Open Session.

Staff Present: Doug Kaelin, Superintendent; LaQuita Ulrich, Elementary Principal; Tyler Rutledge, High School Principal and Donna Cyr, Admin. Assist. & HR Director

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Phillips announced that no action was taken in closed session.

PARENT ASSOCIATIONS REPORTS – No parent reports.

CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS - No report for CSEA or BUTA.

PUBLIC COMMENT: No public comments.

REPORTS:

ELEMENTARY SCHOOL PRINCIPAL'S REPORT:

Principal Ulrich gave the report:

- New teacher coach is seeing progress and positive outcome. Teachers are working hard on student discussions and asking questions.
- ASB update – BES ASB collected 80 toys for Toys 4 Tots; they donated two trees to the Downtown Tree Lighting and are working on their community service hours. ASB donated \$300 to the Jog A Thon for prizes.
- Basketball update 7th/8th grade Boys and 5th/6th grade girls played well. Looking for two new coaches for 5th/6th Boys and 7th/8th Girls.
- New teacher Megan Duarte at Richvale Elementary made a smooth transition. She's getting to know students, assessing and putting structure in place. Great fit with the other two teachers.
- Holiday Events – Gingerbread House making was back in the BES cafeteria – great success; the RES & BES Christmas programs were wonderful events. The Community Pancake Breakfast was okay.
- New Social Studies curriculum is being distributed.

HIGH SCHOOL PRINCIPAL'S REPORT:

Principal Rutledge gave the report:

- HS ASB is planning the Basketball Homecoming.
- FFA/Ag Program – Long-term sub, Kristina Woolsey is doing great. She is coaching several teams. Freshman Greenhands are preparing to compete for local creed speaking competition on Jan. 21st. State Degree applications are due next week for review. MFE/ALA Conference is this weekend in Sacramento. Students will attend career development activities and leadership workshops. Preparing CDE teams for field days CDE teams: Livestock Judging, Floral Judging, AET Farm Records, Best Informed Greenhand teams.
- Annual Rib Dinner fundraiser tickets go on sale Feb. 7th.
- Athletics – We have entered into league play for boys and girls basketball. The wrestling team is getting better each week. We currently have five female wrestlers, which is very exciting.
- Tuesday was the awards assembly – 12 students had perfect attendance for the Fall semester.
- At the assembly, there was a discussion about things that we would like to see during the next semester – Take Pride in the school; using academic language not only in the classroom but also around the school and striving to be your very best.

M/O/T/, FOOD SERVICE and SUPERINTENDENT'S REPORT:

Superintendent Kaelin gave the report:

- We are still dealing with issues being short staffed in M/O/T. We are looking into hiring a temporary grounds person to help.
- The new softball fence was installed over the break.
- The Science labs new counters were installed.
- Working on the Federal FPM audit.
- We received 600 Rapid Covid Tests – still discussing how to distribute
- Nothing has come back from the State regarding vaccinating all students.
- The majority of the staff were back from winter break. Other schools in the County had issues.
- Wanted to congratulate and thank Tyler Rutledge for his service as Varsity Football Coach for six successful seasons.

BOARD MEMBER REPORTS: Nothing from the Board

CONSENT AGENDA

The Board approved the Consent Agenda Items A - B. MSCU (Sheppard/Brown) 3/2

Sheppard – Aye

Phillips – Aye

Slusser – Absent

Navarro – Absent

Brown – Aye

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: February 2, 2022

Item Number:

Item Title: Inter-district Agreement Request(s)

Presenter: Doug Kaelin, Superintendent & Donna Cyr, Admin. Assistant/HR Officer

Attachment: None

Item Type: Consent Agenda Action Report Work Session Other:

Background/Comments:

We have received the following interdistrict transfer requests. After reviewing each one with Board Policy and Administration Regulations 5117, we make the following recommendations.

<u>2021-2022 School Year</u>	<u>From:</u>	<u>To:</u>	<u>Action</u>	<u>New/Ongoing:</u>
1. (11 th grade)	Oroville	Biggs	Accept	Ongoing
2. (7 th grade)	Palermo	Biggs	Accept	Ongoing
3. (5 th grade)	Palermo	Biggs	Accept	Ongoing
4. (2 nd grade)	Palermo	Biggs	Accept	Ongoing

<u>2022-2023 School Year</u>	<u>From:</u>	<u>To:</u>	<u>Action</u>	<u>New/Ongoing:</u>
5. (12 th grade)	Biggs	Durham	Release	Ongoing
6. (Kinder.)	Biggs	Gridley	Release	New

Fiscal Impact: We will have a loss of ADA for those outgoing transfer requests and an increase of ADA for those incoming transfer requests.

Recommendation: The Superintendent recommends action as indicated.

CERTIFICATION 2020/21
TEMPORARY ATHLETIC TEAM COACHES

TO STATE BOARD OF EDUCATION:

Title 5, California Code of Regulations, Section 5594, requires:

By April 1 of each year, each local governing school board shall certify to the State Board of Education that the provisions of Section 5593 have been met.

LOCAL SCHOOL BOARD CERTIFICATION:

I hereby certify the school district has met the conditions set forth in Title 5, Sections 5593 and 5594.

President, Board of Trustees

Date

Return to: State Board of Education
 Department of Education
 1430 N Street
 Sacramento, CA 95814

Biggs High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Biggs High School
Street	300 B St.
City, State, Zip	Biggs, CA, 95917-9732
Phone Number	(530) 868-5825 ex 272
Principal	Tyler Rutledge
Email Address	trutledge@biggs.org
School Website	https://bhs.biggs.org/
County-District-School (CDS) Code	04614080430827

2021-22 District Contact Information

District Name	Biggs Unified School District
Phone Number	(530) 868-1281 ex 250
Superintendent	Doug Kaelin
Email Address	dkaelin@biggs.org
District Website Address	www.biggs.org

2021-22 School Overview

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 136 square miles. Biggs is a small, rural, and agricultural community, located 25 miles south of Chico and 50 miles north of Sacramento.

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. Our athletic co-curricular and extracurricular programs are respected throughout the area with many outstanding coaches and advisors.

All students have access to chrome books in the classrooms, that provide career information and internet capabilities. The

2021-22 School Overview

library is open after school to meet student needs.
The school is currently on a seven-period day schedule.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	
Grade 9	47
Grade 10	39
Grade 11	56
Grade 12	45
Total Enrollment	187

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	0.5
Asian	1.1
Black or African American	4.8
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.6
White	51.9
English Learners	5.3
Foster Youth	1.1
Homeless	0.5
Socioeconomically Disadvantaged	66.3
Students with Disabilities	13.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district utilizes a process for adopting core instructional materials. A committee of administrators and content area teachers are involved in the review process to assure that instructional materials are standards-aligned 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.

Year and month in which the data were collected August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, Bookhead Ed Learning, LLC 2017	Yes	0%
Mathematics	Integrated Mathematics 1, 2 &3, Houghton Mifflin, Harcourt 2015 Go Math, Houghton Mifflin, Harcourt 2015	Yes	0%
Science	AP Biology, Pearson 2008 Modern Biology, Holt Rinehart and Winston 2007 Modern Chemistry, Holt Rinehart and Winston 2007 Earth/Physical Science, Holt Rinehart, Holt Earth Science, 2007 Floriculture Designing and Merchandising, Delmar Cengage Learning, 2015	Yes	0%
History-Social Science	Modern World History, McDougal Littell 1999 The Americans-U.S. History, Brown and Company 2006 Civics-Economics and Government, Civics. Prentiss Hall, Magruder's American Government, 1998 Economics. Glencoe McGraw –Hill, Economics – Principles & Practices, 2000	Yes	0%
Foreign Language	Spanish, Spanish 1. Prentice Hall, Paso a Paso 1, 2000 Spanish 2. Prentice Hall, Paso a Paso 1, 2000 Spanish 3. Prentice Hall, Paso A Paso 1, 2000	Yes	0%
Health	Health, Glencoe, Health – Making Life Choices, 1999	Yes	0%

Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	Yes	0%

School Facility Conditions and Planned 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 maintains all campus buildings. Proposed maintenance projects are listed in the 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. In 2021, significant upgrades were made to all campuses as a part of funding which was provided by the state.

All school facilities comply with the Williams Settlement. All school facilities are clean, safe, and maintained in good order. Improvements include, updated restrooms, installed video cameras around campus for safety and added signage. Outside lighting has been upgraded during the past year.

Year and month of the most recent FIT report

1/18/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50	48	96	4	45.83
Female	26	25	96.15	3.85	60
Male	24	23	95.83	4.17	30.43
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	24	96	4	54.17
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	35	94.59	5.41	37.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50	47	94.00	6.00	4.26
Female	26	25	96.15	3.85	4.00
Male	24	22	91.67	8.33	4.55
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	17	89.47	10.53	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	24	96.00	4.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	34	91.89	8.11	5.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	V=N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	14.58	N/A	14.58	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	48	94.12	5.88	14.58
Female	25	25	100.00	0.00	20.00
Male	26	23	88.46	11.54	8.70
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	18	85.71	14.29	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	16.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	35	92.11	7.89	8.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

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 three “Career Pathway Sequences”. Students that choose to participate in one of the three pathways have the opportunity to graduate as a Biggs High School “Program Completer”. In order to be considered a completer, they must have taken an introductory, concentrator, and capstone class in the pathway of their choosing. These pathways were designed to give students hands-on opportunities to gain skills/knowledge tied to current industry standards. Additionally, many of these pathway courses are articulated with Butte community college so students receive both high school and college credit while completing the courses.

The three Career Pathways include:

- Agriculture Mechanics (Ag Earth Science, Ag Mechanics I/Woodshop/Ag Construction & Fabrication)
- Manufacturing and (Ag Earth Science, Ag Mechanics or Welding 1, Ag Construction & Fabrication)
- Engineering (Computer Awareness, Web Design, Computer Assisted Drafting (CAD)/or Tech Training

Each of the CTE class are integrated with core curriculum classes and each pathway course includes a skills-based assessment of student mastery. All students are encouraged to join a CTE class when the counselor meets with them one on one to discuss their four-year plan. Also classroom presentations are given to students in their English classes discussing the career pathway options and course mapping.

Contact Steve Boyes at Biggs High School for additional information on the FFA and Ag programs. Contact Adam Sharrock about the Web Design and CAD programs.

Ag/CTE Advisory Committee

Name Sector Term /end date

Jon Scott	Animal Science	2 years	2020-2021
Joe Garcia	Walnut/Rice Production	2 years	2020-2021
Kelby Sheppard	Manufacturing & Production	2 years	2020-2021
Josh Sheppard	Farm Management	2 years	2020-2021
Alan Jones	Aerial Applicator	3 years	2021-2022
Kayla Dunlap	Retail Ag Business	3 years	2021-2022
Brian Harrison	WM/Heavy Equipment	3 years	2021-2022
Jennifer Job	Rice Productions	3 years	2021-2022
Peggy Baker	Ag Business	1 year	2019-2020
Ashleigh Aldridge	Counseling	Standing	
Steve Boyes	Ag Instructor	Standing	
Tanisha Norvell	Ag Instructor	Standing	
Tyler Rutledge	Principal		Standing

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	157
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.8

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	78.07
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	17.07

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We are fortunate to have ongoing support from the community and we provide as many opportunities for parents to be a part of their child's educational experience. Starting in the fall parents are welcome to assist and are invited to attend all school-related events including Monthly Parent Nights, Homecoming float building & poster making, athletic boosters, Ag boosters, Ag Advisory, ASB Welcome Back to School Luncheon, fall Back-to-School Night, freshman orientation, College Scholarship Information Night, Cash for College Night, Spring Open House, Athletes Committed Code Night, scholarship awards night, semester academic awards, sports awards nights, annual spring FFA family dinner, FFA Blue & Gold End of the Year Awards, Right of Passage (Senior Farewell & Welcome Incoming Freshman), School Site Council (SSC) and an English Learners Advisory Committee (ELAC).

In addition, we use Google Classroom, Aries.Net, and our school website (www.biggs.org) to communicate with parents. These tools provide parents with information regarding their child's academics and upcoming school events.

For more information on how to become involved, contact us at (530) 868-1281, extension 271.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.4	10.6	4.3	3.4	10.6	4.3	9.0	8.9	9.4
Graduation Rate	94.8	87.2	95.7	94.8	87.2	95.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	47	45	95.7
Female	20	18	90.0
Male	27	27	100.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	26	25	96.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	20	19	95.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	38	36	94.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	201	199	37	18.6
Female	92	92	20	21.7
Male	109	107	17	15.9
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	10	10	3	30.0
Filipino	0	0	0	0.0
Hispanic or Latino	79	78	19	24.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	5	2	40.0
White	103	102	13	12.7
English Learners	10	10	1	10.0
Foster Youth	3	3	2	66.7
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	133	132	32	24.2
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	26	26	4	15.4

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.20	1.00	4.61	2.30	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.31	3.78	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.00	0.00
Female	1.09	0.00
Male	0.92	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.97	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

2021-22 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.

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 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.

Each year the Butte County Office of Education completes a Williams Act visit to the campus.

For more information or to view the Comprehensive School Safety Plan and Crisis Response Procedures, please contact the District Office at (530) 868-1281 ext 250.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	10	4	
Mathematics	11	14	2	
Science	9	7		
Social Science	19	5	5	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	13	1	
Mathematics	10	16		
Science	10	6		
Social Science	17	7	4	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	13		
Mathematics	9	13		
Science	10	5		
Social Science	10	12		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	187

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11313	1303	10010	57459
District	N/A	N/A	6410	\$61,882
Percent Difference - School Site and District	N/A	N/A	43.8	-7.4
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	17.0	-21.8

2020-21 Types of Services Funded

The District operates several Federal and State programs including the following reported in the Consolidated Application: Title I, Title II, Carl Perkins, Ag Incentive, CTEIG and the Career Pathways CTE Grant. The District also has an after-school program (operated by the Butte County Office of Education). The High School is classified as a small necessary school.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$44,429	\$45,813
Mid-Range Teacher Salary	\$58,580	\$70,720
Highest Teacher Salary	\$81,707	\$93,973
Average Principal Salary (Elementary)	\$106,493	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$0	\$120,270
Superintendent Salary	\$168,300	\$150,704
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	25.1
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	1
Foreign Language	2
Mathematics	0
Science	1
Social Science	3
Total AP Courses Offered	11

Professional Development

Curricular and Instructional development is an ongoing process. Teachers are encouraged and provided training to use State Standards to plan curriculum and delivery for their disciplines. They recognize that State assessments are based on the student's proficiency in learning State Standards. Prior to the start of the school year, three days are provided for collaboration and one day during the school year. During the school year, 14 early release days are embedded in our master schedule for teachers to examine assessment data and collaborate to develop strategies to pursue high levels of student learning. Teachers were provided professional development in lesson designs and checking for understanding as a focus.

Several of our High School teachers are participating in a PD grant in collaboration with the Butte County Office of Education and the CAST organization. This grant is a literacy-based grant with a focus on Universal Design for Learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17

Biggs Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Biggs Unified School District
Phone Number	(530) 868-1281 ex 250
Superintendent	Doug Kaelin
Email Address	dkaelin@biggs.org
District Website Address	www.biggs.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	48	16.22	83.78	45.83
Female	141	25	17.73	82.27	60.00
Male	155	23	14.84	85.16	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	4	33.33	66.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	18	15.79	84.21	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	24	14.81	85.19	54.17
English Learners	23	2	8.70	91.30	--
Foster Youth	--	--	--	--	--
Homeless	58	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	35	17.50	82.50	37.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	6	13.95	86.05	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	47	15.88	84.12	4.26
Female	141	25	17.73	82.27	4.00
Male	155	22	14.19	85.81	4.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	4	33.33	66.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	17	14.91	85.09	11.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	24	14.81		0.00
English Learners	23	2	8.70	91.30	--
Foster Youth	--	--	--	--	--
Homeless	58	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	34	17.00	83.00	5.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	6	13.95	86.05	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Biggs Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Biggs Elementary School
Street	300 B Street
City, State, Zip	Biggs, CA 95917-9732
Phone Number	(530) 868-5870
Principal	LaQuita Ulrich
Email Address	lulrich@biggs.org
School Website	www.biggs.org
County-District-School (CDS) Code	04614086002943

2021-22 District Contact Information

District Name	Biggs Unified School District
Phone Number	(530) 868-1281
Superintendent	Doug Kaelin
Email Address	dkaelin@biggs.org
District Website Address	www.biggs.org

2021-22 School Overview

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, one school counselor, an English Language Development Teacher, a Speech and Language Pathologist, and ten support staff whose priority is providing a quality education for our children. The entire staff truly takes into consideration the academic and social-emotional needs of every child to develop an educational plan to best meet the needs of every student.

