

Agenda
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
May 10, 2023
6:30 p.m. Closed Session
7:00 p.m. 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 and 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 4-9 A. April 19, 2023 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. Litigation; Pursuant to Government Code Section 54956.9
5. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)

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. STUDENT REPRESENTATIVE REPORTS**
 - A. ASB
 - B. FFA
 - C. STUDENT RECOGNITION
- 10. 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.

11. REPORTS - Pursuant to the Brown Act: Gov. Code 854950 et.seq. - Reports are limited to announcements or brief descriptions of individual activities

A. ELEMENTARY SCHOOL PRINCIPAL'S REPORT

B. HIGH SCHOOL PRINCIPAL'S REPORT

Pg 10 C. M/O/T AND FOOD SERVICE DIRECTOR'S REPORT

D. SUPERINTENDENT'S REPORT

Pg 11 E. CBO's REPORT

F. BOARD MEMBER REPORTS

12. CONSENT AGENDA - All matters listed under the Consent Agenda are routine and will be acted upon by one motion and vote. If an item needs further clarification and/or discussion, it may be removed from the Consent portion of the agenda and then be acted upon as a separate item.

Pg 12 A. Approve Inter-District Agreement Request(s) for the 2023-2024 school year.

B. Approve Confidential Staff Summer Schedule of four 10-hour days starting June 5, 2023

13. ACTION ITEMS

Pgs 13-16 A. Approve Declaration of Need (DON) for Fully Qualified Educators for the 2023-2024 school year

Pgs 17-18 B. Approve Statement of Need (SON) for 2023-24 school year

Pgs 19-21 C. Approve Stipend List for the 2023-2024 school year

14. PERSONNEL ACTION

A. Accept the resignation of SDC teacher, Karen Montana, effective the end of the 2022-2023 school year

B. Approve Ava Hepworth and Brock Springer as a Life Guards for the summer of 2023 season

C. Approve Robert Chaplin as the high school English teacher for the 2023-2024 school year

D. Approve Beverly Landers as BES Principal for the 2023-2024 school year, pending her meeting the necessary qualifications

E. Approve Tracey McPeters as RES Principal/7th & 8th grade BES Principal/Special Projects for the 2023-2024 school year

F. Approve Lisa Seipert as the JV Volleyball coach for the 2023-2024 season

G. Teacher Appreciation Week

The Superintendent recommends that the Board declare the week of May 22nd-26th, 2023 as Teacher Appreciation Week. On National Teacher Day, May 2, 2023, thousands of communities take time to honor their local educators and acknowledge the crucial role teachers play in making sure every student receives a quality education.

H. Classified School Employee Week

The Superintendent recommends that the Board declare the week of May 22nd-26th, 2023 as Classified Employee Week. Classified school employees play crucial roles in education. From transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly, classified employees are integral to public education.

I. Superintendent Evaluation

J. Accept the resignation of the BHS Lt. Maintenance/Custodian, Daysi Martinez Verdugo effective the end of the 2022-2023 school year

15. INFORMATION ITEMS

- Pg 22 A. Review the 2023-2024 School Calendar
- B. LCAP Update
- Pgs 23-30 C. SY 23/24 Internet Access and High Speed Data Line E-Rate Funding
- Pgs 31-58 D. WASC Report

16. FUTURE ITEMS FOR DISCUSSION

17. ADJOURNMENT

Notice to the Public: Please contact the Superintendent’s Office at 868-1281 ext. 8100 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

**Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
April 19, 2023**

OPEN SESSION

CALL TO ORDER – President Brown called the meeting to order at 6:31 p.m.

ROLL CALL - Board members present: Linda Brown, Melissa A. Atteberry, M. America Navarro, Jonna Phillips, and Sean Avram were present. Board members absent: No members were absent.

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

APPROVAL OF AGENDA

The Board approved the agenda as presented. MSCU (Navarro/Atteberry) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

APPROVAL OF MINUTES

The Board approved the minutes from the Regular Board Meeting on March 8, 2023 as written. MSCU (Phillips/Avram) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

The Board adjourned into Closed Session at 6:33 p.m.

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 7:06 p.m. and reconvened to Open Session at 7:06 p.m.

Staff Present: Doug Kaelin, Superintendent; Loretta Long, Admin. Assist. & HR Director; Analyn Dyer, CBO

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Brown announced that no action was taken in closed session. President Brown announced that the Board would be returning to closed session after open session.

PARENT ASSOCIATIONS REPORTS – None

CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS - None

STUDENT REPORTS

- A. **ASB REPORT:** Superintendent Kaelin gave the report. ASB has finished with officer elections for next year. The winners will be announced at the end of the year assembly. There will be a rally on Friday, April 21st, to finish up BOTS (Battle of the Sexes).
- B. **FFA REPORT:** Superintendent Kaelin gave the report. FFA held their elections and will announce next year's officers at the FFA Banquet on May 12th. Animals are ready for next month's Silver Dollar Fair. FFA is prepping for next school year.
- C. **STUDENT RECOGNITION:** Superintendent Kaelin announced the March Student of the Month winners. The students came up and received their certificates.

PUBLIC COMMENT- Josh Cook, City of Biggs Manager, spoke on a non-agenda item and thanked the Board for their service to the community. He stated that the City of Biggs is here to help BUSD. He read aloud a Letter of Commendation signed by the mayor that will be given out to our students who made the Honor Roll. The letters were given to the Superintendent for distribution.

REPORTS:

ELEMENTARY SCHOOL PRINCIPAL'S REPORT: Superintendent Kaelin gave the report for LaQuita Ulrich. A BMX assembly is scheduled for Thursday, April 20th. Rogelio, King of Dance, will lead the grades in a dance performance again this year. Students are showing growth in math after the implementation of Math Marvels. Admin is hopeful that it will also help with this year's CAASPP scores. The PBIS point system is going well and behavior is positive. Thirty-six students were enrolled at the TK-K Roundup. Those numbers are up from last year.

HIGH SCHOOL PRINCIPAL'S REPORT: Principal/Superintendent Kaelin gave the report. Spring sports got off to a crazy start with lots of rescheduling due to rain. Softball is undefeated in league. Baseball is doing well, and the team seems to like their new coach. Track is in full swing. CAASPP testing is done, and 4th Quarter Progress Reports come out Friday, April 21st. There was a low turnout for scholarship applications this year, and seniors have been given an extension. WASC is next week. Mr. Kaelin outlined the schedule and what to expect.

M/O/T/, FOOD SERVICE: A written report from MOT Supervisor, John Strattard, was read by Superintendent Kaelin and reviewed by the Board. Mr. Kaelin added that it is the department’s goal to create a 5-year maintenance plan that includes desk and chair replacement.

SUPERINTENDENT’S REPORT:

1. Mr. Kaelin presented the plan for Summer School, which is mandated for grades K-6th. Fliers have been created that will go home tomorrow with sign up instructions. The program will run from June 5th to June 29th, Monday through Thursday from 8 a.m. to 5 p.m. We will see about providing transportation. The District is asking families to commit to at least two weeks so we have an idea of day-to-day attendance counts. Awards and incentives to attend will be given out. A teacher pole will go out on Monday, April 24th to see who is interested and available to teach over the summer. Admin is hoping to provide credit recovery and a Math Camp for 7th through 12th graders over the summer as well.

CBO’s REPORT:

1. Analyn Dyer reported on audit findings, one-time funds, and presented a multi-year Special Education comparison.

BOARD MEMBER REPORTS: Nothing from the Board.

CONSENT AGENDA:

The Board approved Consent Agenda Item A. MSCU (Atteberry/Phillips) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

- A. Approve Inter-District Agreement Request(s) for the remainder of the 2022-2023 school year and the 2023-2024 school year.

The Board approved Consent Agenda Item B with direction for the Superintendent to report back concerning the purchase of Ed Puzzle. MSCU (Brown/Phillips) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

- B. Approve AP Vendor Check Register and Purchase Order Listing

PUBLIC HEARING ITEM 1 – A Public Hearing was held in regards to Action Item 13 F; sunshine of Negotiation Articles proposed by BUTA.

PUBLIC HEARING ITEM 2 – A Public Hearing was held in regards to Action Item 13 G; sunshine of Negotiation Articles proposed by CSEA.

ACTION ITEMS:

The Board approved Action Item A. MSCU (Navarro/Avram) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

A. Approve Fixed Assets Inventory Proposal with RCI

The Board approved Action Item B. MSCU (Atteberry/Phillips) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

B. Approve MOU-SCSS

The Board approved Action Item C. MSCU (Avram/Atteberry) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

C. Adopt the following New or Updated Board Policies (BP), Admin. Regulations (AR) and Exhibits (E):

- Board Policy 0420.4 - Charter School Authorization – update
- Administrative Regulation 0420.4 - Charter School Authorization – update
- Board Policy 3555 - Nutrition Program Compliance – update
- Exhibit (I) 3555 - Nutrition Program Compliance – update
- Board Policy 4030 - Nondiscrimination in Employment – update
- Board Policy 4218 - Dismissal/Suspension/Disciplinary Action – update
- Administrative Regulation 4218 - Dismissal/Suspension/Disciplinary Action – update
- Administrative Regulation 5113 - Absences and Excuses – update
- Administrative Regulation 5131.41 - Use of Seclusion and Restraint – update
- Administrative Regulation 5144 – Discipline – update
- Administrative Regulation 5144.1- Suspension and Expulsion/Due Process – update
- Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities – update
- Administrative Regulation 6115 - Ceremonies and Observances – update
- Board Policy 6146.1 - High School Graduation Requirements – update
- Board Policy 6173 - Education for Homeless Children – update
- Administrative Regulation 6173 - Education for Homeless Children – update
- Board Policy 6173.1- Education for Foster Youth – update
- Administrative Regulation 6173.1- Education for Foster Youth – update
- Board Policy 6177 - Summer Learning Programs – update
- Administrative Regulation 6184 - Continuation Education – update
- Board Bylaw 9270 - Conflict of Interest – update
- Board Bylaw 9320 - Meetings and Notices – update

The Board approved Action Items D and E. MSCU (Phillips/Navarro) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

D. Adopt Resolution 2022/2023 #05 U.S. Bank Signatories

E. Adopt Resolution 2022/2023 #06 Self Help Bank Signatories

The Board approved Action Items F and G. MSCU (Phillips/Navarro) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

F. Accept Sunshine Articles for BUTA Negotiations for 2023-2024

G. Accept Sunshine Articles for CSEA Negotiations for 2023-2024

PERSONNEL ACTION ITEMS:

The Board approved Personnel Action Items A-F and H-R. MSCU (Navarro/Avram) 5/0

Brown – Aye Atteberry – Aye Navarro – Aye Phillips – Aye Avram – Aye

- A. Accept the resignation of BES and RES Principal, LaQuita Ulrich, effective the end of the 2022-2023 school year
- B. Approve Moneek Graves as Pool Supervisor for the Summer of 2023 with Stipend
- C. Approve the following as Life Guards for the Summer of 2023: Delanie Little, Rorie Little, Lucas Romena, Isabelle Little, Chase McLean, Phoenix Brynnan
- D. Approve Erica White as a Certificated Substitute Teacher
- E. Approve Billy J. Roles as a Certificated Substitute Teacher
- F. Approve Michelle Schleef as Head Varsity Volleyball Coach with Stipend
- ~~G. Approve Head JV Volleyball Coach with Stipend; name to be provided~~
- H. Approve Michele Roles as Cheer Advisor with Stipend
- I. Approve Amie Little and Katie Carr as non-paid Cheer Assistant Coaches
- J. Approve Brian Harrison as Head Varsity Football Coach with Stipend
- K. Approve Rob Hall as Assistant Varsity Football Coach with Stipend
- L. Approve Miguel Aguirre as Assistant Varsity Football Coach with Stipend
- M. Approve Brenden Smith as Head JV Football Coach with 50% Stipend
- N. Approve Jon Smith as Head JV Football Coach with 50% Stipend

- O. Approve Kameron Smith as Assistant JV Football Coach with 50% Stipend
- P. Approve Roscoe Deel as Assistant JV Football Coach with 50% Stipend
- Q. Approve rehire of Jessica Lowry as SDC Instructional Aide
- R. Approve Sarah Rose Leahy as a Substitute SDC Instructional Aide

INFORMATION ITEMS:

- A. E-Rate Bidding Matrix Summary: CBO Analyn Dyer gave her presentation.
- B. Quarterly Report on Williams Uniform Complaints: Superintendent Kaelin reported out that for the last Quarter, there have been no Williams Uniform Complaints against any school in the District.
- C. Night of the Stars invitee update for planning purposes: Caterers have been called for quotes. Board members will show up early to decorate. Tables, chairs, and linens will be rented and used the next day at the FFA Banquet. Plan to honor Shady Creek Counselors at NOTS.
- D. High School WASC Report: Superintendent Kaelin gave his WASC report during the High School Principal Report earlier in the agenda.
- E. PG&E Financing Loan Agreement for Richvale Elementary: CBO Analyn Dyer gave her presentation.