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	43
Grade 2	40
Grade 3	31
Grade 4	34
Grade 5	33
Grade 6	37
Grade 7	32
Grade 8	39
Total Enrollment	338

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.9
Asian	2.4
Black or African American	3.8
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.3
White	51.8
English Learners	11.8
Foster Youth	1.2
Homeless	9.2
Socioeconomically Disadvantaged	69.5
Students with Disabilities	13.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	21

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	1
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	1

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education TK-6th (adopted 2016) Study sync McGraw Hill - Gr. 6-8 (Adopted 2016)	Yes	0%
Mathematics	Go Math (adopted 2017)	Yes	0%
Science	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)	Yes	0%
History-Social Science	Reflections: California Series, Harcourt School Publishers, 2008 (Adopted 2009) Gr. K-6	Yes	0%
Foreign Language			0%
Health	MEETS STATE GUIDELINES	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 continues 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.

In 2018-2019 upgrades or repairs include replacing carpet in three rooms, new shelving and storage in three rooms and new fencing. The district remodeled two bathrooms on the campus during the summer and the main playground was cemented.

In 2019-2020, each school site received modernization funding and school improvements began in the 2020-2021 school year. Updates included a state of the art library and classroom, a renovated quad building, and three classrooms. In addition, the school received five remodeled restrooms and a fresh coat of paint.

Year and month of the most recent FIT report

8-27-21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	NT	NT	NT	NT
Female	103	NT	NT	NT	NT
Male	117	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	93	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	113	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	58	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	NT	NT	NT	NT
Female	103	NT	NT	NT	NT
Male	117	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	93	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	113	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	58	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3rd-8th Student Groups	3rd-8th Total Enrollment	3rd-8th Number Tested	3rd-8th Percent Tested	3rd-8th Percent Not Tested	3rd-8th Percent At or Above Grade Level
All Students	217	199	92	8	38
Female	99	87	88	12	39
Male	118	112	95	5	41
American Indian or Alaska Native	4	4	100	0	0
Asian	7	6	86	14	17

Black or African American	9	9	100	0	11
Filipino	0	0	0	0	0
Hispanic or Latino	92	84	91	9	35
Native Hawaiian or Pacific Islander	---	---	---	---	---
Two or More Races	---	---	---	---	---
White	196	179	91	9	41
English Learners	21	20	95	5	10
Foster Youth	5	3	60	40	33
Homeless	28	26	93	7	38
Military	---	---	---	---	---
Socioeconomically Disadvantaged	137	123	90	10	31
Students Receiving Migrant Education Services	1	1	100	0	0
Students with Disabilities	39	34	90	10	15

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3rd-8th Student Groups	3rd-8th Total Enrollment	3rd-8th Number Tested	3rd-8th Percent Tested	3rd-8th Percent Not Tested	3rd-8th Percent At or Above Grade Level
All Students	217	199	92	8	15
Female	99	87	88	12	4
Male	118	112	95	5	13
American Indian or Alaska Native	4	4	100	0	0
Asian	7	6	86	14	0
Black or African American	9	9	100	0	0
Filipino	---	---	---	---	---
Hispanic or Latino	92	84	91	9	15
Native Hawaiian or Pacific Islander	---	---	---	---	---
Two or More Races	---	---	---	---	---
White	196	179	91	7	15
English Learners	21	20	95	5	0
Foster Youth	5	3	60	40	0
Homeless	28	26	93	7	13
Military	---	---	---	---	---
Socioeconomically Disadvantaged	137	123	88	10	4
Students Receiving Migrant Education Services	1	1	100	0	0

Students with Disabilities	39	34	87	13	2
-----------------------------------	----	----	----	----	---

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	14.58	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Male	42	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	30	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	39	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	372	362	130	35.9
Female	177	171	60	35.1
Male	195	191	70	36.6
American Indian or Alaska Native	3	3	1	33.3
Asian	8	8	6	75.0
Black or African American	14	14	6	42.9
Filipino	0	0	0	0.0
Hispanic or Latino	147	144	50	34.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	1	1	0	0.0
White	197	190	66	34.7
English Learners	43	42	12	28.6
Foster Youth	8	8	3	37.5
Homeless	46	41	23	56.1
Socioeconomically Disadvantaged	270	260	106	40.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	54	26	48.1

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.50	3.23	4.61	2.30	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.78	3.78	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.23	0.00
Female	0.56	0.00
Male	5.64	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.55	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	6.52	0.00
Socioeconomically Disadvantaged	3.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.45	0.00

2021-22 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	3	
1	18	2		
2	20	2		
3	24		1	
4	19	6	7	
5	16	8		
6	18	8	6	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	22	1	1	
2	18	2		
3	20	1	1	
4	21	1	7	
5	37			1
6	27		7	
Other	24	1	11	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
1	20	1	1	
2	18	1	1	
3	14	2		
4	21		7	
5				
6	18	4	7	
Other	19	9	14	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	338

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9236	4671	4565	54941
District	N/A	N/A	6410	\$61,882
Percent Difference - School Site and District	N/A	N/A	-33.6	-11.9
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-59.6	-26.3

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$44,429	\$45,813
Mid-Range Teacher Salary	\$58,580	\$70,720
Highest Teacher Salary	\$81,707	\$93,973
Average Principal Salary (Elementary)	\$106,493	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$0	\$120,270
Superintendent Salary	\$168,300	\$150,704
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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 Positive Behavior Intervention Systems (PBIS) 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 iReady and IXL. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	

Biggs Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Biggs Unified School District
Phone Number	(530) 868-1281
Superintendent	Doug Kaelin
Email Address	dkaelin@biggs.org
District Website Address	www.biggs.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	48	16.22	83.78	45.83
Female	141	25	17.73	82.27	60.00
Male	155	23	14.84	85.16	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	4	33.33	66.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	18	15.79	84.21	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	24	14.81	85.19	54.17
English Learners	23	2	8.70	91.30	--
Foster Youth	--	--	--	--	--
Homeless	58	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	35	17.50	82.50	37.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	6	13.95	86.05	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	47	15.88	84.12	4.26
Female	141	25	17.73	82.27	4.00
Male	155	22	14.19	85.81	4.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	4	33.33	66.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	17	14.91	85.09	11.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	24	14.81		0.00
English Learners	23	2	8.70	91.30	--
Foster Youth	--	--	--	--	--
Homeless	58	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	34	17.00	83.00	5.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	6	13.95	86.05	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3rd-8th Student Groups	3rd-8th Total Enrollment	3rd-8th Number Tested	3rd-8th Percent Tested	3rd-8th Percent Not Tested	3rd-8th Percent At or Above Grade Level
All Students	217	199	92	8	38
Female	99	87	88	12	39
Male	118	112	95	5	41
American Indian or Alaska Native	4	4	100	0	0
Asian	7	6	86	14	17

Black or African American	9	9	100	0	11
Filipino	---	---	---	---	---
Hispanic or Latino	92	84	91	9	35
Native Hawaiian or Pacific Islander	---	---	---	---	---
Two or More Races	---	---	---	---	---
White	196	179	91	9	41
English Learners	21	20	95	5	10
Foster Youth	5	3	60	40	33
Homeless	28	26	93	7	38
Military	---	---	---	---	---
Socioeconomically Disadvantaged	137	123	90	10	31
Students Receiving Migrant Education Services	1	1	100	0	0
Students with Disabilities	39	34	90	10	15

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3rd-8th Student Groups	3rd-8th Total Enrollment	3rd-8th Number Tested	3rd-8th Percent Tested	3rd-8th Percent Not Tested	3rd-8th Percent At or Above Grade Level
All Students	217	199	92	8	15
Female	99	87	88	12	4
Male	118	112	95	5	13
American Indian or Alaska Native	4	4	100	0	0
Asian	7	6	86	14	0
Black or African American	9	9	100	0	0
Filipino	---	---	---	---	---
Hispanic or Latino	92	84	91	9	15
Native Hawaiian or Pacific Islander	---	---	---	---	---
Two or More Races	---	---	---	---	---
White	196	179	91	7	15
English Learners	21	20	95	5	0
Foster Youth	5	3	60	40	0
Homeless	28	26	93	7	13
Military	---	---	---	---	---
Socioeconomically Disadvantaged	137	123	88	10	4
Students Receiving Migrant Education Services	1	1	100	0	0

Students with Disabilities	39	34	87	13	2
-----------------------------------	----	----	----	----	---

*At or above the grade-level standard in the context of the local assessment administered.

Richvale Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Richvale Elementary School
Street	5236 Church Street
City, State, Zip	Richvale, CA 95974
Phone Number	(530) 882-4273
Principal	LaQuita Ulrich
Email Address	lulrich@biggs.org
School Website	biggs.org
County-District-School (CDS) Code	04614086002950

2021-22 District Contact Information

District Name	Biggs Unified School District
Phone Number	(530) 868-1281 ext 250
Superintendent	Doug Kaelin
Email Address	dkaelin@biggs.org
District Website Address	www.biggs.org

2021-22 School Overview

Richvale Elementary believes that the public interest is best served through assuring high quality education for all students and believes 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 19 miles south of Chico. The nearest shopping, medical, and county facilities are ten miles away. Community members are consistently supportive of the school.

Richvale Elementary is one of four 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. The school employs two teachers and three instructional aides. During 2017-18, 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!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	3
Grade 2	9
Grade 3	3
Grade 4	6
Grade 5	8
Grade 6	9
Total Enrollment	38

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1
Male	57.9
Hispanic or Latino	10.5
White	89.5
English Learners	2.6
Foster Youth	2.6
Socioeconomically Disadvantaged	28.9
Students with Disabilities	7.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	
Total Teaching Positions	2

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6th Benchmark adopted 2016	Yes	0%
Mathematics	Go Math (adopted 2017)	Yes	0%
Science	California Science, Harcourt Brace School Publishers, 2008 (Adopted 2008) Gr. K-6	Yes	0%
History-Social Science	Reflections: California Series, Harcourt School Publishers, 2008 (Adopted 2009) Gr. K-6	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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. 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. Facility improvements include: replaced gym door, hardware, exterior steps, classroom door and hardware, repaired and updated water sample station, installed security cameras and posted safety rules signage.

Year and month of the most recent FIT report

1/15/19

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

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		Broken monkey bar on the playground needs to be removed.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	26	NT	NT	NT	NT
Female	12	NT	NT	NT	NT
Male	14	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	24	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	26	NT	NT	NT	NT
Female	12	NT	NT	NT	NT
Male	14	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	24	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

1st-6th Student Groups	1st-6th Total Enrollment	1st-6th Number Tested	1st-6th Percent Tested	1st-6th Percent Not Tested	1st-6th Percent At or Above Grade Level
All Students	26	26	100	0	62
Female	12	12	100	0	75
Male	14	14	100	0	50
American Indian or Alaska Native	---	---	---	---	---
Asian	---	---	---	---	---

Black or African American	---	---	---	---	---
Filipino	---	---	---	---	---
Hispanic or Latino	2	2	100	0	50
Native Hawaiian or Pacific Islander	---	---	---	---	--
Two or More Races	---	---	---	---	---
White	24	24	100	0	62
English Learners	---	---	---	---	---
Foster Youth	1	1	100	0	0
Homeless	---	---	---	---	---
Military	---	---	---	---	---
Socioeconomically Disadvantaged	7	7	100	0	43
Students Receiving Migrant Education Services	---	---	---	---	---
Students with Disabilities	1	1	100	0	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

1st-6th Student Groups	1st-6th Total Enrollment	1st-6th Number Tested	1st-6th Percent Tested	1st-6th Percent Not Tested	1st-6th Percent At or Above Grade Level
All Students	26	26	100	0	23
Female	12	12	100	0	25
Male	14	14	100	0	21
American Indian or Alaska Native	---	---	---	---	---
Asian	---	---	---	---	---
Black or African American	---	---	---	---	---
Filipino	---	---	---	---	---
Hispanic or Latino	2	2	100	0	0
Native Hawaiian or Pacific Islander	---	---	---	---	---
Two or More Races	---	---	---	---	---
White	24	24	100	0	23
English Learners	---	---	---	---	---
Foster Youth	1	1	100	0	100
Homeless	---	---	---	---	---
Military	---	---	---	---	---
Socioeconomically Disadvantaged	7	7	100	0	14
Students Receiving Migrant Education Services	---	---	---	---	---

Students with Disabilities	1	1	100	0	0
-----------------------------------	---	---	-----	---	---

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	14.58	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

There is an exceptionally active parent club - Richvale Parent Association - the parent groups have been instrumental in spearheading several school fund-raising drives and projects, including the purchase and installation of playground equipment and computers. Parents are often called upon to help with school-sponsored fund-raisers and programs, for example Shady Creek Environmental Camp that supplements our sixth grade field trip experiences (during non-COVID traditional years). They support other fields trips as needed.

The School Site Council (SSC) takes an active leadership role in supporting our teachers and students.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	38	38	8	21.1
Female	16	16	3	18.8
Male	22	22	5	22.7
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	4	4	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	34	34	8	23.5
English Learners	1	1	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	12	12	4	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	1	33.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	4.61	2.30	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.78	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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.

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.

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

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3	17	1		
4	9	3		
5				
6	15	7		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	20	1	6	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4	6	2		
5	8	2		
6	9	2		
Other	22	1	5	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8344	975	7369	\$57882
District	N/A	N/A	6410	\$61,882
Percent Difference - School Site and District	N/A	N/A	13.9	-6.7
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-13.6	-21.1

2020-21 Types of Services Funded

Biggs Unified School 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).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$44,429	\$45,813
Mid-Range Teacher Salary	\$58,580	\$70,720
Highest Teacher Salary	\$81,707	\$93,973
Average Principal Salary (Elementary)	\$106,493	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$0	\$120,270
Superintendent Salary	\$168,300	\$150,704
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

For the previous three school years, the school has 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.