FUTURE ITEMS FOR DISCUSSION – None

The Board adjourned into Closed Session at 8:05 p.m.

Closed Session was adjourned at 8:44 p.m. and reconvened to Open Session at 8:44 p.m.

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Brown announced that Superintendent Kaelin was given direction concerning upcoming negotiations.

ADJOURNMENT – 8:45 p.m.

MINUTES APPROVED AND ADOPTED:

Presiding President

Date

Distribution: Board of Trustees, Superintendent, Elementary School Principal, Financial Officer/Administrative Advisor, BUTA and CSEA Presidents, Student Representative, Student Government Class, Gridley Herald, District Office and Schools for Posting, and Official Record.

MOT & Food Services.

1. Transportation

- a. Currently accepting quotes for a 60-80 passenger bus to replace our 1995 bus
- b. We have interviewed a candidate for The Grounds/Bus Driver/ custodial position and hope to offer the position next this week.
- c. We have been Performing 45, 90 & 120 day bus safety checks.

2. Grounds

- a. Our maintenance and transportation staff are teaming up to maintain the districts grounds with all recent sunny weather and rapid spring growth.
- b. We have submitted three quotes to CBO for a new zero turn mower for the upcoming 2023-2024 school year.
- c. Planning for tree trimming work and accepting bids for removal of a few dead trees around the district.
- d. We have interviewed a candidate for The Grounds/Bus Driver/Custodial position and hope to offer the position next this week.
- e. WE have interviewed a candidate for Grounds/Custodial/lt. maintenance position and hope to offer the position this week.

3. Maintenance

- a. We have been working on daily maintenance several repairs around the district.
- b. We are currently working on a list of summer projects to accomplish. One being the installation of water bottle filling stations next to the drinking fountains thought the district.
- c. We are currently scheduling appointments for roofers to come out and give estimates for repairs to four damaged roofs in the district. BES Quad, BHS Quad, BHS library & District Office

4. Food service

- a. We are currently working on a site plan check to submit to the county health depart for approval to install the new ovens, steam kettle, and steamer in the elementary school cafeteria. Accomplishing this will open up several new menu items to explore for the upcoming school year.
- b. We are costing out and planning out the best course of action the repair the walk-in freezer floor in the elementary school cafeteria.
- c. The district had its biannual health department inspection. All three school passed with no violations.

Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917
(530)868-1281

Doug Kaelin
Superintendent

CBO BOARD REPORT

5/10/2023

- ❖ Learning Recovery Block Grant - **\$ 792,511** Total allocation received- K- 12
 - ✓ Statutes does not require to develop a plan, however it is recommended to utilize the LCAP to communicate strategic plan how funds will be used to improve student outcomes.
 - ✓ [Allowable Uses](#)
 - ✓ Funds may expend until SY 2027-28
 - ✓ Must report Interim expenditures by Dec. 1, 2024 and Dec.1, 2027 and final report no later than Dec., 2029

- ❖ Adopted Budget preparation for SY23-24
 - ✓ May Revision – School Services of California, Virtual Workshop May 19, 2023.
 - ✓ CalPERS New Employer Rates Increased.

Fiscal Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
New Projected Rates*	26.68%	27.70%	28.30%	28.70%	30.00%	29.80%
Old Projected Rates	27.00%	28.10%	28.80%	29.20%	30.70%	N/A

- ✓ CalSTRS Employer Rates Set to Adopt New Rates

Employer Contribution Rate	Fiscal Year (FY) 2023-24		FY 2022-23
	Option 1	Option 2	
Base	8.250%	8.250%	8.250%
Supplemental Rate	10.850% ¹	10.231%	10.850%
Total Employer Contribution Rate	19.100%	18.481%	19.100%

¹Recommended for Board adoption

Rates for members subject to Public Employee’s Pension Reform Act (PEPRA) is expected to remain at 10.205%

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: May 10, 2023

Item Number: 12 A
Item Title: Inter-district Agreement Request(s)
Presenter: Doug Kaelin, Superintendent & Loretta Long, 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.

2023-2024 School Year	From:	To:	Action	New/Ongoing:
1. (5 th grade)	Biggs	Chico Unified	Release	Ongoing
2. (K)	Biggs	Chico Unified	Release	New
3. (7 th grade)	Biggs	Chico Unified	Release	Ongoing
4. (5 th grade)	Biggs	Chico Unified	Release	Ongoing
5. (2 nd grade)	Biggs	Oro Elementary	Release	Ongoing
6. (TK)	Biggs	Oro Elementary	Release	New
7. (2 nd grade)	Biggs	Oro Elementary	Release	Ongoing
8. (8 th grade)	Gridley	Biggs	Accept	Ongoing
9. (2 nd grade)	Gridley	Biggs	Accept	Ongoing
10. (K)	Gridley	Biggs	Accept	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.

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name

Signature

Title

Fax Number

Telephone Number

Date

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

The situation or circumstances that necessitate the use of an emergency permit holder are as follows: (Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

Signature of the District Superintendent *District* *Date*

Signature of the County Superintendent of Schools *County* *Date*

It is not necessary to submit this form to the Commission on Teacher Credentialing.

CERTIFICATED STIPEND SCHEDULE
Effective August 2023

High School

Fall Athletics	Staff Member/Name	\$	Date Bd Apprvd
Head Varsity Football	Brian Harrison	2020	04/19/2023
Assistant Varsity Football (2)	Rob Hall	1571	04/19/2023
	Miguel Aguirre	1571	04/19/2023
Head JV Football (split 50/50)	Brenden Smith and Jon Smith	1683	04/19/2023
Assistant JV Football (split 50/50)	Kameron Smith and Roscoe Deel	1459	04/19/2023
Head Varsity Volleyball	Michelle Schleef	1683	04/19/2023
Head JV Volleyball		1459	
Cheerleader Advisor	Michele Roles	1683	04/19/2023
Cross Country	N/A	1000	
<u>Winter Athletics</u>			
Head Varsity Basketball (boys)		1908	
Head Varsity Basketball (girls)		1908	
Head JV Basketball (boys)		1571	
Head JV Basketball (girls)		1571	
Head Varsity Wrestling		1908	
Assistant Varsity Wrestling		1571	
Soccer Coach	N/A	1796	
<u>Spring Athletics</u>			
Head Varsity Baseball		1796	
Head Varsity Softball		1796	
Head Coed Track		1796	
Assistant Coed Track		1571	
Coed Golf	N/A	1000	
<u>Other Stipends</u>			

Academic Decathlon Coordinator	561
Chess Advisor	500
CSF Advisor	750
Student Council Advisor (ASB)	1908
Athletic Director	3000
State Testing Coordinator	337
Student Study Team Coord	450
Lead Teacher – H.S.	2000