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 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	

Biggs Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Biggs Unified School District
Phone Number	(530) 868-1281 ext 250
Superintendent	Doug Kaelin
Email Address	dkaelin@biggs.org
District Website Address	www.biggs.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	48	16.22	83.78	45.83
Female	141	25	17.73	82.27	60.00
Male	155	23	14.84	85.16	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	4	33.33	66.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	18	15.79	84.21	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	24	14.81	85.19	54.17
English Learners	23	2	8.70	91.30	--
Foster Youth	--	--	--	--	--
Homeless	58	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	35	17.50	82.50	37.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	6	13.95	86.05	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	47	15.88	84.12	4.26
Female	141	25	17.73	82.27	4.00
Male	155	22	14.19	85.81	4.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	4	33.33	66.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	17	14.91	85.09	11.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	24	14.81		0.00
English Learners	23	2	8.70	91.30	--
Foster Youth	--	--	--	--	--
Homeless	58	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	34	17.00	83.00	5.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	6	13.95	86.05	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3rd-8th Student Groups	3rd-8th Total Enrollment	3rd-8th Number Tested	3rd-8th Percent Tested	3rd-8th Percent Not Tested	3rd-8th Percent At or Above Grade Level
All Students	26	26	100	0	62
Female	12	12	100	0	75
Male	14	14	100	0	50
American Indian or Alaska Native	---	---	---	---	---
Asian	---	---	---	---	---

Black or African American	---	---	---	---	---
Filipino	---	---	---	---	---
Hispanic or Latino	2	2	100	0	50
Native Hawaiian or Pacific Islander	---	---	---	---	---
Two or More Races	---	---	---	---	---
White	24	24	100	0	62
English Learners	---	---	---	---	---
Foster Youth	1	1	100	0	0
Homeless	---	---	---	---	---
Military	---	---	---	---	---
Socioeconomically Disadvantaged	7	7	100	0	43
Students Receiving Migrant Education Services	---	---	---	---	---
Students with Disabilities	1	1	100	0	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

3rd-8th Student Groups	3rd-8th Total Enrollment	3rd-8th Number Tested	3rd-8th Percent Tested	3rd-8th Percent Not Tested	3rd-8th Percent At or Above Grade Level
All Students	26	26	100	0	23
Female	12	12	100	0	25
Male	14	14	100	0	21
American Indian or Alaska Native	---	---	---	---	---
Asian	---	---	---	---	---
Black or African American	---	---	---	---	---
Filipino	---	---	---	---	---
Hispanic or Latino	2	2	100	0	0
Native Hawaiian or Pacific Islander	---	---	---	---	---
Two or More Races	---	---	---	---	---
White	24	24	100	0	23
English Learners	---	---	---	---	---
Foster Youth	1	1	100	0	100
Homeless	---	---	---	---	---
Military	---	---	---	---	---
Socioeconomically Disadvantaged	7	7	100	0	14
Students Receiving Migrant Education Services	---	---	---	---	---

Students with Disabilities	1	1	100	0	0
-----------------------------------	---	---	-----	---	---

*At or above the grade-level standard in the context of the local assessment administered.

Biggs Unified School District

Biggs Elementary School

School Safety Plan

**2022-23
School Year**

Table of Contents

School Safety Plan Development, Review and Evaluation Procedures.....	3
School Profile	3
School Mission / Vision / Values	3
Safe School Commitments	4
Safe and Orderly Environment.....	5
The School’s Social Environment	5
The School’s Culture.....	5
Classroom Organization and Structure	5
Description of School Grounds.....	5
Maintenance of School Buildings/Classrooms	5
School Safety and Security Procedures	6
Safe Ingress and Egress Procedures	6
Crisis Response and Emergency Procedures (CRP)	7
Preventative Safety Strategies	8
Introduction	8
School-wide Discipline Policy and Rules.....	8
Student Recognition Programs	8
Preventing and Intervening: Pupil Negative Behavior	8
Student Study Teams	8
Professional Development	9
Nondiscrimination and Fair Treatment of Pupils	9
Bullying and Cyberbullying Prevention and Procedures	9
Gang Affiliation and Graffiti	10
Alternative Educational Programs.....	10
Campus Supervision	10
Drug and Violence Prevention Programs	10
Visitors and Disruptions to Educational Process	10
Parent/Guardian Involvement	11
Parent and Community Linkages.....	11
Teacher Notice of Disciplinary History	11
California Safe Schools Assessment	11
Truancy and SARB Referrals	11
School Safety Related District Board Policies (BP)/Administrative Regulations (AR).....	12
School Safety Action Plans	13
Appendix A: Assertive Discipline.....	15
School Citizenship	15
Students’ Classroom Responsibilities.....	15
Specific School Rules	16
Cafeteria Rules	16
Appendix B: Biggs USD Progressive Discipline Matrix.....	18
Appendix C: California Child Abuse and Neglect Reporting Act.....	25
Appendix D: Procedures for Notifying Teachers About Discipline History	29
Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures	30
Hygienic Safety Practices.....	30
Universal Precautions.....	30
Blood Borne Pathogens – Safety Practices.....	30
Identification of Risks of Occupational Exposure	30
Appendix F: Safety Emergency Drills and Training Log	31
Appendix G: Safety Plan Review – Approval Form.....	32
Appendix I: Checklist for Compliance with Education Code Sections 32280-32289.....	33
Appendix J: Comprehensive School Safety Plan Update Checklist	35

School Safety Plan Development, Review and Evaluation Procedures

The comprehensive school safety plan has been established and is updated annually as required by CA Education Code Section 32280 et seq. The school site council is responsible for the review and annual approval by March 1 annually. This plan is coordinated with the Single Plan for School Achievement (SPSA) and the Local Educational Agency Plan (LEAP) Funding is outline in the district LCAP which is updated yearly.

Appropriate sources of data have been reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data from local law enforcement, school discipline and counseling referrals and suspension/expulsion data from the Uniform Management Information Reporting System (UMIRS) reported on the annual Consolidated Application.

Existing school discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student/parent handbooks are given annually and explain codes of conduct, unacceptable behavior and disciplinary consequences.

The district and school consults with law enforcement and local agencies in planning in the development and review of the school safety plan, implementation of emergency drills and use of school facilities in times of emergency or disaster.

School Profile

Biggs Elementary School (TK-8) is one of three schools in the Biggs Unified School District. The school is adjacent to the District Office and borders the Biggs High School campus to the east.

School Mission / Vision / Values

Mission Statement

Biggs Elementary School, staff and community are committed to creating a safe, positive environment where academic excellence is promoted and individual growth is celebrated. All students will become lifelong learners who will value education and accept their social and global responsibilities.

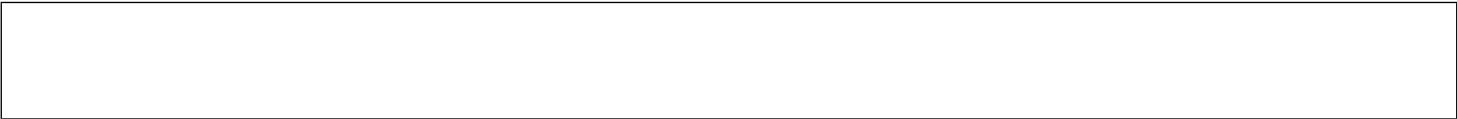
School Vision

Biggs Elementary School will be a professional, collaborative community characterized by high quality teaching that focuses on student achievement with the premise that all students can learn.

A safe environment is a priority for learning for all students

School Core Values

- Focus on students/children
- All students are everyone's responsibility
- Promote academic achievement
- A positive school climate enhances teaching and learning
- Engage in open and honest communication
- Build relationships and promote communication
- Maintain an attitude of professionalism and respect



Safe School Commitments

Biggs Elementary School Will:

1. Provide a safe, orderly, and secure environment conducive to learning
2. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Work collaboratively with the district office, community and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, staff, parents, students, school administrators, and community members and use this information to promote the safety of all. .

Safe and Orderly Environment

The School's Social Environment

Leadership at Biggs Elementary School is a shared process. A proactive role is assumed in all phases of the school operation. The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

The School's Culture

There is a high level of cohesiveness among the staff members. Cooperation and support between teachers, support staff and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teachers and staff. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded.

Classroom Organization and Structure

The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

Description of School Grounds

The school campus encompasses several buildings, which have numerous corridors, separate modular classrooms and a playground. The playground is grass and the asphalt area includes basketball courts. A baseball diamond is provided.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is the practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Several camera have been updated around the campus.

Maintenance of School Buildings/Classrooms

The pupils and staff take pride in the appearance of the school. The school's physical facility is well-maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, health and fire department inspectors contribute to school safety with regular inspections.

School Safety and Security Procedures

Keeping reportable crimes at a minimum require constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, identify and provide preventative programs and activities.

- A copy of the district's discrimination and sexual harassment and bullying policies are posted in the main office and is available on request. Additionally, a notice summarizing this non-discrimination and sexual harassment policy appears in the Parent & Student Handbook. This handbook is distributed at the beginning of each school year to all parents and pupils.
- The discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Every teacher uses a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.
- Pupil conduct standards and consequences for are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code, and (c) District Disciplinary Matrix.
- Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.
- Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.
- Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Biggs Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.
- Communications to students (i.e. notes, phone calls, balloons, etc.) shall be verified that it's from a legitimate, allowed source prior to delivery.
- Community involvement is encouraged to help increase school safety.

Safe Ingress and Egress Procedures

- A school map that indicates safe entrance and exit areas for pupils, parents and school employee is posted in all rooms. The School Site Council provides advisement about safe ingress and egress procedures during the annual review of the Comprehensive School Safety Plan.
- To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.
- Camera security surveillance monitors school activities during the day and the campus after school hours.

Crisis Response and Emergency Procedures (CRP)

The school utilizes the district-wide Crisis Response Procedures (CRP) to define actions taken in specific emergency situations. An incident command structure defines roles and responsibilities of administration and staff.

Emergency procedures are defined in the district-wide Crisis Response Procedures. A copy is available in the school office. Emergency procedures are summarized and posted in each classroom and instructional areas on a flip chart. Emergency drills are conducted monthly in Grades K-12 and each semester in Grades 9-12.

Preventative Safety Strategies

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Biggs Elementary School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Biggs Elementary School's efforts illustrated below broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School-wide Discipline Policy and Rules

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Biggs Elementary School use both classroom and school-wide discipline rules that clearly communicate the behavioral expectancies and consequences for pupils. The school will develop plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Student discipline data will be reviewed regularly to monitor program implementation and make improvements.

Student Recognition Programs

Biggs Elementary School offers several recognition and award programs such as Student of the Month, awards assemblies and reward trips. Parents and Students are invited to regularly District Board meeting to be recognized.

Preventing and Intervening: Pupil Negative Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Student Study Teams

The school utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

The staff shall identify students in need and bring forth the student and the family to the school's student study team. Support services include counseling, referral to the district psychologist, and a mental health counselor from Butte County Behavioral Health.

Professional Development

The district provides professional development for teachers and staff. The goals of such programs are to help establish and nurture in students a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success. Staff has been train on MTSS

Nondiscrimination and Fair Treatment of Pupils

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness,
- Shall encourage and maintain high expectations,
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity,
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Shall join together to share a sense of belonging and pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

Bullying and Cyberbullying Prevention and Procedures

Bullying is defined as a specific type of aggression that is verbal, written, physical, psychological that is intended to harm or disrupt and is carried out repeatedly over time creating an imbalance of power that is either physical or psychological.

Cyberbullying is the use of modern communication technologies to intentionally, embarrass, humiliate, threaten or intimidate an individual or group in an attempt to gain power or control.

The school uses a comprehensive strategy to teach behavior expectations and monitor behavior in the classroom and campus-at-large. Teachers and staff are provided training on school procedures regarding bullying. Teachers and staff are directed to provide immediate intervention when bullying is suspected or observed. Suspected bullying should be referred to the Principal and investigated with immediate consequences, if deemed appropriate. Support will be provided to the victim.

Gang Affiliation and Graffiti

Gang affiliation and gang activity is not tolerated. The staff shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Alternative Educational Programs

Effective alternative programs include an Independent Study Program, a Home-Hospital Study Program and referral to the Butte Co. Office of Child Welfare and Attendance.

Campus Supervision

The school employs a principal and campus aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Procedures have been developed to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Recognizing that pupils are often the first to know of dangerous plans or actions, the principal, teachers and campus supervisor makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the staff and pupils help initiate appropriate investigations; help staff learn of suspects in school offenses, and community conflicts that may have an impact on school safety.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program include providing K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education. Student groups like "Club Live" encourage a healthy lifestyle and activities.

Visitors and Disruptions to Educational Process

The school implements policies and procedures, which govern the conduct of visitors to the school campus. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

The school staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The school has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, the school shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Parent/Guardian Involvement

Staff members make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for teacher-parent conferences.
- Maintains an effective Homework Policy

Parent and Community Linkages

When working with parents and students with specific issues, the staff provides information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies

Teacher Notice of Disciplinary History

Teachers are notified annually in September and January of student disciplinary history according to Education Code. The school /district provides information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

California Safe Schools Assessment

Biggs Elementary School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large. The school actively participates in the California Safe Schools Assessment, as required. Data is collected, reported, and reviewed on all crimes committed on the school campus.

Truancy and SARB Referrals

The school recognizes the importance of punctuality and regular attendance. Students with poor attendance due to medical issues will be referred to the principal. Should attendance problems continue, official action is to be taken, which could result in a referral to the Butte County School Attendance Review Board (SARB)

School Safety Related District Board Policies (BP)/Administrative Regulations (AR)

The following board policies and administrative regulations address school safety and compliance. Copies are available at the District Office.

Sexual Harassment BP/AR 4119.11, 4219.11, 4319.11

Employee Safety BP/AR 4158, 4258, 4358

Student Conduct BP/AR 5131(a)

Bullying BP/AR 5131.2(a)

District Dress Code BP/AR 5132(a)

Discipline BP/AR 5144

Suspension and Expulsion BP/AR 5144.1

Nondiscrimination/Harassment BP/AR 5145.3

School Safety Action Plans

Improvement Goal:

- To provide a safe environment for all students and staff at Biggs Elementary School
- To improve school safety through upkeep on school grounds

Strategies	Resources	Responsible Staff	Timeline	Budget
Physical Environment Post new signage: <ul style="list-style-type: none"> • Closed Campus/No Loitering • No Dogs on Campus • Visitor Sign-in • This campus is under video surveillance 24 hours a day seven days a week 	Purchased by District Office	District Office and Maintenance and Operations	Fall 2017	DO funding
Distribution of new (CRP) crisis response procedures folders/review of procedures. Classroom posting of CRP flip chart.		District Office Principal	Ongoing	General
Re-define playground boundaries by grade level and implement new playground rules and communicate regularly to all involved,		Principal and staff	Ongoing	
Implement safe cafeteria rules and procedures		Principal and staff	Ongoing	
Provide secure door straps		District office staff	Ongoing	DO funding
School Climate Behavioral Expectations Trainings	Expectations	Principal	Ongoing	No cost

Purchase of any Behavioral Modification Materials	Positive Behavior Support Interventions	Principal	Ongoing	Site Funds
Continue to enhance positive behavior rewards to support Nurtured Heart Approach to discipline.	District staff	Principal	Ongoing	Site Funds
Provide student assembly on bullying.	District Staff	School Counselor, All Staff Principal/Maint.	Ongoing	No Cost
Post Behavior expectations and School rules signs throughout the school	Social Stories curriculum	Speech and Faculty	Ongoing	TBA
Implementation of Social Stories Groups in Small Group Setting			Ongoing	
Video Surveillance Expenses including the purchase of new cameras	Gaynor Systems	District	Ongoing	District Funds
Add fencing and gates	materials	DO maintenance	Ongoing	General Fund
Add Handicap Access Sign	sign	Dave Browning	Ongoing	General Fund
Vulnerability Assessment	Regional Assessment Center	Superintendent	Ongoing	General Fund

Evaluation Criteria

End of year evaluation of completion of strategies.

Attendance records for training, copy of implementation plans, meeting agendas and minutes.

Appendix A: Assertive Discipline

School Citizenship

Biggs Elementary, Biggs Middle and Richvale Schools utilize an assertive discipline approach to discipline. Our philosophy is based on the following principle:

Children need to live in a safe and caring environment that holds them responsible for their behaviors.

We feel this principle can best be met by teaching students exactly what behaviors are expected, by recognizing and rewarding appropriate behavior, and by providing consequences for students who choose to ignore their responsibilities.

To this end, each teacher has established a set of rules, which is posted in their classroom. The rules deal with teacher expectations for student behavior in that class. While no two teachers have exactly the same behavior expectations, all teachers have established their classroom responsibilities rules around the principle that "no student will be allowed to prevent teaching or learning from taking place."

In addition, teachers have established a specific set of rewards and disciplinary consequences to encourage students to meet their citizenship responsibilities. Once again, while rewards and consequences may vary, each teacher has explained his/her rewards and consequences and has posted them in the classroom. All students are aware of what will happen if they choose to disregard the rules.

Assertive discipline rules, rewards, and consequences are also used to govern behavior in the cafeteria, library, computer lab, on the playground during recesses, and while students move about school grounds.