District-wide

Assistant Athletic Director	2000
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BES/ Middle School

Volleyball 8 th	600
Volleyball 7 th	600
Volleyball 6 th	600

Flag Football 7 th /8 th grade	600
Flag Football 5 th /6 th grade	600

Soccer	600
--------	-----

Basketball (boys) 5 th /6 th grade	600
Basketball (boys) 7 th grade	600
Basketball (boys) 8 th grade	600

Basketball (girls) 5 th /6 th grade	600
Basketball (girls) 7 th grade	600
Basketball (girls) 8 th grade	600

Wrestling	600
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Track - Coed	500
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****If the team ends up being a combo grade team (ex.7th/8th), the stipend is paid \$600****

Other Stipends

CJSF Advisor	500
Chess Advisor	500
School Site Council Coordinator	561
State Testing Coordinator	337

Stem Night Coordinator	337
Science Fair	225
Student Council Advisor	561
Spelling Bee Coordinator	225
RES - Lead Teacher - Richvale	2244
BES - Lead Teacher/PBIS/Classroom Support	2000
Events Coordinator	1,500
Student Study Team Coordinator	2,000
Results Coordinator	\$350/trimester
Red Ribbon Coordinator	225
Winter Program Director	337
Science Camp Coordinator	800
Science Camp Teacher (2)	500 each

Biggs Unified School District 2023/2024 Calendar

Doug Kaelin, Superintendent

2023

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3*	4*	5*	6*	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20***	21	22	23
24	25	26	27	28	29	30
31						

2024

January						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30**	31***	

June						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

8/10/2023 - First Day of School 05/31/2024 - Last Day of School	05/30/24 - BES Graduation 05/31/24 - H.S. Graduation	Non-School Days - Staff Days
District designated holidays per Ed Code 37220 & 45205		* Minimum Days (grades K-8) ** Minimum Days (Grades 9-12) *** Minimum Day ALL Grades
Jul 4 Independence Day observed Jul 5 Local Holiday Sept 4 Labor Day Nov 10 Veterans Day observed Nov 23 Thansgiving Day Nov. 24 Local Holiday Dec. 22 Local Holiday Dec 25 Christmas Day Jan 1 New Year's Day Jan 15 Martin Luther King Day Feb 19 Presidents' Day Apr 1 Local Holiday May 27 Memorial Day Oct 2 11 Mo. Classified Alternate July 3 12 Mo. Classified Alternate		er Early Release Days
All Schools Winter Recess: 12/21/23 - 01/09/24 Break: 02/16/24 - 02/19/24 Spring Recess: 03/29/24 - 04/05/24 (Easter March 31st)		Staff Return Dates 8/07 - Teachers Return 8/08 - 10 mo. Classified Return
ELEMENTARY GRADING PERIODS First Trimester Nov.3rd 60 days Second Trimester March 1st 62 days Third Trimester May 31st 58 days		Board approved: 03/03/2021
SECONDARY GRADING PERIODS First Semester Dec. 20th 87 days Second Semester May 31st 93 days		

BIGGS UNIFIED SCHOOL DISTRICT

May 10, 2023

Item Number: 15 C

Item Title: SY 23/24 Internet Access and High Speed Data Line E-Rate Funding

Presenter: Analyn Dyer, CBO

Attachments: USAC Approved Application # 23101581/, Form 471

Item Type: Consent Agenda Action Report Work Session Public Hearing

Background/Comments:

Universal Service Administrative Co. approved a sum total of \$33,468.25 E-Rate funds for FY 2023-24. This is 80% of the total allotted funds or \$41,835.32 for High Speed Data Line Internet Access. The District is working with E-Rate Advisors Consultant and they will follow up with all the next steps to ensure the discounts begin after July 1st, 2023. Expiration date will be 6/30/2024.

Fiscal Impact:

The district portion of this project will be 20% or \$8,367.06 which will be added to the Adopted Budget for SY2023/24. General Unrestricted Funds.

Recommendation:

Information only. No board action is required as this time.



April 29, 2023

Funding Commitment Decision Letter

Funding Year 2023

Contact Information:

Rachel White
BIGGS UNIF SCHOOL DISTRICT
300 B ST
BIGGS, CA 95917
rachel@erateadvisors.com

FCC Form 471: 231015811

BEN: 144630

Wave: 1

Application Nickname: Biggs FY23 C1

Totals

Total Committed	\$33,468.25
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What is in this letter?

Thank you for submitting your application for **Funding Year 2023 Schools and Libraries Program (E-rate) funding**. Attached to this letter, you will find the funding statuses for the FCC Form(s) 471, Services Ordered and Certification Form, that you submitted and referenced above.

The Universal Service Administrative Company (USAC) is sending this information to both the associated applicant(s) and the service provider(s) so that you can work together to complete the funding process.

Next Steps

1. Work with your service provider(s) to determine if your bills will be discounted or if you will request reimbursement from USAC after paying the full cost for the services you receive.
2. Review the Children's Internet Protection Act (CIPA) requirements and file the FCC Form 486 (Service Confirmation and CIPA Certification Form). **The deadline to submit this form is 120 days from the date of this letter or from the service start date (whichever is later).**
3. Invoice USAC

BEN Name: BIGGS UNIF SCHOOL DISTRICT
BEN: 144630

FCC Form 471: 231015811
Wave: 1

- **If you (the applicant) are invoicing USAC:** You must pay your service provider(s) the full cost for the services you receive and file the [FCC Form 472](#), the Billed Entity Applicant Reimbursement (BEAR) Form, to invoice USAC for reimbursement of the discounted amount.
- **If your service provider(s) is invoicing USAC:** The service provider(s) must provide services, bill the applicant for the non-discounted share, and file the [FCC Form 474](#), the Service Provider Invoice (SPI) form, to invoice USAC for reimbursement for the discounted portion of costs. Every funding year, service providers must file an [FCC Form 473](#), the Service Provider Annual Certification Form, to be able to submit invoices and to receive disbursements.
- **To receive an invoice deadline extension, the applicant or service provider** must request an extension on or before the last date to invoice. **If you anticipate, for any reason, that invoices cannot be filed on time**, USAC will grant a one-time, 120-day invoice deadline extension if timely requested.

How to Appeal or Request a Waiver of a Decision

You can appeal or request a waiver of a decision in this letter **within 60 calendar days** of the date of this letter. Failure to meet this deadline will result in an automatic dismissal of your appeal or waiver request.

Note: The Federal Communications Commission (FCC) will not accept appeals of USAC decisions that have not first been appealed to USAC. However, if you are seeking a waiver of E-rate program rules, you must submit your request to the FCC and not to USAC. USAC is not able to waive the E-rate program rules.

- **To submit your appeal to USAC**, visit the Appeals section in the [E-rate Productivity Center \(EPC\)](#) and provide the required information. USAC will reply to your appeal submissions to confirm receipt. Visit USAC's [website](#) for additional information on submitting an appeal to USAC, including step-by-step instructions.
- **To request a waiver of the FCC's rules**, please submit it to the FCC in proceeding number CC Docket No. 02-6 using the [Electronic Comment Filing System \(ECFS\)](#). Include your contact information, a statement that your filing is a waiver request, identifying information, the FCC rule(s) for which you are seeking a waiver, a full description of the relevant facts that you believe support your waiver request and any related relief, and any supporting documentation.

For appeals to USAC or to the FCC, be sure to keep a copy of your entire appeal, including any correspondence and documentation, and provide a copy to the affected service provider(s).

Obligation to Pay Non-Discount Portion

Applicants are required to pay the non-discount portion of the cost of the eligible products and/or services to their service providers. Service providers are required to bill applicants for the non-discount portion of costs for the eligible products and/or services. The FCC stated that requiring applicants to pay the non-discounted share of costs ensures efficiency and accountability in the program. If using the BEAR invoicing method, the applicant must pay the service provider in full (the non-discount plus discount portion) **before** seeking reimbursement from USAC. If using the SPI invoicing method, the service provider must first bill the applicant **before** invoicing USAC.

Notice on Rules and Funds Availability

The applicants' receipt of funding commitments is contingent on their compliance with all statutory, regulatory, and procedural requirements of the Schools and Libraries Program and the FCC's rules. Applicants who have received funding commitments continue to be subject to audits and other reviews that USAC and/or the FCC may undertake to assure that committed funds are being used in accordance with such requirements. USAC may be required to reduce or cancel funding commitments that were not issued in accordance with such requirements, whether due to action or inaction of USAC, the applicant, or the service provider. USAC, and other appropriate authorities (including but not limited to the FCC), may pursue enforcement actions and other means of recourse to collect improperly disbursed funds.

Funding Commitment Decision Overview

Funding Year 2023

Application Comments for FCC Form 471: #231015811

The applicant did not submit any RAL corrections.

Funding Commitment Decision Overview

Funding Request Number (FRN)	Service Provider Name	Amount Requested	Amount Committed	Status
2399020392	Butte County Office of Education	\$12,640.00	\$12,640.00	Funded
2399020396	Pacific Bell Telephone Company	\$11,342.11	\$11,342.11	Funded
2399020400	Pacific Bell Telephone Company	\$9,486.14	\$9,486.14	Funded

BEN Name: BIGGS UNIF SCHOOL DISTRICT
BEN: 144630

FCC Form 471: 231015811
Wave: 1

FRN 2399020392	Service Type Data Transmission and/or Internet Access	Status Funded
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Dollars Committed			
Monthly Cost		One-time Cost	
Months of Service	12		
Total Eligible Recurring Charges	\$0.00	Total Eligible One Time Charges	\$15,800.00
Total Pre-discount Charges		\$15,800.00	
Discount Rate		80.00%	
Committed Amount		\$12,640.00	

Dates	
Service Start Date	7/1/2023
Contract Expiration Date	6/30/2024
Contract Award Date	3/6/2019
Service Delivery Deadline	9/30/2024
Expiration Date (All Extensions)	6/30/2024

Service Provider and Contract Information	
Service Provider	Butte County Office of Education
SPIN (498ID)	143011860
Contract Number	
Account Number	N/A
Establishing FCC Form 470	190017502

Consultant Information	
Consultant Name	Rachel White
Consultant's Employer	JEG CONSULTING
CRN	16062012

Funding Commitment Decision Comments

MR1: Approved as submitted.

BEN Name: BIGGS UNIF SCHOOL DISTRICT
BEN: 144630

FCC Form 471: 231015811
Wave: 1

FRN 2399020396	Service Type Data Transmission and/or Internet Access	Status Funded
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Dollars Committed			
Monthly Cost		One-time Cost	
Months of Service	12		
Total Eligible Recurring Charges	\$14,177.64	Total Eligible One Time Charges	\$0.00
Total Pre-discount Charges		\$14,177.64	
Discount Rate		80.00%	
Committed Amount		\$11,342.11	

Dates	
Service Start Date	7/1/2023
Contract Expiration Date	6/30/2026
Contract Award Date	1/13/2021
Service Delivery Deadline	6/30/2024
Expiration Date (All Extensions)	

Service Provider and Contract Information	
Service Provider	Pacific Bell Telephone Company
SPIN (498ID)	143002665
Contract Number	ASEE3QRZT8
Account Number	NA
Establishing FCC Form 470	210000782

Consultant Information	
Consultant Name	Rachel White
Consultant's Employer	JEG CONSULTING
CRN	16062012

Funding Commitment Decision Comments

MR1: Approved as submitted.

BEN Name: BIGGS UNIF SCHOOL DISTRICT
BEN: 144630

FCC Form 471: 231015811
Wave: 1

FRN 2399020400	Service Type Data Transmission and/or Internet Access	Status Funded
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Dollars Committed			
Monthly Cost		One-time Cost	
Months of Service	12		
Total Eligible Recurring Charges	\$11,857.68	Total Eligible One Time Charges	\$0.00
Total Pre-discount Charges		\$11,857.68	
Discount Rate		80.00%	
Committed Amount		\$9,486.14	

Dates	
Service Start Date	7/1/2023
Contract Expiration Date	6/30/2026
Contract Award Date	1/13/2021
Service Delivery Deadline	6/30/2024
Expiration Date (All Extensions)	

Service Provider and Contract Information	
Service Provider	Pacific Bell Telephone Company
SPIN (498ID)	143002665
Contract Number	ASEE3QRZT8
Account Number	NA
Establishing FCC Form 470	210000782

Consultant Information	
Consultant Name	Rachel White
Consultant's Employer	JEG CONSULTING
CRN	16062012

Funding Commitment Decision Comments

MR1: Approved as submitted.

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Biggs High School

300 B Street

Biggs, CA 95917

Biggs Unified School District

April 23 - 26, 2023

Visiting Committee Members

Tobin Hahn, Chairperson
Principal, Mendocino High School

Elizabeth Guerrero
Dean of Students, Fall River Junior-Senior High School

John Doolittle
Lead Teacher, Luther Burbank High School

Preface

Parents, students and staff were included in the Focus on Learning process through Focus Groups as well as through surveys, which reached a large percentage of the stakeholders. Through the Focus on Learning process, Biggs High School staff renewed their Student Learner Outcomes and have redoubled their focus on identifying standards for the purpose of tracking student achievement and providing interventions.