Students' Classroom Responsibilities

1. Students are expected to go directly to their workstations and be ready to begin lessons upon entering the classroom.
2. Students are expected to bring with them all necessary materials with which to work.
3. Students are expected to enter and leave the class in an orderly manner.
4. Students are expected to leave classrooms neat by putting classroom materials in their proper place by putting all waste paper in the wastebasket.
5. Students are expected to pay attention and to accept their responsibilities as members of the class.
6. Students are expected to show respect and consideration of others.

In addition: Students are expected to display good conduct on the way to and from school, on the school grounds, and at all school functions on or off campus. Students are expected to maintain a positive image in the eyes of our community.

Specific School Rules

1. Running in the halls and on the sidewalks is forbidden.
2. Gum is not to be chewed on campus.
3. Fighting, wrestling or any form of rough play is forbidden.
4. Throwing rocks, sticks or other objects will not be tolerated.
5. Climbing on trees, backstops, fences, roofs and other structures (except playground climbing structures) is forbidden
6. Being around bicycle racks during play periods is forbidden.
7. Playing in or around the restrooms or with drinking fountains is forbidden.
8. Possession of knives, guns, toy guns, matches, hardballs or other objects that could cause bodily harm is forbidden.
9. Toys are not to be brought to school without prior approval.
10. Snacks re to be eaten only in supervised areas and trash are to be placed in a trashcan.
11. Students are to walk bikes at intersections, on sidewalks and on school grounds.
12. Students are to cross streets only in designated areas.
13. Students are to play games only in designated areas.
14. Passing through the office is forbidden.
15. Students are expected to attend school punctually and regularly.
16. Students are expected to leave campus immediately at the end of school programs.
17. Go directly home after school. (Do not go through the High School campus).
18. Students are to arrive no earlier than 7:30 a.m. at Biggs Elementary, and no earlier than 7:45 a.m. at Richvale Elementary. Students at both schools may not return to play until 6:00 p.m.
19. Playing bang ball against a building wall is forbidden.
20. Playing baseball, kickball or football on the black top is forbidden unless supervised by adults.
21. Profanity and other inappropriate language will not be tolerated.
22. Wearing shoes without backs is forbidden (flip flops, etc).
23. Library rules and procedures are to be followed.
24. Cafeteria rules and procedures are to be followed.

Cafeteria Rules

The following rules and procedures are expected to be observed in the cafeteria.

1. Cutting in line will not be tolerated.

2. Good manners are expected.
3. Food is not to be taken from the cafeteria.
4. You must take a carton of milk. Leave unopened cartons on the cart in the middle of the cafeteria. Any opened cartons are to be placed in the garbage can.
5. Tables are to left clean and free of food and paper.
6. Lunches may be purchased in the cafeteria at Biggs Elementary and in the office at Richvale Elementary.
7. Hats are not to be worn in the building..
8. Students are expected to use "indoor voices".
9. No throwing food will be tolerated.

Appendix B: Biggs USD Progressive Discipline Matrix

Students are expected to behave in a manner that will be a credit to the school while attending both school and school-sponsored activities.

The Board and the staff of the Biggs Unified School District believe that the behavior of the students shall reflect standards of good citizenship demanded of members in a democratic society. Self-discipline-responsibility for one's actions- is one of the important ultimate goals of education.

Alternatives to Suspension

As noted on the Progressive Discipline Matrix an Alternative to Suspension may be considered dependent on the severity or nature of the violation. A reasonable effort will be made to offer a student an appropriate alternative to suspension within the means of the school district and community.

Crisis counseling

Outside counseling agency referral

Drug and alcohol group counseling

Tobacco cessation referral

School Resource Officer related programs

School/Community Service

Behavior Prevention program

Student Support Strategies

Other strategies available to students in an effort to support their academic and behavioral success are listed below.

1. Warning
2. Parent Conference
3. Academic Counseling
4. Mentoring
5. Detention
6. Transfer
7. Teacher/Classroom Suspension
8. Parent attend school for part of the day (Ed. Code 48900.1)
9. Referral to Student Study Team
10. In-School Suspension
11. Referral to School Attendance Review Board (SARB)
12. Community Service on Campus (cafeteria duty, campus cleanup, work with custodial staff, beautification)
13. Community Service (in the community)
14. Home visitation
15. Shortened Day
16. HERE-Teenage Hotline
17. Restitution
18. Community Day School
19. Independent Study

Explanations and Definition Of Terms

Defiant and Disruptive behavior-Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. To include coming to and from school. (E.C. 48900 (k))

- a. Defiance-willful defiance of authority
- b. Disruption-Disrupting such that the focus is taken from any school-related activity

Fighting-Defined as mutual combat (physical altercation where both parties make contact) (E.C. 48900 (a)(1))

Alternative to Suspension-(see page 1) May occur with other consequences simultaneously.

Alternative Placement-A student will be assigned to an alternative educational placement according to the Education Board policy, administrative directive and/or applicable state and federal laws. Available placements include Community Day School, Independent Study, Home Schooling or placement in another school district.

Teacher suspension-A teacher may suspend any pupil from class, for the day of the suspension and the day following. As soon as possible, the teacher shall arrange a parent-teacher conference regarding the suspension. E.C. 48910 (a) Removal from a particular class shall not occur more than once every five school days. E.C. 48925 (d)(3)

Explanation of 1-day suspension: A 1-day suspension means either: 1) Remainder of the school day if it occurs prior to noon, or 2) Remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the District may not be on any campus of the District or attend any District sponsored activity such as proms, special events, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Parent Notification of suspensions: At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing. E.C. 48911 (d)

Detention will be served after school as scheduled by school personnel. Detention at BHS is held at the end of the instructional day until 4:15. Students who arrive tardy will receive ISS.

Community Day School-see Ed. Code 48900.6

Students who are 18 years of age and repeated violators (3+) will automatically receive an SST referral for consideration of an alternative school placement.

Students with 20 days or more of suspension will be referred for SST for consideration of an alternative placement.

No student will be disciplined without a written referral to the disciplinarian.

Expulsion: (Board Policy Administrative Regulation #AR 5144.1(d)

The following violations will result in a recommendation for expulsion: 1) Causing serious physical injury to another person, except in self-defense; 2) Possession of any knife as defined in Ed. Code 48915(e), explosive or other dangerous object of not reasonable use to the student (cf. 5131.7); 3) Unlawful possession of any controlled substance, as listed in Chapter 2, section 11053, Division 10 of the Health and Safety Code; 4) Robbery or extortion; 5) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee. (Ed. Code 48915 (5)

The following violations will result in a mandatory expulsion: 1) Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm; 2) Brandishing a knife as defined in Ed. Code 48915 (e); 3) Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; 4) Committing or attempting to commit a sexual assault or committing a sexual battery.

In-School Suspension

The Biggs High School Progressive Discipline Plan requires students to serve In-School Suspension (ISS) as a consequence for certain violations (see Discipline Matrix). Any student assigned ISS as a consequence for violating certain rules a Biggs High School will serve ISS according to the procedures that follow:

A member of the school staff will notify students in person with a referral describing the violation and assigned date to serve ISS. A reasonable attempt will be made to contact the parent/guardian by telephone. A copy of the referral, serving as written notification, will be mailed to the student's home address.

ISS begins at 8:25 and ends at 4:15. Students report to their first period class until they are issued a call slip instructing them to report to the ISS classroom.

In ISS classroom, students are to work on classroom assignments. Teachers are informed in advance via email which students will be serving ISS on a given day. In the event a teacher does not supply a current classroom or homework assignment, the student will receive assignments from the ISS supervisor for the day. (working on PREVIOUSLY assigned homework, projects or studying for tests will not be allowed)

A student shall be given a copy of the rules for ISS prior to serving their consequence.

If students do not behave appropriately for that day students shall receive off campus suspension.

Board Adopted, October 2006

Biggs Elementary School Progressive Discipline Matrix

The following list identifies the sections of the California Education Code that governs student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary response. Some consequences may occur simultaneously.

	Alternate to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
Mandatory Expulsion [E.C. 48915(c)]				
Mandatory Recommendation for Expulsion [E.C. 48915(a)]				

As a general rule, consequences will be administered for each violation as read from left to right on the chart below at a minimum, unless otherwise noted. The administration reserves the right to administer consequences, which appropriately reflect the level of gravity of the violation.

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Acts of Violence [E.C. 48900(a)]						
2. Weapons and Dangerous Objects [E.C. 48900(b)]						
3. Drugs and Alcohol [E.C. 48900(c)]						
4. Sale of “look-alike” Drugs and Alcohol [E.C. 48900(d)]						
5. Robbery or Extortion [E.C. 48900(e)]						
6. Damage of Property [E.C. 48900(f)]						
7. Theft or Stealing [E.C. 48900(g)]						
8. Tobacco [E.C. 48900(h)]						
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]						
10. Drug Paraphernalia [E.C. 48900(j)]						
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]						
12. Possession of Stolen Property [E.C. 48900(l)]						
13. Imitation Firearm						
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]						
15. Harassment of a Student Witness [E.C. 48900(o)]						
16. Hazing [E.C. 48900(q)]						
17. Aids or Abets						

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
[E.C. 48900(s)]						
18. Sexual Harassment [E.C. 48900.2]						
19. Acts of Hate Violence [E.C. 48900.3]						
20. Other Harassment [E.C. 48900.4]						
21. Terrorist Threats [E.C. 48900.7]						

* Students who do not conform to Bus/Transportation Code of Conduct shall have transportation privileges revoked and may be subject to additional disciplinary action.

Board Adopted- 10/06; Revised 8/08; Revised 6/09

Appendix C: California Child Abuse and Neglect Reporting Act

The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

The Intent of California Law

To protect the child and any other children in the home.
To provide help and resources for the parent or caretaker.
Be a catalyst for change in the home environment and prevent the risk of further abuse.

Who Can Make a Report?

Any citizen can make a report of suspected or known child abuse to a child protective services agency.
However, Mandated Reporters are required by law to make a report.

What is a Mandated Reporter in California?

In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)

A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment. Employers of Mandated Reporters are required to inform them of their responsibilities.

Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

Legal Obligations of a Mandated Reporter in California if Child Abuse is Known or Suspected

The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."

Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.

Mandated Reporters are required to give their name.

What is "Reasonable Suspicion" as defined by the California Penal Code?

"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

Child Abuse Report Form—Department of Justice Form SS8572

Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.

If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.

Copies of the form are available from your local Child Protective Services Agency or by writing to:

California Department of Justice

Bureau of Criminal Identification and Information

P.O.Box 90317

Sacramento, CA 94203-4170

Record Keeping

Good record keeping or documentation is important and helpful in recognizing child abuse...Why?

Helps refresh memories

Bolsters testimony of witnesses

The child's history stays behind if you change jobs

Helps build a "case" for reporting and CPS's response

Documentation of reasons when the decision is made to not make a report

Who are Mandated Reporters in California?

Child Care Custodians
In Public and Private Schools
Teachers
Instructional Aides
Teacher's Aides
Teacher's Assistants
Classified Employees
School Bus Drivers
Administrative Officers
Supervisors of Child Welfare and Attendance
Certificated Pupil Personnel Employees
School District Police or Security
Administrators, Presenters or Counselors of Child Abuse Prevention Programs
Social Workers
Law Enforcement
Fire Fighters
Probation Officers
Parole Officers
District Attorney investigators, inspectors and family support officers
Public or Private Day Camp, Youth Center, Recreation Program or Organization Administrators
Administrators and employees of child day care facilities
Licensing Workers
Public Assistance Workers
Foster Parents
Employees of Child Care Institutions:
Health Practitioners
Clergy

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		Street	City	
	OFFICIAL CONTACTED - TITLE		TELEPHONE ()		DATE/TIME OF PHONE CALL		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS			Street	City	Zip	
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			PRIMARY LANGUAGE SPOKEN IN HOME	
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
D. INVOLVED PARTIES	VICTIMS/SIBLINGS		NAME		BIRTHDATE	SEX	
	1. _____		3. _____		ETHNICITY		
	2. _____		4. _____				
	PARENTS/GUARDIANS		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	
ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
SUSPECT		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
ADDRESS		Street	City	Zip	TELEPHONE ()		
OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Appendix D: Procedures for Notifying Teachers About Discipline History

Each September and January, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used: Teachers are notified immediately about the day of the suspension and return date.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the Superintendent's Office. Copies of this notice are maintained in the school office and the district office.

Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures

Hygienic Safety Practices

All staff member are required to watch video's provided by Keenan

Universal Precautions

All staff member are required to watch video's provided by Keenan

Blood Borne Pathogens – Safety Practices

Students:

Student are directed to not to touch any blood or other object contaminated objects and to contact the office.

Employees

All staff member are required to watch video's provided by Keenan

Identification of Risks of Occupational Exposure

All staff member are required to watch video's provided by Keenan

Appendix F: Safety Emergency Drills and Training Log

Date/Time	Type of Drill	Comments
September 2020	Fire Drill	Distant Learning
September 2020	Lock Down Drill	Distant Learning
October 2020	Fire Drill	Distant Learning
November 2020	Fire Drill	Went well no problems to note
November 2020	Lock Down Drill	Went well no problems to note
December 2020	Fire Drill	Went well no problems to note
January 2021	Fire Drill	Went well no problems to note
January 2021	Lock Down Drill	Went well no problems to note
February 2021	Fire Drill	Went well no problems to note
March 2021	Fire Drill	Went well no problems to note
March 2021	Lock Down Drill	Went well no problems to note
April 2021	Fire Drill	Went well no problems to note
May 2021	Lock Down Drill	Went well no problems to note
May 2021	Fire Drill	Went well no problems to note

Appendix G: Safety Plan Review – Approval Form

Biggs Elementary School

COMPREHENSIVE SCHOOL SAFETY PLAN

School Site Council Review/Approval and Public Meeting Certification

School Year 2022-23

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Biggs Elementary School and is readily available for inspection by the public. Annual review and approval by the SSC must occur prior to March 1st annually.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice was provided by the school office posting, the school newsletter and on the district website.

Date of notice for public meeting: _____ Date of public meeting: _____

The School Site Council has evaluated the Comprehensive School Safety Plan and affirms that the plan has been reviewed, updated as needed and approved.

Signatures

Name School Site Council President	Signature	Date

Name Principal	Signature	Date

The Comprehensive School Safety Plan was been submitted to the District Office for approval.