The report analyzes local demographic data, school climate data, and CAASPP data. There is also local survey data of staff, students, and parents. There is minimal data for Biggs High on the California Dashboard and current testing data including SAT and AP scores was not analyzed in the report, but was provided to the Visiting Committee when requested. More local testing data is becoming available through the adoption of MAP and staff is receiving training on analyzing these data.

The school program was analyzed to varying degrees in each of the five categories. While the self-study reported the SPSA is a relevant document, the Visiting Committee found that it was not in alignment with prior self-study goals nor was it currently being used as a guiding document. While the self-study did not always have an accurate portrayal of what the school was doing, the Visiting Committee does feel that the areas of critical need and the action plan that the site arrived at through the study were valid and relevant.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

The end result of the self-study was mostly valid with some areas that were not identified. While analysis in the report was lacking in some areas, the prioritized areas of strengths and growth surfaced through the self-study process.

Chapter 1: Progress Report

The Progress Report provides a comprehensive overview of significant developments that have impacted Biggs High School since the last full visit. The report outlines several environmental events that resulted in school closures, including the Oroville Dam Evacuation in February 2017 and the devastating Camp Fire in November 2018. These incidents not only caused or threatened significant damage to the surrounding communities, but also led to disruptions in the school's operations.

During the Oroville Dam Evacuation, Biggs High School had to close its doors for five days due to the evacuation of over 180,000 people near Lake Oroville. Similarly, during the Camp Fire, the school was closed for a week due to poor air quality. Two staff members lost their homes to the wildfire, and several students had to relocate to Biggs High School from the Paradise area.

Moreover, the COVID-19 pandemic had a profound impact on the school's operations, forcing the school to shift to virtual learning. The staff of Biggs High School rose to the challenge and quickly adopted the necessary technologies to teach students virtually. The start of the 2020-21 school year was pushed back a few weeks and started with remote learning, but by October, students were back to in-person learning on a modified schedule. By the spring semester, the school had transitioned back to full in-person learning.

In addition to these environmental and pandemic-related challenges, the school has experienced a decline in enrollment since the last full visit. The report notes that the school's enrollment has decreased from a high of 200 students to a current enrollment of 160 (there are some larger classes coming up from middle school). The number of English Learner students has also decreased.

Perhaps most impactful to the ability of Biggs High School to follow through with the goals from their last self-study, is the amount of turnover they have been experiencing. Almost half of the staff has turned over since the last visit. Furthermore, the superintendent has had to step in twice to replace principals and is likely going to be principal again next year, which is beneficial for the site based on stakeholder feedback, but not ideal considering the demands of a superintendent/principal position.

Despite these challenges, Biggs High School has remained committed to providing a high-quality education to its students and has adapted to these significant changes with resilience and determination.

The Principal, Counselor, and lead teacher are responsible for ensuring the implementation of the action plan in the district. Members report on the progress and discuss factors that could impede the process. Though there is no formal committee, teacher leaders work to ensure the plan is carried out. The plan has been incorporated into district LCAP goals. However, due to COVID and distance learning, as well as turnover in administration and staffing, the previous School-wide Action Plan was not fully carried out. The self-study and the SPSA also did not fully align.

Critical Area 1: Regular review/revision process for school-wide foundational documents. The school completed a comprehensive approach to reviewing school documents with new Student Learner Outcomes and the “Wolverine Way” setting the tone.

Critical Area 2: Professional development and data analysis tools to make data-driven decisions in curriculum, instruction, and assessment. The district is utilizing a Universal Design for Learning (UDL) grant and a county literacy coach to improve curriculum, instruction, and assessments. This school year, the district purchased the MAP assessment program to provide current data on student academic progress in Math, ELA, and Science.

Critical Area 3: Measurable professional development plan to enable all instructional staff to engage in benchmarking, data analysis, and sharing of best practices. With the recent disruption of COVID, there was minimal progress completed in this area. However, staff collaboration time was added and the majority of these days have been utilized to focus on the Self-Study, UDL/literacy, and MAP data training. The recent addition of early-release Wednesdays has proven beneficial for staff collaboration and for moving initiatives forward.

Critical Area 4: Strategies for parental involvement: With the recent disruption of COVID, parents were not able to meet in groups. Nonetheless, staff have improved their usage of online/digital/mobile communication tools, such as parents receiving text messages from Aeries every Monday regarding their students' grades. According to parents interviewed by the Visiting Committee, this has been met with mixed reviews, as there is a feeling that communication could be more directed and frequent, especially around college preparation.

Critical Area 5: Articulation with feeder schools to ensure alignment of standards. Through the UDL literacy grant, sixth through eighth-grade teachers are included in the professional development meetings with the high school. Starting this school year, there has also been articulation in math. The teachers at Biggs have shown a desire to continue and expand this work.

Critical Area 6: Implementation of pacing guides and benchmarks. Pacing guides are left up to the individual teacher and the report references that some teachers have done them. The addition of the MAP testing program should help with common assessments and will enhance the use of data. The report states that this area should remain a focus for the school.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Biggs High School, despite suffering from turnover in leadership and staffing, has managed to maintain continuity in keeping focused on achieving goals. While this has resulted in some lack of progress, it is clear the staff wants to redouble their efforts and accomplish what they had initially set out to do.

Chapter 2: School and Student Profile and Supporting Data

Biggs High School is a small comprehensive high school located in the rural community of Biggs, California. The school serves grades 9-12 and has an enrollment of 161 students, with 55% identifying as White and 34% as Hispanic. Approximately 56% of the student body qualifies for the free or reduced lunch program. The school offers a range of courses, including CTE courses and classes that are articulated with the local community college. The school has four "Career Pathway Sequences" that give students hands-on opportunities to gain skills and knowledge tied to current industry standards. The school also offers a blended model of instruction and intervention, blending both Special Education and Response to Intervention services school-wide. The school went through the full WASC accreditation process in 2017 and received a six-year accreditation. Biggs High School has a boosters group, FFA program, Friday Night Live program, hosts international high school students through the Cultural Homestay International program, CSF club, Upward Bound, Academic Decathlon, Athletes committed, ASB, and athletics.

Professional development is valued at Biggs High School. This includes teacher initiatives such as attending professional conferences, district-sponsored learning opportunities, collaborative projects, and curriculum development. In addition, the district calendar provides more collaboration time for teachers (early release Wednesdays). Biggs Unified was selected to participate in a grant through the county office focused on literacy and UDL lesson design. Currently, 8 teachers participate in the grant, and all staff members participate in some UDL training. A UDL coach spends time on campus working with teachers as part of the grant. According to survey data and Visiting Committee interviews, staff report that they feel supported and feel like they are part of a team.