Superintendent Signature	Date

Appendix I: Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan

Requirements for a Comprehensive School Safety Plan	Requirement Met Yes or No	Comments
Plan developed and approved by SSC or Safety Committee with input from admin. teachers, parent, classified employees and others as needed.	Yes	Prior to March 1, annually
SSC or Safety Committee consulted with local law enforcement officer in plan development.	Yes	SSC meeting minutes showing information presented by principal of meeting with law enforcement for consultation.
The Comprehensive School Safety Plan includes a review of safety related data. <u>Types of Data for review:</u> <ul style="list-style-type: none"> • UMIRS data from Con App. Pt. 2 • Office Referrals • Attendance rates/SARB data • CA Healthy Kids Survey data • Property damage data • Local juvenile crime data 	Yes	SSC meeting minutes of discussion of data.
Identification of strategies and programs that provide/maintain a safe and orderly environment conducive to learning at the school. (Fed.Req.)	Yes	Safety Plan component.
The plan includes the following procedures: <ul style="list-style-type: none"> - Child Abuse Reporting - Code of Conduct for Students - Suspension and Expulsion Procedures - Universal Precautions Procedures - Teacher Notification of Dangerous Students - School Dress Code (if applicable to school) - Access to the school campus (Visitors) - Safe egress and ingress procedures for students and adults (Fed.Req.) 	Yes	Procedures in plan appendices. In Crisis Response Procedures
School Behavior/Discipline Procedures Plan (Fed.Req.)	Yes	Appendices
Crisis Response Procedures (CRP)	Yes	Appendices

<u>District Policies</u> Sexual Harassment BP/AR 4119.11, 4219.11, 4319.1 Employee Safety BP/AR 4158, 4258, 4358 Student Conduct BP/AR 5131(a) Bullying BP/AR 5131.2(a) District Dress Code BP/AR 5132(a) Discipline BP/AR 5144 Suspension and Expulsion BP/AR 5144.1 Nondiscrimination/Harassment BP/AR 5145.3	Yes	Available at the District Office
Verification that the SSC reviews and updates the school safety plan annually prior to March 1st of the current year.	Yes	Affirmation Signature page
Documentation that the school safety plan was submitted for approval to the district office.	Yes	Affirmation Signature page
The SSC communicates about the school safety plan at a public meeting at the school site.	Yes	School Site Council Agenda and Minutes

Date: _____ Principal Signature: _____

Appendix J: Comprehensive School Safety Plan Update Checklist

School Year: 2022-23

Item	Compliance Y/N	Date / Comments
Assessment of School Safety/Crime Conducted	Yes	November 2021
Key Findings of Evaluation Presented to Council	Yes	December 2021
Annual Evaluation of Safety Plan Conducted	Yes	December 2021
School Site Council Identified Priorities Listed Based on Assessment and Analysis of Data Conducted	Yes	December 2021
An Action Plan Has Been Developed	Yes	January 2022
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Yes	January 2022
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Yes	January 2022
Public Meeting Held on the Safety Plan	Yes	February 2022
Law Enforcement Approval of Plan	Yes	February 2022
School Site Council review and approval	Yes	February 2022
Annual Plan Review and Revisions approved by March 1st of each year.	Yes	February 2022

Biggs Unified School District

Biggs High School

School Safety Plan

**2022/2023
School Year**

Table of Contents

School Safety Plan Development, Review and Evaluation Procedures.....	3
School Profile	3
School Mission / Vision / Values	3
Safe School Commitments	4
Safe and Orderly Environment.....	5
The School’s Social Environment	5
The School’s Culture.....	5
Classroom Organization and Structure	5
Description of School Grounds.....	5
Maintenance of School Buildings/Classrooms	5
School Safety and Security Procedures	6
Safe Ingress and Egress Procedures	6
Crisis Response and Emergency Procedures (CRP)	7
Preventative Safety Strategies	8
Introduction	8
School-wide Discipline Policy and Rules.....	8
Student Recognition Programs	8
Preventing and Intervening: Pupil Negative Behavior	8
Student Study Teams	8
Professional Development	9
Nondiscrimination and Fair Treatment of Pupils	9
Bullying and Cyberbullying Prevention and Procedures	9
Gang Affiliation and Graffiti	10
Alternative Educational Programs.....	10
Campus Supervision	10
Drug and Violence Prevention Programs	10
Visitors and Disruptions to Educational Process	10
Parent/Guardian Involvement	11
Parent and Community Linkages.....	11
Teacher Notice of Disciplinary History	11
California Safe Schools Assessment	11
Truancy and SARB Referrals	11
School Safety Related District Board Policies (BP)/Administrative Regulations (AR).....	12
School Safety Action Plans	13
Appendix A: Assertive Discipline.....	15
School Citizenship	15
Students’ Classroom Responsibilities.....	15
Specific School Rules	15
Cafeteria Rules	15
Appendix B: Biggs USD Progressive Discipline Matrix.....	16
Appendix C: California Child Abuse and Neglect Reporting Act.....	28
Appendix D: Procedures for Notifying Teachers About Discipline History	32
Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures	33
Hygienic Safety Practices.....	33
Universal Precautions.....	33
Blood Borne Pathogens – Safety Practices.....	33
Identification of Risks of Occupational Exposure	33
Appendix F: Safety Emergency Drills and Training Log	34
Appendix G: Safety Plan Review – Approval Form.....	35
Appendix I: Checklist for Compliance with Education Code Sections 32280-32289.....	36
Appendix J: Comprehensive School Safety Plan Update Checklist	38

School Safety Plan Development, Review and Evaluation Procedures

The comprehensive school safety plan has been established and is updated annually as required by CA Education Code Section 32280 et seq. The school site council is responsible for the review and annual approval by March 1 annually. This plan is coordinated with the Single Plan for School Achievement (SPSA) and the Local Educational Agency Plan (LEAP)

Appropriate sources of data have been reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data from local law enforcement, school discipline, and counseling referrals and suspension/expulsion data from the Uniform Management Information Reporting System (UMIRS) reported on the annual Consolidated Application.

Existing school discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student/parent handbooks are given annually and explain codes of conduct, unacceptable behavior, and disciplinary consequences.

The district and school consult with law enforcement and local agencies in planning in the development and review of the school safety plan, implementation of emergency drills, and use of school facilities in times of emergency or disaster.

School Profile

Biggs High School (9-12) is one of three schools in the Biggs Unified School District. The school borders the Biggs Elementary School campus. The school sets on an open area of land with athletic fields bordering the Eastern half of the school and streets on the West and South sides.

School Mission / Vision / Values

Mission Statement

The mission of Biggs High School, 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.

School Vision

Create a school climate that all students feel safe, encourage to learn and achieve academic goals that prepare them for a future

School Core Values

- Focus on students
- All students are everyone's responsibility
- Promote academic achievement
- A positive school climate enhances teaching and learning
- Engage in open and honest communication
- Build relationships and promote communication
- Maintain an attitude of professionalism and respect

Safe School Commitments

Biggs High School Will:

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Work collaboratively with the district office and school board to identify, establish, and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Will work collaboratively with other elementary, middle schools, and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, staff, parents, students, school administrators, and community members and use this information to promote the safety of our pupils, staff, and community

Safe and Orderly Environment

The School's Social Environment

Leadership at Biggs High School is a shared process. A proactive role is assumed in all phases of the school operation. The Principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

The School's Culture

There is a high level of cohesiveness among the staff members. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teachers and staff. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded.

Classroom Organization and Structure

The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

Description of School Grounds

The Biggs High School campus encompasses several buildings and a common area. The grounds include several athletic fields.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is the practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

A new camera system as been added to all areas of the campus

Maintenance of School Buildings/Classrooms

The pupils and staff take pride in the appearance of the school. The school's physical facility is well-maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, health and fire department inspectors contribute to school safety with regular inspections.

School Safety and Security Procedures

Keeping reportable crimes at a minimum require constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, identify and provide preventative programs and activities.

- A copy of the district's discrimination and sexual harassment and bullying policies are posted in the main office and is available on request. Additionally, a notice summarizing this non-discrimination and sexual harassment policy appears in the Parent & Student Handbook. This handbook is distributed at the beginning of each school year to all parents and pupils.
- The discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Every teacher uses a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.
- Pupil conduct standards and consequences for are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code, and (c) District Disciplinary Matrix.
- Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.
- Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.
- Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Biggs High School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.
- Communications to students (i.e. notes, phone calls, balloons, etc.) shall be verified that it's from a legitimate, allowed source prior to delivery.
- Community involvement is encouraged to help increase school safety.

Safe Ingress and Egress Procedures

- A school map that indicates safe entrance and exit areas for pupils, parents and school employee is posted in all rooms. The School Site Council provides advisement about safe ingress and egress procedures during the annual review of the Comprehensive School Safety Plan.
- To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.
- Camera security surveillance monitors school activities during the day and the campus after school hours.

Crisis Response and Emergency Procedures (CRP)

The school utilizes the district-wide Crisis Response Procedures (CRP) to define actions taken in specific emergency situations. An incident command structure defines roles and responsibilities of administration and staff.

Emergency procedures are defined in the district-wide Crisis Response Procedures. A copy is available in the school office. Emergency procedures are summarized and posted in each classroom and instructional areas on a flip chart. Emergency drills are conducted monthly in Grades K-12 and each semester in Grades 9-12.

Preventative Safety Strategies

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Biggs High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Biggs High School School's efforts illustrated below broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School-wide Discipline Policy and Rules

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Biggs High School use both classroom and school-wide discipline rules that clearly communicate the behavioral expectancies and consequences for pupils. The school will develop plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Student discipline data will be reviewed regularly to monitor program implementation and make improvements.

Student Recognition Programs

Biggs High School offers several recognition and award programs such as student attendance awards, students of the month, assemblies and reward activities.

Preventing and Intervening: Pupil Negative Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Student Study Teams

The school utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

The staff shall identify students in need and bring forth the student and the family to the school's student study team. Support services include counseling, referral to the district psychologist, and a mental health counselor from Butte County Behavioral Health.

Professional Development

The district provides professional development for teachers and staff. The goals of such programs are to help establish and nurture in students a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success.

Nondiscrimination and Fair Treatment of Pupils

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness,
- Shall encourage and maintain high expectations,
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity,
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Shall join together to share a sense of belonging and pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

Bullying and Cyberbullying Prevention and Procedures

Bullying is defined as a specific type of aggression that is verbal, written, physical, psychological that is intended to harm or disrupt and is carried out repeatedly over time creating an imbalance of power that is either physical or psychological.

Cyberbullying is the use of modern communication technologies to intentionally, embarrass, humiliate, threaten or intimidate an individual or group in an attempt to gain power or control.

The school uses a comprehensive strategy to teach behavior expectations and monitor behavior in the classroom and campus-at-large. Teachers and staff are provided training on school procedures regarding bullying. Teachers and staff are directed to provide immediate intervention when bullying is suspected or observed. Suspected bullying should be referred to the Principal and investigated with immediate consequences, if deemed appropriate. Support will be provided to the victim.

Gang Affiliation and Graffiti

Gang affiliation and gang activity is not tolerated. The staff shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Alternative Educational Programs

Effective alternative programs include an Independent Study Program, a Home-Hospital Study Program and referral to the Butte Co. Office of Child Welfare and Attendance.

Campus Supervision

The school employs a principal and campus aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Procedures have been developed to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Recognizing that pupils are often the first to know of dangerous plans or actions, the principal, teachers and campus supervisor makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the staff and pupils help initiate appropriate investigations; help staff learn of suspects in school offenses, and community conflicts that may have an impact on school safety.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program include providing K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education. Student groups like "Club Live" encourage a healthy lifestyle and activities.

Visitors and Disruptions to Educational Process

The school implements policies and procedures, which govern the conduct of visitors to the school campus. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

The school staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The school has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, the school shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Parent/Guardian Involvement

Staff members make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for teacher-parent conferences.
- Maintains an effective Homework Policy

Parent and Community Linkages

When working with parents and students with specific issues, the staff provides information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

Teacher Notice of Disciplinary History

Teachers are notified annually in September and January of student disciplinary history according to Education Code. The school /district provides information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

California Safe Schools Assessment

Biggs High School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large. The school actively participates in the California Safe Schools Assessment, as required. Data is collected, reported, and reviewed on all crimes committed on the school campus.

Truancy and SARB Referrals

The school recognizes the importance of punctuality and regular attendance. Students with poor attendance due to medical issues will be referred to the principal. Should attendance problems continue, official action is to be taken, which could result in a referral to the Butte County School Attendance Review Board (SARB). The district is exploring the creation of its own SARB board do to the lack of county support

School Safety Related District Board Policies (BP)/Administrative Regulations (AR)

The following board policies and administrative regulations address school safety and compliance. Copies are available at the District Office.

Sexual Harassment BP/AR 4119.11, 4219.11, 4319.11

Employee Safety BP/AR 4158, 4258, 4358

Student Conduct BP/AR 5131(a)

Bullying BP/AR 5131.2(a)

District Dress Code BP/AR 5132(a)

Discipline BP/AR 5144

Suspension and Expulsion BP/AR 5144.1

Nondiscrimination/Harassment BP/AR 5145.3

School Safety Action Plans

Improvement Goal:

To improve school safety and facilities.

To improve school culture and student recognition

Strategies	Resources	Responsible Staff	Timeline	Budget
School Safety and Procedures Conduct annual safety walk-through with the fire marshal	Staff time	Dave Browning	Fall	
Conduct annual "FIT" facilities review and report on SARC	"FIT Form Staff time	Dave Browning	Fall	
Use camera surveillance	Cameras	Administration	On-going	General Fund
Post "No Smoking" and "No Vaping" signage	Signs	DO maintenance	On-going	General Fund
Add fencing	materials	DO maintenance		General Fund
Work on AG barnyard area	materials, labor	AG instructor/students		
School Culture Student Recognition Implement WASC ESLERS		Teachers/admin	On-going	
Provide Athletes Committed training for students, staff, parents	Consultant fee	Principal	On-going	Grant Donations

Implement "Wolverines Committed to Excellence"	Staff time, Local newspaper	Principal, coaches students, parents HS Secretary	On-going	
Use attendance initiative /reward system	Community donations	HS Secretary	Weekly, monthly	
Use Pride/Character Counts focus monthly provide student recognition.	Staff time	HS Secretary Teachers, admin	Monthly	Donations
Review detention practices		Principal, asst. principal, committee	Spring-On going	
Add Handicap Access Sign	Sign	Dave Browning	Spring 2018	General
Vulnerability Assessment	Regional Assessment Center	Superintendent	Spring 2018	General

Evaluation Criteria

Review of task completion as scheduled.
Review by SSC.

Appendix A: Assertive Discipline

School Citizenship

Do the right thing we no one is looking.

Students' Classroom Responsibilities

Be prepared to learn and bring needed materials

Specific School Rules

On time, no hats or phones.

Cafeteria Rules

be respectful and pick up after yourself.

Appendix B: Biggs USD Progressive Discipline Matrix

Students are expected to behave in a manner that will be a credit to the school while attending both school and school-sponsored activities.

The Board and the staff of the Biggs Unified School District believe that the behavior of the students shall reflect standards of good citizenship demanded of members in a democratic society. Self-discipline-responsibility for one's actions- is one of the important ultimate goals of education.

Alternatives to Suspension

As noted on the Progressive Discipline Matrix an Alternative to Suspension may be considered dependent on the severity or nature of the violation. A reasonable effort will be made to offer a student an appropriate alternative to suspension within the means of the school district and community.

Crisis counseling

Outside counseling agency referral

Drug and alcohol group counseling

Tobacco cessation referral

School Resource Officer related programs

School/Community Service

Behavior Prevention program

Student Support Strategies

Other strategies available to students in an effort to support their academic and behavioral success are listed below.

1. Warning
2. Parent Conference
3. Academic Counseling
4. Mentoring
5. Detention
6. Transfer
7. Teacher/Classroom Suspension
8. Parent attend school for part of the day (Ed. Code 48900.1)
9. Referral to Student Study Team
10. In-School Suspension
11. Referral to School Attendance Review Board (SARB)
12. Community Service on Campus (cafeteria duty, campus cleanup, work with custodial staff, beautification)
13. Community Service (in the community)
14. Home visitation
15. Shortened Day
16. HERE-Teenage Hotline
17. Restitution
18. Community Day School
19. Independent Study

Explanations and Definition Of Terms

Defiant and Disruptive behavior-Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. To include coming to and from school. (E.C. 48900 (k))

- a. Defiance-willful defiance of authority
- b. Disruption-Disrupting such that the focus is taken from any school-related activity

Fighting-Defined as mutual combat (physical altercation where both parties make contact) (E.C. 48900 (a)(1))

Alternative to Suspension-(see page 1) May occur with other consequences simultaneously.

Alternative Placement-A student will be assigned to an alternative educational placement according to the Education Board policy, administrative directive and/or applicable state and federal laws. Available placements include Community Day School, Independent Study, Home Schooling or placement in another school district.

Teacher suspension-A teacher may suspend any pupil from class, for the day of the suspension and the day following. As soon as possible, the teacher shall arrange a parent-teacher conference regarding the suspension. E.C. 48910 (a) Removal from a particular class shall not occur more than once every five school days. E.C. 48925 (d)(3)

Explanation of 1-day suspension: A 1-day suspension means either: 1) Remainder of the school day if it occurs prior to noon, or 2) Remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the District may not be on any campus of the District or attend any District sponsored activity such as proms, special events, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Parent Notification of suspensions: At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing. E.C. 48911 (d)

Detention will be served after school as scheduled by school personnel. Detention at BHS is held at the end of the instructional day until 4:15. Students who arrive tardy will receive ISS.

Community Day School-see Ed. Code 48900.6

Students who are 18 years of age and repeated violators (3+) will automatically receive an SST referral for consideration of an alternative school placement.

Students with 20 days or more of suspension will be referred for SST for consideration of an alternative placement.

No student will be disciplined without a written referral to the disciplinarian.

Expulsion: (Board Policy Administrative Regulation #AR 5144.1(d)

The following violations will result in a recommendation for expulsion: 1) Causing serious physical injury to another person, except in self-defense; 2) Possession of any knife as defined in Ed. Code 48915(e), explosive or other dangerous object of not reasonable use to the student (cf. 5131.7); 3) Unlawful possession of any controlled substance, as listed in Chapter 2, section 11053, Division 10 of the Health and Safety Code; 4) Robbery or extortion; 5) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee. (Ed. Code 48915 (5)

The following violations will result in a mandatory expulsion: 1) Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm; 2) Brandishing a knife as defined in Ed. Code 48915 (e); 3) Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; 4) Committing or attempting to commit a sexual assault or committing a sexual battery.

In-School Suspension

The Biggs High School Progressive Discipline Plan requires students to serve In-School Suspension (ISS) as a consequence for certain violations (see Discipline Matrix). Any student assigned ISS as a consequence for violating certain rules a Biggs High School will serve ISS according to the procedures that follow:

A member of the school staff will notify students in person with a referral describing the violation and assigned date to serve ISS. A reasonable attempt will be made to contact the parent/guardian by telephone. A copy of the referral, serving as written notification, will be mailed to the student's home address.

ISS begins at 8:25 and ends at 4:15. Students report to their first period class until they are issued a call slip instructing them to report to the ISS classroom.

In ISS classroom, students are to work on classroom assignments. Teachers are informed in advance via email which students will be serving ISS on a given day. In the event a teacher does not supply a current classroom or homework assignment, the student will receive assignments from the ISS supervisor for the day. (working on PREVIOUSLY assigned homework, projects or studying for tests will not be allowed)

A student shall be given a copy of the rules for ISS prior to serving their consequence.

If students do not behave appropriately for that day students shall receive off campus suspension.

Board Adopted, October 2006

Biggs High School Progressive Discipline Matrix

The following list identifies the sections of the California Education Code that governs student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary response. Some consequences may occur simultaneously.

	Alternate to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
Mandatory Expulsion [E.C. 48915(c)]				
1. Possession, selling or otherwise furnishing a firearm	No	5 days	Yes	Yes
2. Brandishing a knife.	No	5 days	Yes	Yes
3. Unlawfully sell a controlled substance.	No	5 days	Yes	Yes
4. Committing or attempting to commit sexual assault or battery	No	5 days	Yes	Yes
5. Possession of explosives	No	5 days	Yes	Yes
Mandatory Recommendation for Expulsion [E.C. 48915(a)]				
1. Causing serious physical injury to another person, except in self-defense.	No	5 days	Yes	Yes
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	No	5 days	Yes	Yes
3. Unlawful possession of any drug.	No	5 days	Yes	Yes
4. Robbery or extortion	No	5 days	Yes	Yes
5. Assault or battery upon a school employee.	No	5 days	Yes	Yes

As a general rule, consequences will be administered for each violation as read from left to right on the chart below at a minimum, unless otherwise noted. The administration reserves the right to administer consequences, which appropriately reflect the level of gravity of the violation.

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
--	---------------------------	---------------------	---------------	---------------	-------------------------	-------------------------

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Acts of Violence [E.C. 48900(a)]						
a. Caused, attempted to cause, or threatened to cause physical injury to another person.	No	No	No	3-5 days	Yes	Yes For each offense
b. Willfully used force or violence upon another person, except in self-defense.	No	No	No	5 days	Yes	Yes For each offense
2. Weapons and Dangerous Objects [E.C. 48900(b)]						
Possession, sale, or furnishing of weapons (knife, gun sharp object, club, or an object that could inflict injury) or explosive	No	No	No	3-5 days	Yes	Yes For each offense
3. Drugs and Alcohol [E.C. 48900(c)]						
Possession, use, sale or otherwise being under the influence of alcohol, controlled substances or intoxicants.	No	No	No	5 days	Yes	Yes For each offense
4. Sale of "look-alike" Drugs and Alcohol [E.C. 48900(d)]						
Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol or an intoxicant.	May be Considered	No	No	2-5 days	Yes	Yes For each offense
5. Robbery or Extortion [E.C. 48900(e)]						
Committed or attempted to commit robbery or extortion.	May be Considered	No	No	3-5 days	Yes	Yes For each offense

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
6. Damage of Property [E.C. 48900(f)]						
a. Cause, attempt to cause, damage to school or private property (vandalism)	No	No	No	3-5 days	Yes	Yes For each offense
b. Attempted to commit or committed arson	Yes	No	No	3-5 days	Yes	Yes Contact Fire Marshall
7. Theft or Stealing [E.C. 48900(g)]						
Stealing or attempting to steal school or private property.	May be considered	No	3-5 days	3-5 days	Yes	Yes Depending on value of items
8. Tobacco [E.C. 48900(h)]						
Possession or use of tobacco or nicotine products (including clove cigarettes and betel).	May be considered	No	1-3 days	3-5 days	Yes	Yes
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]						
a. Directed at peers.	May be considered	No	1-3 days	1-3 days	Yes	Yes
b. Directed at school personnel.	May be considered	No	No	3-5 days	Yes	Yes

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
10. Drug Paraphernalia [E.C. 48900(j)]						
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia	May be considered	No	3-5 days	3-5 days	Yes	Yes
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]						
1. Failure to follow classroom/school rules to include all school sponsored events.	May be considered	Yes	1-3 days	1-5 days	Yes	No
2. Willfully defying the valid authority of school officials engaged in the performance of their duties.	May be considered	Yes	Yes	1-5 days	Yes	No
a. Cutting class	May be considered	Yes	1-5 days	No	Yes	
b. Tardies	Warning	2-3 tardies=2 Detentions	4+ - 1-5 days Poss.Rest. on campus lunch	No	No	No
c. Inappropriate use of electronic devices during school hours. [E.C. 48901.5(a)]	Yes Confiscate-Pick up at report card time	Yes	Confiscate. Pick up at end of semester 1-3 days ISS	Confiscate. Pick up at the end of the year. 1-3 days Suspension	Yes	No
d. Inappropriate use of cell phones to include photo and text messaging during school hours. Second offense, Administrator may keep the phone for the remainder of the semester/year.	Yes Confiscate-return to parent by Principal or Designee at end of the day	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days Detention	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days ISS	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days Suspension	Yes	No

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
e. Driving in unsafe illegal manner [48900(k), AR5131.3]	Call parents Call Police	No	Revoke driving privileges for remainder of semester Call Police 1-3 days	Revoke driving privileges for remainder of year Call Police 1-3 days	Yes	Yes
f. Violation of Dress Code	Yes Warning, call home for appropriate clothing, issue loaner, send home	Yes	1-3 days	1-5 days	Yes	No
g. Failure to follow conduct code for school passengers. [B.P. 5131.1]	Refer to Bus Code of Conduct					
h. Students having to be removed from any school rally will not be allowed to attend any future rallies for that school year. This may be extended to include up to one additional year of non attendance. Students will report to the front office.	May be considered	1-3 Days	1-5 Days	Yes	May	
i. Students are not allowed on other site campuses unless they have received prior approval.	May be considered	1-3 days	1-5 days	Yes	May	

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
j. Cheating	May be considered; no credit, a grade of "F" or "0" points will be given. Parent contacted	1-5 days suspension; No credit, or points given; grade of F.	1-5 days suspension; no credit/points given; grade of "F".	1-5 days suspension; no credit/points given; grade of "F".	No	No
12. Possession of Stolen Property [E.C. 48900(l)]						
Knowingly receive stolen school property or private property	May be considered	No	3-5 days	3-5 days	Yes	Yes
13. Imitation Firearm						
Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.	Yes	No	1-3 days	3-5 days	Yes	Yes
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]						
Committed or attempted to commit sexual assault or battery	Yes	No	No	3-5 days	Yes	Yes
15. Harassment of a Student Witness [E.C. 48900(o)]						
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.	No	No	No	5 days	Yes	Yes
16. Hazing [E.C. 48900(q)]						
Engaged in, or attempted to engage in hazing. (as defined in E.C 32050)	No	No	2-5 days	3-5 days	Yes	No
17. Aids or Abets [E.C. 48900(s)]						
The infliction or attempted infliction of	No	No	2-5 days	3-5 days	No, unless judged	Yes

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
physical injury to another person.					by a juvenile court to have committed as an aider or abettor causing serious bodily harm. Expulsion would move forward under EC. 48900 a1 or a2	
18. Sexual Harassment [E.C. 48900.2]						
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies grades 4-12.	May be considered	Yes	3-5 days	3-5 days	Yes	Yes
19. Acts of Hate Violence [E.C. 48900.3]						
Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat may be considered an act of hate violence. Applies to grades 4-12.	May be considered	No	No	5	Yes	Yes
20. Other Harassment [E.C. 48900.4]						
Intentionally engaging in harassment, threats, or intimidation against student or	May be considered	No	3-5 days	3-5 days	Yes	Yes

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment. Applies to grades 4-12						
21. Terrorist Threats [E.C. 48900.7]						
Making terrorist threats against school officials and/or school property.	No	No	No	5 days	Yes	Yes

* Students who do not conform to Bus/Transportation Code of Conduct shall have transportation privileges revoked and may be subject to additional disciplinary action.

Board Adopted- 10/06; Revised 8/08; Revised 6/09

Appendix C: California Child Abuse and Neglect Reporting Act

The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

The Intent of California Law

To protect the child and any other children in the home.

To provide help and resources for the parent or caretaker.

Be a catalyst for change in the home environment and prevent the risk of further abuse.

Who Can Make a Report?

Any citizen can make a report of suspected or known child abuse to a child protective services agency.

However, Mandated Reporters are required by law to make a report.

What is a Mandated Reporter in California?

In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)

A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment. Employers of Mandated Reporters are required to inform them of their responsibilities.

Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

Legal Obligations of a Mandated Reporter in California if Child Abuse is Known or Suspected

The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."

Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.

Mandated Reporters are required to give their name.

What is "Reasonable Suspicion" as defined by the California Penal Code?

"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

Child Abuse Report Form—Department of Justice Form SS8572

Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.

If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.

Copies of the form are available from your local Child Protective Services Agency or by writing to:

California Department of Justice

Bureau of Criminal Identification and Information

P.O.Box 90317

Sacramento, CA 94203-4170

Record Keeping

Good record keeping or documentation is important and helpful in recognizing child abuse...Why?

Helps refresh memories

Bolsters testimony of witnesses

The child's history stays behind if you change jobs

Helps build a "case" for reporting and CPS's response

Documentation of reasons when the decision is made to not make a report

Who are Mandated Reporters in California?

Child Care Custodians
In Public and Private Schools
Teachers
Instructional Aides
Teacher's Aides
Teacher's Assistants
Classified Employees
School Bus Drivers
Administrative Officers
Supervisors of Child Welfare and Attendance
Certificated Pupil Personnel Employees
School District Police or Security
Administrators, Presenters or Counselors of Child Abuse Prevention Programs
Social Workers
Law Enforcement
Fire Fighters
Probation Officers
Parole Officers
District Attorney investigators, inspectors and family support officers
Public or Private Day Camp, Youth Center, Recreation Program or Organization Administrators
Administrators and employees of child day care facilities
Licensing Workers
Public Assistance Workers
Foster Parents
Employees of Child Care Institutions:
Health Practitioners
Clergy

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip				
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO					
				TODAY'S DATE						
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS			Street	City	Zip				
		OFFICIAL CONTACTED - TITLE		TELEPHONE ()		DATE/TIME OF PHONE CALL				
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME				
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK					
D. INVOLVED PARTIES	VICTIMS/SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____				3. _____					
	2. _____				4. _____					
VICTIMS/PARENTS/GUARDIANS										
NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()			
NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()			
SUSPECT										
SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
ADDRESS			Street	City	Zip	TELEPHONE ()				
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Appendix D: Procedures for Notifying Teachers About Discipline History

Each September and January, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used: Teachers are notified immediately about the day of the suspension and return date.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the Superintendent's Office. Copies of this notice are maintained in the school office and the district office.

Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures

Hygienic Safety Practices

Hygiene is typically thought of in terms of proper handwashing, body washing, and facial cleanliness. Although these practices are essential to overall cleanliness and interrupting the spread of disease, another component of good hygiene consists of practicing good hygiene etiquette.

Proper hand washing is crucial to preventing the spread of infection. Textured jewelry on the hands or wrists (such as rings and stones) should be removed prior to washing and kept off until completion of the care procedure and hands are rewashed. Use of running water, lathering with soap and using friction to clean all surfaces of remaining jewelry and hands is key. Rinse well with running water and dry hands with paper towels. If soap and water are unavailable, use alcohol hand rinse.

Universal Precautions

Universal precautions pertain to blood and body fluids containing blood, cerebrospinal fluid, synovial fluid, vaginal secretions, semen, and pericardial fluid. These precautions do not apply to other body products such as saliva, sputum, feces, tears, nasal secretions, vomitus, and urine unless blood is visible in the materials. However, these other fluids and body wastes can be sources of other infections and should be handled as if they are infectious.

Blood Borne Pathogens – Safety Practices

Students:

Employees

The single most important step in preventing exposure to and transmission of any infection is anticipating contact with infectious materials in routine as well as emergency situations. Based on the type of possible contact, the care-giver should be prepared to use the appropriate precautions and techniques prior to providing care. Diligent and proper hand washing, the use of barriers, appropriate disposal of waste products and needles, and proper decontamination of these measures will enhance protection of both the care-giver and the student.

Identification of Risks of Occupational Exposure

Appendix F: Safety Emergency Drills and Training Log

Date/Time	Type of Drill	Comments
Sept. 2020	Fire Drill	Distant Learning
Nov. 2020	Lock Down	went well no problems to note
Dec. 2020	Fire Drill	went well all paper work with teachers
Jan. 2021	Fire Drill Down	went well all paper work with teachers
Feb. 2021	Fire Drill	went well all paper work with teachers
Mar. 2021	Lock Down Drill	went well all paper work with teachers
Apr. 2021	Fire Drill	went well all paper work with teachers
May 2021	Fire Drill	went well all paper work with teachers

Appendix G: Safety Plan Review – Approval Form

Biggs High School

COMPREHENSIVE SCHOOL SAFETY PLAN

School Site Council Review/Approval and Public Meeting Certification

School Year 2022/2023

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Biggs High School and is readily available for inspection by the public. Annual review and approval by the SSC must occur prior to March 1st annually.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice was provided by the school office posting, the school newsletter and on the district website.

Date of notice for public meeting: _____ Date of public meeting: _____

The School Site Council has evaluated the Comprehensive School Safety Plan and affirms that the plan has been reviewed, updated as needed and approved.

Signatures

_____	_____	_____
Name	Signature	Date
School Site Council President		

_____	_____	_____
Name	Signature	Date
Principal		

The Comprehensive School Safety Plan was been submitted to the District Office for approval.