The dropout rate spiked in 2019-2020 (COVID year) but has recovered since that time.

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

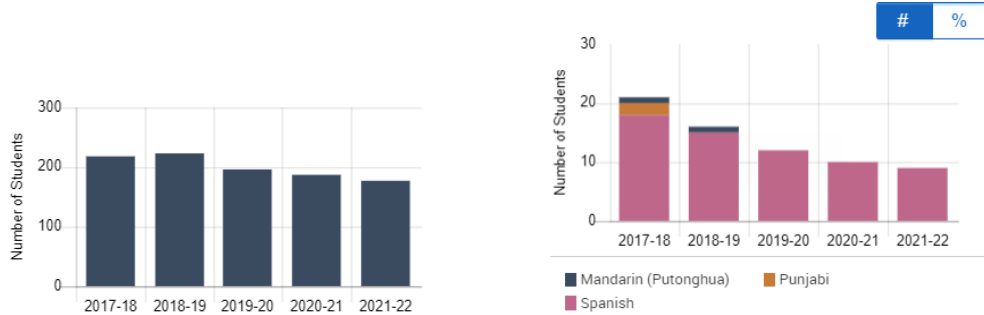
Year	2019-20	2020-21	2021-22
Dropout Rate	10.46%	4.26%	3.92%
Graduation Rate	87.23%	95.74%	96.08%

The truancy rates have gone up in the past three years, partly due to the COVID-19 transition. To address this issue, the district has introduced a rewards program for students to motivate them to attend school. Under this program, students with perfect attendance are entered into weekly drawings and are recognized for their excellent attendance at the semester awards ceremony. The school has seen success with this program and students showed genuine interest in the results in the weekly bulletin. These truancy rates, thought of concern, are in line with the state average.

Truancy Rates Biggs High School 2019-2022

2019-20	2020-21	2021-22
9.9%	15.5%	30.2%

Biggs High School is going through a period of declining enrollment, including a decrease in the number of EL students (source: Ed-Data). Conversations with staff revealed that the decline in the EL population could partially be due to the effectiveness of the elementary school reclassifying students. Furthermore, enrollment is expected to increase again with larger cohorts at the middle school.



Enrollment Data

EL student population is declining

The report revealed that CAASPP scores are low, particularly in Math, where 5.88% of students met the standard. ELA was better with 29.41% of students meeting or exceeding the standard. No other testing data was analyzed in the report, but the Visiting Committee requested SAT/ACT, AP, and local benchmark data from MAP. AP test results showed that only students in AP Spanish Language and Culture have consistently scored a 3 or higher in recent years. Tests are also offered in AP Biology and AP Calculus AB. Six students registered for the SAT in 2022-2023 and scores ranged from 820-1340. A-G completion data was not analyzed in the report and the Visiting Committee provided the data using Ed-Data. The A-G completion rate has declined slightly since pre-COVID.

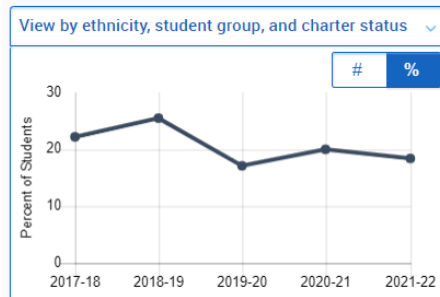
California Assessment of Student Performance & Progress (CAASPP) Results 2021-22									
Mathematics									
Grade	Standard Exceeded		Standard Met		Standard Nearly Met		Standard Not Met		Number Tested
	#	%	#	%	#	%	#	%	
11	1	0%		5.88%		11.76%		82%	34

California Assessment of Student Performance & Progress (CAASPP) Results 2020-21									
English Language Arts/Literacy (ELA)									
Grade	Standard Exceeded		Standard Met		Standard Nearly Met		Standard Not Met		Number Tested
	#	%	#	%	#	%	#	%	
11		5.88%		23.53%		29.42%		42.28%	34

Cohort Graduates Meeting UC/CSU Course Requirements

Biggs High

CDS Code 04-61408-0430827



A-G Readiness data (Ed-Data)

School Purpose

Biggs High School is proud of our school's educational excellence, outstanding extracurricular performance, and active involvement in our community. We believe that high standards of student behavior and good attendance enhance student achievement. We value high quality student activity programs that complement and support our academic standards. We develop well-rounded, productive citizens who are prepared to become contributing members of society.

Mission

Biggs High School District's primary mission is to academically and vocationally educate the youth of our community while promoting high social and moral standards in preparing our students to meet the challenges of their future.

Student Learner Outcomes

- Be college or career ready
- High order thinking, organizational and technological skills
- Social and personal responsibility

The Wolverine Way

Be respectful and use academic language

Hats off phones away

Stay in Class

Prepared to Learn

Responsible for our actions

Integrity

Dedication to daily improvement

Enter and exit calmly

Chapter 3: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. *Vision and Purpose Criterion*

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels? To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS:

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

The school has a clearly defined vision (purpose) and mission based on student needs with some attention to educational research. While students and staff report a general culture of inclusivity and belonging to a “family”, it was found that equity and inclusion are not explicitly stated in the purpose and mission statements. For example, language such as “all students” is not included. The mission, purpose, and SLOs have been aligned with the district LCAP.

The school's purpose is further defined by academic standards. Staff are at the beginning of identifying essential standards. The staff adopted the current mission and vision statements in 2019, and SLOs are reviewed annually by the school board and displayed in classrooms to make students and staff aware of them. The staff continues to strive to reference and emphasize the SLOs regularly, and the mission, vision/purpose, and learner outcomes are revisited at the beginning of each school year. In August of 2022, staff reviewed the mission statement, vision/purpose, and proposed schoolwide learner outcomes. They also adopted the “Wolverine Way” which explicitly states behavior expectations.

Biggs High School provides opportunities for stakeholders to participate in the development and understanding of the vision, mission, and SLOs as well as the funding priorities of the school toward supporting the vision and mission and the district LCAP priorities. Development of new SLOs and the Wolverine Way help to focus goals around college and career readiness, technology, and citizenship.