_____	_____
Superintendent Signature	Date

Appendix I: Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan

Requirements for a Comprehensive School Safety Plan	Requirement Met Yes or No	Comments
Plan developed and approved by SSC or Safety Committee with input from admin. teachers, parent, classified employees and others as needed.	Yes	Prior to March 1, annually
SSC or Safety Committee consulted with local law enforcement officer in plan development.	Yes	SSC meeting minutes showing information presented by principal of meeting with law enforcement for consultation.
The Comprehensive School Safety Plan includes a review of safety related data. <u>Types of Data for review:</u> <ul style="list-style-type: none"> • UMIRS data from Con App. Pt. 2 • Office Referrals • Attendance rates/SARB data • CA Healthy Kids Survey data • Property damage data • Local juvenile crime data 	Yes	SSC meeting minutes of discussion of data.
Identification of strategies and programs that provide/maintain a safe and orderly environment conducive to learning at the school. (Fed.Req.)	Yes	Safety Plan component.
The plan includes the following procedures: <ul style="list-style-type: none"> - Child Abuse Reporting - Code of Conduct for Students - Suspension and Expulsion Procedures - Universal Precautions Procedures - Teacher Notification of Dangerous Students - School Dress Code (if applicable to school) - Access to the school campus (Visitors) - Safe egress and ingress procedures for students and adults (Fed.Req.) 	Yes	Procedures in plan appendices. In Crisis Response Procedures
School Behavior/Discipline Procedures Plan (Fed.Req.)	Yes	Appendices
Crisis Response Procedures (CRP)	Yes	Appendices

<u>District Policies</u> Sexual Harassment BP/AR 4119.11, 4219.11, 4319.1 Employee Safety BP/AR 4158, 4258, 4358 Student Conduct BP/AR 5131(a) Bullying BP/AR 5131.2(a) District Dress Code BP/AR 5132(a) Discipline BP/AR 5144 Suspension and Expulsion BP/AR 5144.1 Nondiscrimination/Harassment BP/AR 5145.3	Yes	Available at the District Office
Verification that the SSC reviews and updates the school safety plan annually prior to March 1st of the current year.	Yes	Affirmation Signature page
Documentation that the school safety plan was submitted for approval to the district office.	Yes	Affirmation Signature page
The SSC communicates about the school safety plan at a public meeting at the school site.	Yes	School Site Council Agenda and Minutes

Date: _____ Principal Signature: _____

Appendix J: Comprehensive School Safety Plan Update Checklist

School Year: 2022/2023

Item	Compliance Y/N	Date / Comments
Assessment of School Safety/Crime Conducted	Yes	November 2021
Key Findings of Evaluation Presented to Council	Yes	December 2021
Annual Evaluation of Safety Plan Conducted	Yes	December 2021
School Site Council Identified Priorities Listed Based on Assessment and Analysis of Data Conducted	Yes	December 2021
An Action Plan Has Been Developed	Yes	January 2022
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Yes	January 2022
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Yes	January 2022
Public Meeting Held on the Safety Plan	Yes	February 2022
Law Enforcement Approval of Plan	Yes	February 2022
School Site Council review and approval	Yes	February 2022
Annual Plan Review and Revisions approved by March 1st of each year.	Yes	March 2022

Biggs Unified School District

Richvale Elementary School

School Safety Plan

**2022-23
School Year**

Table of Contents

School Safety Plan Development, Review and Evaluation Procedures.....	3
School Profile	3
School Mission / Vision / Values	3
Safe School Commitments	4
Safe and Orderly Environment.....	5
The School’s Social Environment	5
The School’s Culture.....	5
Classroom Organization and Structure	5
Description of School Grounds.....	5
Maintenance of School Buildings/Classrooms	5
School Safety and Security Procedures	6
Safe Ingress and Egress Procedures	6
Crisis Response and Emergency Procedures (CRP)	7
Preventative Safety Strategies	8
Introduction	8
School-wide Discipline Policy and Rules.....	8
Student Recognition Programs	8
Preventing and Intervening: Pupil Negative Behavior	8
Student Study Teams	9
Professional Development	9
Nondiscrimination and Fair Treatment of Pupils	9
Bullying and Cyberbullying Prevention and Procedures	9
Gang Affiliation and Graffiti	10
Alternative Educational Programs.....	10
Campus Supervision	10
Drug and Violence Prevention Programs	10
Visitors and Disruptions to Educational Process	10
Parent/Guardian Involvement	11
Parent and Community Linkages.....	11
Teacher Notice of Disciplinary History	11
California Safe Schools Assessment	11
Truancy and SARB Referrals	11
School Safety Related District Board Policies (BP)/Administrative Regulations (AR).....	12
School Safety Action Plans	13
Appendix A: Assertive Discipline.....	15
School Citizenship	15
Students’ Classroom Responsibilities.....	15
Specific School Rules	16
Cafeteria Rules	16
Appendix B: Biggs USD Progressive Discipline Matrix.....	18
Appendix C: California Child Abuse and Neglect Reporting Act.....	25
Appendix D: Procedures for Notifying Teachers About Discipline History	29
Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures	30
Hygienic Safety Practices.....	30
Universal Precautions.....	30
Blood Borne Pathogens – Safety Practices.....	30
Identification of Risks of Occupational Exposure	30
Appendix F: Safety Emergency Drills and Training Log	31
Appendix G: Safety Plan Review – Approval Form.....	32
Appendix I: Checklist for Compliance with Education Code Sections 32280-32289.....	33
Appendix J: Comprehensive School Safety Plan Update Checklist	35

School Safety Plan Development, Review and Evaluation Procedures

The comprehensive school safety plan has been established and is updated annually as required by CA Education Code Section 32280 et seq. The school site council is responsible for the review and annual approval by March 1 annually. This plan is coordinated with the Single Plan for School Achievement (SPSA) and the Local Educational Agency Plan (LEAP) Budget is in the LCAP{

Appropriate sources of data have been reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data from local law enforcement, school discipline and counseling referrals and suspension/expulsion data from the Uniform Management Information Reporting System (UMIRS) reported on the annual Consolidated Application.

Existing school discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student/parent handbooks are given annually and explain codes of conduct, unacceptable behavior and disciplinary consequences.

The district and school consults with law enforcement and local agencies in planning in the development and review of the school safety plan, implementation of emergency drills and use of school facilities in times of emergency or disaster.

School Profile

Richvale Elementary School (1-6) is one of three schools in the Biggs Unified School District. This small school in the town of Richvale is 9 miles northwest of the city of Biggs and serves students from both communities.

School Mission / Vision / Values

Mission Statement

Richvale Elementary School staff and community are committed to creating a safe, positive environment where academic excellence is promoted and individual growth is celebrated. All students will become lifelong learners who will value education and accept their social and global responsibilities.

School Vision

Richvale Elementary School will be a professional, collaborative community characterized by high quality teaching that focuses on student achievement with the premise that all students can learn. A safe environment is a priority for learning.

School Core Values

- Focus on students/children
- All students are everyone's responsibility
- Promote academic achievement
- A positive school climate enhances teaching and learning
- Engage in open and honest communication
- Build relationships and promote communication
- Maintain an attitude of professionalism

Safe School Commitments

Richvale Elementary School Will:

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Will work collaboratively with other elementary, middle schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, staff, parents, students, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Safe and Orderly Environment

The School's Social Environment

Leadership at Richvale Elementary School is a shared process. A proactive role is assumed in all phases of the school operation. The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

The School's Culture

There is a high level of cohesiveness among the staff members. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teachers and staff. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded.

Classroom Organization and Structure

The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

Description of School Grounds

The school site encompasses a main building that has been divided into 4 classrooms. There is a gym next to it. The playground is grass and concrete with a children's play area containing slides and other play equipment. There are also half court basketball courts with an enclosed tennis court on the playground area.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is the practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Camera have been added to the campus

Maintenance of School Buildings/Classrooms

The pupils and staff take pride in the appearance of the school. The school's physical facility is well-maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, health and fire department inspectors contribute to school safety with regular inspections.

School Safety and Security Procedures

Keeping reportable crimes at a minimum require constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, identify and provide preventative programs and activities.

- A copy of the district's discrimination and sexual harassment and bullying policies are posted in the main office and is available on request. Additionally, a notice summarizing this non-discrimination and sexual harassment policy appears in the Parent & Student Handbook. This handbook is distributed at the beginning of each school year to all parents and pupils.
- The discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Every teacher uses a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.
- Pupil conduct standards and consequences for are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code, and (c) District Disciplinary Matrix.
- Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.
- Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.
- Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Richvale Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.
- Communications to students (i.e. notes, phone calls, balloons, etc.) shall be verified that it's from a legitimate, allowed source prior to delivery.
- Community involvement is encouraged to help increase school safety.

Safe Ingress and Egress Procedures

- A school map that indicates safe entrance and exit areas for pupils, parents and school employee is posted in all rooms. The School Site Council provides advisement about safe ingress and egress procedures during the annual review of the Comprehensive School Safety Plan.
- To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.
- Camera security surveillance monitors school activities during the day and the campus after school hours.

Crisis Response and Emergency Procedures (CRP)

The school utilizes the district-wide Crisis Response Procedures (CRP) to define actions taken in specific emergency situations. An incident command structure defines roles and responsibilities of administration and staff.

Emergency procedures are defined in the district-wide Crisis Response Procedures. A copy is available in the school office. Emergency procedures are summarized and posted in each classroom and instructional areas on a flip chart. Emergency drills are conducted monthly in Grades K-12 and each semester in Grades 9-12.

Preventative Safety Strategies

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Richvale Elementary School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Richvale Elementary School School's efforts illustrated below broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School-wide Discipline Policy and Rules

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Richvale Elementary School use both classroom and school-wide discipline rules that clearly communicate the behavioral expectancies and consequences for pupils. The school will develop plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Student discipline data will be reviewed regularly to monitor program implementation and make improvements.

Student Recognition Programs

Richvale Elementary School offers several recognition and award programs such as Student of the Month, awards assemblies and reward trips.

Preventing and Intervening: Pupil Negative Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Student Study Teams

The school utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

The staff shall identify students in need and bring forth the student and the family to the school's student study team. Support services include counseling, referral to the district psychologist, and a mental health counselor from Butte County Behavioral Health.

Professional Development

The district provides professional development for teachers and staff. The goals of such programs are to help establish and nurture in students a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success.

Nondiscrimination and Fair Treatment of Pupils

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness,
- Shall encourage and maintain high expectations,
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity,
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Shall join together to share a sense of belonging and pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

Bullying and Cyberbullying Prevention and Procedures

Bullying is defined as a specific type of aggression that is verbal, written, physical, psychological that is intended to harm or disrupt and is carried out repeatedly over time creating an imbalance of power that is either physical or psychological.

Cyberbullying is the use of modern communication technologies to intentionally, embarrass, humiliate, threaten or intimidate an individual or group in an attempt to gain power or control.

The school uses a comprehensive strategy to teach behavior expectations and monitor behavior in the classroom and campus-at-large. Teachers and staff are provided training on school procedures regarding bullying. Teachers and staff are directed to provide immediate intervention when bullying is suspected or observed. Suspected bullying should be referred to the Principal and investigated with immediate consequences, if deemed appropriate. Support will be provided to the victim.

Gang Affiliation and Graffiti

Gang affiliation and gang activity is not tolerated. The staff shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Alternative Educational Programs

Effective alternative programs include an Independent Study Program, a Home-Hospital Study Program and referral to the Butte Co. Office of Child Welfare and Attendance.

Campus Supervision

The school employs a principal, teachers and instructional aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Procedures have been developed to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Recognizing that pupils are often the first to know of dangerous plans or actions, the principal, teachers and campus supervisor makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the staff and pupils help initiate appropriate investigations; help staff learn of suspects in school offenses, and community conflicts that may have an impact on school safety. camera have been added to the school

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program include providing K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education. Student groups like "Club Live" encourage a healthy lifestyle and activities.

Visitors and Disruptions to Educational Process

The school implements policies and procedures, which govern the conduct of visitors to the school campus. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

The school staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The school has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, the school shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Parent/Guardian Involvement

Staff members make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for teacher-parent conferences.
- Maintains an effective Homework Policy

Parent and Community Linkages

When working with parents and students with specific issues, the staff provides information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

Teacher Notice of Disciplinary History

Teachers are notified annually in September and January of student disciplinary history according to Education Code. The school /district provides information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

California Safe Schools Assessment

Richvale Elementary School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large. The school actively participates in the California Safe Schools Assessment, as required. Data is collected, reported, and reviewed on all crimes committed on the school campus.

Truancy and SARB Referrals

The school recognizes the importance of punctuality and regular attendance. Students with poor attendance due to medical issues will be referred to the principal. Should attendance problems continue, official action is to be taken, which could result in a referral to the Butte County School Attendance Review Board (SARB)

School Safety Related District Board Policies (BP)/Administrative Regulations (AR)

The following board policies and administrative regulations address school safety and compliance. Copies are available at the District Office.

Sexual Harassment BP/AR 4119.11, 4219.11, 4319.11

Employee Safety BP/AR 4158, 4258, 4358

Student Conduct BP/AR 5131(a)

Bullying BP/AR 5131.2(a)

District Dress Code BP/AR 5132(a)

Discipline BP/AR 5144

Suspension and Expulsion BP/AR 5144.1

Nondiscrimination/Harassment BP/AR 5145.3

School Safety Action Plans

Improvement Goal:

- To provide a safe environment for all students and staff at Richvale Elem. School
- To provide a consistent school-wide student behavior management program emphasizing academic achievement.

Strategies	Resources	Responsible Staff	Timeline	Budget
Physical Environment Post signs: <ul style="list-style-type: none"> • Non Smoking • Closed Campus/No Loitering (at least 2 big signs) • No Dogs on Campus • Visitor Sign-in • Bus Loading Zone 	Purchased by District Office	District Office and Maintenance and Operations	on going	DO funding
Behavioral Expectation Signs		District Maintenance and Operations	Ongoing	No cost
Safety check and maintenance of playground equipment.		Principal and District Maintenance and Operations	ongoing	DO funding
Survey of outside lighting needs and on-going maintenance.			ongoing	
Water quality regularly monitored and reported to school in a timely manner		District office staff	Regularly	
School-wide Safety Plan including Lock-Down Procedures		Staff	every month August - May	No cost

School Climate Monthly awards assemblies recognizing academic and behavioral achievements.		Staff	On going	Site budget
All behavioral infractions are tracked in Aeries Program.		Staff	On going	
Add Handicap Access Sign		Staff	Spring	General Fund
Vulnerability Assessment	Regional Assessment Center	Superintendent	Spring	General Fund

Evaluation Criteria

End of year evaluation of completion of strategies.

Discipline data, attendance records for training, copy of implementation plans, meeting agendas and minutes.

Appendix A: Assertive Discipline

School Citizenship

Biggs Elementary and Richvale Elementary Schools utilize an assertive discipline approach to discipline. Our philosophy is based on the following principle:

Children need to live in a safe and caring environment that holds them responsible for their behaviors.

We feel this principle can best be met by teaching students exactly what behaviors are expected, by recognizing and rewarding appropriate behavior, and by providing consequences for students who choose to ignore their responsibilities.

To this end, each teacher has established a set of rules, which is posted in their classroom. The rules deal with teacher expectations for student behavior in that class. While no two teachers have exactly the same behavior expectations, all teachers have established their classroom responsibilities rules around the principle that "no student will be allowed to prevent teaching or learning from taking place."

In addition, teachers have established a specific set of rewards and disciplinary consequences to encourage students to meet their citizenship responsibilities. Once again, while rewards and consequences may vary, each teacher has explained his/her rewards and consequences and has posted them in the classroom. All students are aware of what will happen if they choose to disregard the rules.

Assertive discipline rules, rewards and consequences are also used to govern behavior in the cafeteria, library, computer lab, on the playground during recesses and while students move about school grounds.

Students' Classroom Responsibilities

1. Students are expected to go directly to their workstations and be ready to begin lessons upon entering the classroom.
2. Students are expected to bring with them all necessary materials with which to work.
3. Students are expected to enter and leave the class in an orderly manner.
4. Students are expected to leave classrooms neat by putting classroom materials in their proper place by putting all waste paper in the wastebasket.
5. Students are expected to pay attention and to accept their responsibilities as members of the class.
6. Students are expected to show respect and consideration of others.

In addition: Students are expected to display good conduct on the way to and from school, on the school grounds, and at all school functions on or off campus. Students are expected to maintain a positive image in the eyes of our community.

Specific School Rules

1. Running in the halls and on the sidewalks is forbidden.
2. Gum is not to be chewed on campus.
3. Fighting, wrestling or any form of rough play is forbidden.
4. Throwing rocks, sticks or other objects will not be tolerated.
5. Climbing on trees, backstops, fences, roofs and other structures (except playground climbing structures) is forbidden
6. Being around bicycle racks during play periods is forbidden.
7. Playing in or around the restrooms or with drinking fountains is forbidden.
8. Possession of knives, guns, toy guns, matches, hardballs or other objects that could cause bodily harm is forbidden.
9. Toys are not to be brought to school without prior approval.
10. Snacks re to be eaten only in supervised areas and trash are to be placed in a trashcan.
11. Students are to walk bikes at intersections, on sidewalks and on school grounds.
12. Students are to cross streets only in designated areas.
13. Students are to play games only in designated areas.
14. Passing through the office is forbidden.
15. Students are expected to attend school punctually and regularly.
16. Students are expected to leave campus immediately at the end of school programs.
17. Go directly home after school. (Do not go through the High School campus).
18. Students are to arrive no earlier than 7:30 a.m. at Biggs Elementary, and no earlier than 7:45 a.m. at Richvale Elementary. Students at both schools may not return to play until 6:00 p.m.
19. Playing bang ball against a building wall is forbidden.
20. Playing baseball, kickball or football on the black top is forbidden unless supervised by adults.
21. Profanity and other inappropriate language will not be tolerated.
22. Wearing shoes without backs is forbidden (flip flops, etc)
24. Cafeteria rules and procedures are to be followed.

Cafeteria Rules

The following rules and procedures are expected to be observed in the cafeteria.

1. Cutting in line will not be tolerated.

2. Good manners are expected.
3. Food is not to be taken from the cafeteria.
4. You must take a carton of milk. Leave unopened cartons on the cart in the middle of the cafeteria. Any opened cartons are to be placed in the garbage can.
5. Tables are to left clean and free of food and paper.
6. Lunches may be purchased in the cafeteria at Biggs Elementary and in the office at Richvale Elementary.
7. Hats are not to be worn in the building.
8. Lunches will not be served after 12:05 p.m. in Biggs or 11:55 a.m. at Richvale.
9. Students are expected to use “indoor voices”.
10. No throwing food will be tolerated.

Appendix B: Biggs USD Progressive Discipline Matrix

Students are expected to behave in a manner that will be a credit to the school while attending both school and school-sponsored activities.

The Board and the staff of the Biggs Unified School District believe that the behavior of the students shall reflect standards of good citizenship demanded of members in a democratic society. Self-discipline-responsibility for one's actions- is one of the important ultimate goals of education.

Alternatives to Suspension

As noted on the Progressive Discipline Matrix an Alternative to Suspension may be considered dependent on the severity or nature of the violation. A reasonable effort will be made to offer a student an appropriate alternative to suspension within the means of the school district and community.

Crisis counseling

Outside counseling agency referral

Drug and alcohol group counseling

Tobacco cessation referral

School Resource Officer related programs

School/Community Service

Behavior Prevention program

Student Support Strategies

Other strategies available to students in an effort to support their academic and behavioral success are listed below.

1. Warning
2. Parent Conference
3. Academic Counseling
4. Mentoring
5. Detention
6. Transfer
7. Teacher/Classroom Suspension
8. Parent attend school for part of the day (Ed. Code 48900.1)
9. Referral to Student Study Team
10. In-School Suspension
11. Referral to School Attendance Review Board (SARB)
12. Community Service on Campus (cafeteria duty, campus cleanup, work with custodial staff, beautification)
13. Community Service (in the community)
14. Home visitation
15. Shortened Day
16. HERE-Teenage Hotline
17. Restitution
18. Community Day School
19. Independent Study

Explanations and Definition Of Terms

Defiant and Disruptive behavior-Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. To include coming to and from school. (E.C. 48900 (k))

- a. Defiance-willful defiance of authority
- b. Disruption-Disrupting such that the focus is taken from any school-related activity

Fighting-Defined as mutual combat (physical altercation where both parties make contact) (E.C. 48900 (a)(1))

Alternative to Suspension-(see page 1) May occur with other consequences simultaneously.

Alternative Placement-A student will be assigned to an alternative educational placement according to the Education Board policy, administrative directive and/or applicable state and federal laws. Available placements include Community Day School, Independent Study, Home Schooling or placement in another school district.

Teacher suspension-A teacher may suspend any pupil from class, for the day of the suspension and the day following. As soon as possible, the teacher shall arrange a parent-teacher conference regarding the suspension. E.C. 48910 (a) Removal from a particular class shall not occur more than once every five school days. E.C. 48925 (d)(3)

Explanation of 1-day suspension: A 1-day suspension means either: 1) Remainder of the school day if it occurs prior to noon, or 2) Remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the District may not be on any campus of the District or attend any District sponsored activity such as proms, special events, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Parent Notification of suspensions: At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing. E.C. 48911 (d)

Detention will be served after school as scheduled by school personnel. Detention at BHS is held at the end of the instructional day until 4:15. Students who arrive tardy will receive ISS.

Community Day School-see Ed. Code 48900.6

Students who are 18 years of age and repeated violators (3+) will automatically receive an SST referral for consideration of an alternative school placement.

Students with 20 days or more of suspension will be referred for SST for consideration of an alternative placement.

No student will be disciplined without a written referral to the disciplinarian.

Expulsion: (Board Policy Administrative Regulation #AR 5144.1(d)

The following violations will result in a recommendation for expulsion: 1) Causing serious physical injury to another person, except in self-defense; 2) Possession of any knife as defined in Ed. Code 48915(e), explosive or other dangerous object of not reasonable use to the student (cf. 5131.7); 3) Unlawful possession of any controlled substance, as listed in Chapter 2, section 11053, Division 10 of the Health and Safety Code; 4) Robbery or extortion; 5) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee. (Ed. Code 48915 (5)

The following violations will result in a mandatory expulsion: 1) Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm; 2) Brandishing a knife as defined in Ed. Code 48915 (e); 3) Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; 4) Committing or attempting to commit a sexual assault or committing a sexual battery.

In-School Suspension

The Biggs High School Progressive Discipline Plan requires students to serve In-School Suspension (ISS) as a consequence for certain violations (see Discipline Matrix). Any student assigned ISS as a consequence for violating certain rules a Biggs High School will serve ISS according to the procedures that follow:

A member of the school staff will notify students in person with a referral describing the violation and assigned date to serve ISS. A reasonable attempt will be made to contact the parent/guardian by telephone. A copy of the referral, serving as written notification, will be mailed to the student's home address.

ISS begins at 8:25 and ends at 4:15. Students report to their first period class until they are issued a call slip instructing them to report to the ISS classroom.

In ISS classroom, students are to work on classroom assignments. Teachers are informed in advance via email which students will be serving ISS on a given day. In the event a teacher does not supply a current classroom or homework assignment, the student will receive assignments from the ISS supervisor for the day. (working on PREVIOUSLY assigned homework, projects or studying for tests will not be allowed)

A student shall be given a copy of the rules for ISS prior to serving their consequence.

If students do not behave appropriately for that day students shall receive off campus suspension.

Board Adopted, October 2006

Richvale Elementary School Progressive Discipline Matrix

The following list identifies the sections of the California Education Code that governs student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary response. Some consequences may occur simultaneously.

	Alternate to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
Mandatory Expulsion [E.C. 48915(c)]				
Mandatory Recommendation for Expulsion [E.C. 48915(a)]				

As a general rule, consequences will be administered for each violation as read from left to right on the chart below at a minimum, unless otherwise noted. The administration reserves the right to administer consequences, which appropriately reflect the level of gravity of the violation.

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Acts of Violence [E.C. 48900(a)]						
2. Weapons and Dangerous Objects [E.C. 48900(b)]						
3. Drugs and Alcohol [E.C. 48900(c)]						
4. Sale of "look-alike" Drugs and Alcohol [E.C. 48900(d)]						
5. Robbery or Extortion [E.C. 48900(e)]						
6. Damage of Property [E.C. 48900(f)]						
7. Theft or Stealing [E.C. 48900(g)]						
8. Tobacco [E.C. 48900(h)]						
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]						
10. Drug Paraphernalia [E.C. 48900(j)]						
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]						
12. Possession of Stolen Property [E.C. 48900(l)]						
13. Imitation Firearm						
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]						
15. Harassment of a Student Witness [E.C. 48900(o)]						
16. Hazing [E.C. 48900(q)]						
17. Aids or Abets						

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
[E.C. 48900(s)]						
18. Sexual Harassment [E.C. 48900.2]						
19. Acts of Hate Violence [E.C. 48900.3]						
20. Other Harassment [E.C. 48900.4]						
21. Terrorist Threats [E.C. 48900.7]						

* Students who do not conform to Bus/Transportation Code of Conduct shall have transportation privileges revoked and may be subject to additional disciplinary action.

Board Adopted- 10/06; Revised 8/08; Revised 6/09

Appendix C: California Child Abuse and Neglect Reporting Act

The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

The Intent of California Law

To protect the child and any other children in the home.

To provide help and resources for the parent or caretaker.

Be a catalyst for change in the home environment and prevent the risk of further abuse.

Who Can Make a Report?

Any citizen can make a report of suspected or known child abuse to a child protective services agency.

However, Mandated Reporters are required by law to make a report.

What is a Mandated Reporter in California?

In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)

A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment. Employers of Mandated Reporters are required to inform them of their responsibilities.

Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

Legal Obligations of a Mandated Reporter in California if Child Abuse is Known or Suspected

The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."

Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.

Mandated Reporters are required to give their name.

What is "Reasonable Suspicion" as defined by the California Penal Code?

"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

Child Abuse Report Form—Department of Justice Form SS8572

Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.

If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.

Copies of the form are available from your local Child Protective Services Agency or by writing to:

California Department of Justice

Bureau of Criminal Identification and Information

P.O.Box 90317

Sacramento, CA 94203-4170

Record Keeping

Good record keeping or documentation is important and helpful in recognizing child abuse...Why?

Helps refresh memories

Bolsters testimony of witnesses

The child's history stays behind if you change jobs

Helps build a "case" for reporting and CPS's response

Documentation of reasons when the decision is made to not make a report

Who are Mandated Reporters in California?

Child Care Custodians

In Public and Private Schools

Teachers

Instructional Aides

Teacher's Aides

Teacher's Assistants

Classified Employees

School Bus Drivers

Administrative Officers

Supervisors of Child Welfare and Attendance

Certificated Pupil Personnel Employees

School District Police or Security

Administrators, Presenters or Counselors of Child Abuse Prevention Programs

Social Workers

Law Enforcement

Fire Fighters

Probation Officers

Parole Officers

District Attorney investigators, inspectors and family support officers

Public or Private Day Camp, Youth Center, Recreation Program or Organization Administrators

Administrators and employees of child day care facilities

Licensing Workers

Public Assistance Workers

Foster Parents

Employees of Child Care Institutions:

Health Practitioners

Clergy

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
	VICTIM'S SIBLINGS		NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX
1. _____		3. _____							
2. _____		4. _____							
D. INVOLVED PARTIES PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	OTHER RELEVANT INFORMATION								
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)								

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Appendix D: Procedures for Notifying Teachers About Discipline History

Each September and January, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used: Teachers are notified immediately about the day of the suspension and return date.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the Superintendent's Office. Copies of this notice are maintained in the school office and the district office.

Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures

Hygienic Safety Practices

videos are provided by Kenna Safety training and watch

Universal Precautions

videos are provided by Kenna Safety training and watch

Blood Borne Pathogens – Safety Practices

Students:

videos are provided by Kenna Safety training and watch

Employees

videos are provided by Kenna Safety training and watch

Identification of Risks of Occupational Exposure

videos are provided by Kenna Safety training and watch

Appendix F: Safety Emergency Drills and Training Log

Date/Time	Type of Drill	Comments
Sept. 2020	Fire Drill	Distant Learning
Sept. 2020	Lock Down Drill	Distant Learning
Oct. 2020	Fire Drill	Distant Learning
Nov.2020	Fire Drill	Went well
Nov. 2020	Lock Down Drill	Went well
Dec. 2020	Fire Drill	Went well
January 2021	Fire Drill	Went well
January 2021	Lock Down Drill	Went well
February 2021	Fire Drill	Went well
March 2021	Fire Drill	Went well
March 2021	Lock Down Drill	Went well
April 2021	Fire Drill	Went well
May 2021	Lock Down Drill	Went well
May 2021	Fire Drill	Went well

Appendix G: Safety Plan Review – Approval Form

Richvale Elementary School

COMPREHENSIVE SCHOOL SAFETY PLAN

School Site Council Review/Approval and Public Meeting Certification

School Year 2022-23

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Richvale Elementary School and is readily available for inspection by the public. Annual review and approval by the SSC must occur prior to March 1st annually.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice was provided by the school office posting, the school newsletter and on the district website.

Date of notice for public meeting: _____ Date of public meeting: _____

The School Site Council has evaluated the Comprehensive School Safety Plan and affirms that the plan has been reviewed, updated as needed and approved.

Signatures

Name School Site Council President	Signature	Date

Name Principal	Signature	Date

The Comprehensive School Safety Plan was been submitted to the District Office for approval.

Superintendent Signature	Date

Appendix I: Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan

Requirements for a Comprehensive School Safety Plan	Requirement Met Yes or No	Comments
Plan developed and approved by SSC or Safety Committee with input from admin. teachers, parent, classified employees and others as needed.	Yes	Prior to March 1, annually
SSC or Safety Committee consulted with local law enforcement officer in plan development.	Yes	SSC meeting minutes showing information presented by principal of meeting with law enforcement for consultation.
The Comprehensive School Safety Plan includes a review of safety related data. <u>Types of Data for review:</u> <ul style="list-style-type: none"> • UMIRS data from Con App. Pt. 2 • Office Referrals • Attendance rates/SARB data • CA Healthy Kids Survey data • Property damage data • Local juvenile crime data 	Yes	SSC meeting minutes of discussion of data.
Identification of strategies and programs that provide/maintain a safe and orderly environment conducive to learning at the school. (Fed.Req.)	Yes	Safety Plan component.
The plan includes the following procedures: <ul style="list-style-type: none"> - Child Abuse Reporting - Code of Conduct for Students - Suspension and Expulsion Procedures - Universal Precautions Procedures - Teacher Notification of Dangerous Students - School Dress Code (if applicable to school) - Access to the school campus (Visitors) - Safe egress and ingress procedures for students and adults (Fed.Req.) 	Yes	Procedures in plan appendices. In Crisis Response Procedures
School Behavior/Discipline Procedures Plan (Fed.Req.)	Yes	Appendices
Crisis Response Procedures (CRP)	Yes	Appendices

<u>District Policies</u> Sexual Harassment BP/AR 4119.11, 4219.11, 4319.1 Employee Safety BP/AR 4158, 4258, 4358 Student Conduct BP/AR 5131(a) Bullying BP/AR 5131.2(a) District Dress Code BP/AR 5132(a) Discipline BP/AR 5144 Suspension and Expulsion BP/AR 5144.1 Nondiscrimination/Harassment BP/AR 5145.3	Yes	Available at the District Office
Verification that the SSC reviews and updates the school safety plan annually prior to March 1st of the current year.	Yes	Affirmation Signature page
Documentation that the school safety plan was submitted for approval to the district office.	Yes	Affirmation Signature page
The SSC communicates about the school safety plan at a public meeting at the school site.	Yes	School Site Council Agenda and Minutes

Date: _____ Principal Signature: _____

Appendix J: Comprehensive School Safety Plan Update Checklist

School Year: 2022-23

Item	Compliance Y/N	Date / Comments
Assessment of School Safety/Crime Conducted	Yes	November 2021
Key Findings of Evaluation Presented to Council	Yes	December 2021
Annual Evaluation of Safety Plan Conducted	Yes	December 2021
School Site Council Identified Priorities Listed Based on Assessment and Analysis of Data Conducted	Yes	December 2021
An Action Plan Has Been Developed	Yes	January 2022
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Yes	January 2022
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Yes	January 2022
Public Meeting Held on the Safety Plan	Yes	February 2022
Law Enforcement Approval of Plan	Yes	February 2022
School Site Council review and approval	Yes	February 2022
Annual Plan Review and Revisions approved by March 1st of each year.	Yes	February 2022