Vision and Purpose that supports high achievement for all students. Defining the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The development of vision and purpose has helped to focus improvement efforts at the school and establish clear expectations for students and staff and to this extent have proven successful. However, language in the vision and purpose is not explicitly directed to “all students” even though there is a general feeling of inclusivity on campus.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school? To what extent does the governing board delegate implementation of these policies to the professional staff? To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS:

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Visiting Committee Comments

Biggs High School values transparency and open communication with students, staff, parents, BUSD staff, and the community. The school has informed the school community about the role of the Governing Board and Administration through various methods: school board policies and administrative regulations and SARC reports are accessible on the BUSD website. The Superintendent/Principal reported that the Board is supportive. Because of the dual role of the Superintendent/Principal, there is good continuity between the site and the district. The governing board has regularly scheduled meetings that are open to the public and provide a procedure for the public to address the Board. The Board receives regular updates about Biggs High School during visits and presentations, and conversations about local control and governing have been prominent at recent meetings. The school leadership also provides uniform complaint procedures upon request.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

There is positive continuity and support between the district and site level.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS:

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data

and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Visiting Committee Comments

Throughout the school year, leadership and staff analyze student achievement data from various sources to make decisions about the courses offered, student placement, standards taught, focus of instruction, and staff development opportunities. The school analyzes test data from some sources, including MAP and CAASPP to ensure effective instruction and determine whether Biggs High School is meeting the needs of its diverse student population. Some data, such as student achievement data on SAT and AP exams did not appear to be analyzed and was requested by the Visiting Committee. The Single Plan for Student Achievement (SPSA) has not been updated and the school was advised to update the plan with the new school-wide action plan. The prior SPSA had some connections to the critical needs of the site. The Visiting Committee found through interviews that internal communication at the site has been improving.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Staff indicated that there has been a lack of follow through due to several administration transitions and outside environmental factors. Biggs High School is making solid efforts to move in a direction to be increasingly data-driven.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS:

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and

handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

The report highlights BUSD's proactive stance on professional development, but notes that there is still a need for improving the delivery of professional development, particularly for new hires and in certain subject areas. The school is very supportive of staff through school-wide opportunities for professional development. For example, the UDL and literacy training has been well-received by staff. Survey data and Visiting Committee interviews suggest a need for more training around serving EL and special needs populations, as well as best instructional practices and strategies, including PLC implementation. There is a desire from staff for increased formal evaluations and feedback as well as peer coaching opportunities. New staff receive orientation and training, but an updated employee handbook, better understanding of SLOs, and involvement in school-wide goal-setting are growth areas noted in the report.

Staff: *Qualified and Professional Development that supports high achievement for all students.*

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The implementation of early release Wednesdays, the UDL and literacy training, and the desire of staff to continue to improve professional development shows that Biggs High School understands the importance of professional development for high achievement.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS:

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

Visiting Committee Comments

Planning, data collection, and stakeholder analysis are completed in the development of the District LCAP plan, which is then shared with all stakeholders and made public. Resources are allocated for professional development, materials and equipment, and facility maintenance/development to maintain the best facilities possible. Biggs High School has benefited from district planning, resulting in the complete remodeling of all but two classrooms and an overhaul of the football stadium. The CTE

programs have benefitted from funding through the CTEIG program. The school is fortunate to have an excellent custodial team that maintains its aging facilities.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The human, material, physical, and financial resources are utilized effectively to create a safe and functional environment that is conducive to learning.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Strong administrative support and leadership under the current superintendent/principal.
- Mission, purpose, SLOs, and the Wolverine Way are revisited and clearly displayed.
- The Board is supportive of the administration at Biggs High School.
- Staff collaboration is supported through an early release Wednesday.
- The UDL and literacy training has encouraged best practices around instruction as well as data collection and analysis.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. In-depth data analysis of the school and programs by administration and leadership would support data-driven decision-making efforts.
2. Targeted professional development to reach all teachers in the areas of best instructional practices, data analysis, and tiered intervention systems to support teachers in creating a professional learning community culture.
3. Improved staff evaluation and continuous improvement, including peer observations.
4. Consistent benchmarking, data analysis, and sharing of best practices to better address the needs of all students.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- CTEIG grants
- Facility modernization project
- Parent focus group
- Teacher focus group
- Conversations with administration
- Sample MAP data
- LCAP

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS:

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. .

Visiting Committee Comments

Self-study states that BHS provides an effective, relevant and coherent curriculum. The Visiting Committee (VC) observed this in most classes, although some classes had a less structured approach. While the VC was struck by the inherent relevance and effectiveness of CTE classes in agriculture, we found the Ag Mech shop to be more exploratory and student-directed, which may limit its coherence. VC was surprised to learn that GoMath has a high school component; some students appear to need remediation from feeder school math. BHS has adopted new curricula in History and English which VC found to be not universally in use.

The self-study states that “Departments have aligned their curricula to meet state standards.” VC found this work to be in the beginning stages for many teachers as part of the initiative toward PLCs at BHS.

The self-study finds the Agriculture CTE classes and “The majority of our academic classes” meet CCSS and A-G requirements. The self-study considers the diverse student population, and makes note of the school's focus on academic and personal goal-setting, alternatives for credit-deficient students, and is able to provide a paraeducator. In our meeting with teachers, the VC found that the identification of essential standards is in the beginning stages as part of a PLC initiative; some subject areas and programs are more advanced than others in this area, and in most cases the college-and-career readiness expectations are more defined and do meet or exceed graduation requirements.

The VC finds the strongest link of concepts and skills taught to college and career readiness standards in the CTE Agriculture pathway. We found skills and concepts that students are learning to be standards-aligned and that schoolwide learner outcomes drove decisions about curriculum. Most of the work that the VC was able to observe students being asked to do in classes is aligned with standards and meets college and career readiness standards.

The self-study finds evidence of CTE integration and alignment with core academic disciplines, which VC finds persuasive. In our conversations with teachers, we found some staff members were eager to further the work of intertwining disciplines and finding connections across disciplines including career technical courses, particularly between science and agriculture. VC did not find explicit reference to math curriculum. Due to overall low dashboard scores in this discipline, math curriculum may need to be evaluated for effectiveness.

There is a preponderance of evidence of a tight-knit, small-town community relationship between BHS and the community, including business and the local community college. Elsewhere in the self-study,

numerous guest speakers are mentioned. The community apparently stands ready to assist the teachers and school with work, resources, materials and expertise that many larger schools could only dream of. Articulation and dual enrollment is noted elsewhere in the self-study with Butte Community College, specifically in the CTE program. Alumni in UC schools have also come to BHS to present their experiences to encourage current students. The self-study also mentions support from the CTE advisory committee in this domain.

The self-study mentions that the English and Math depts are articulating annually with feeder schools. In our conversations with admin and teachers, VC found that feeders are not always fully preparing math students for BHS work. The counselor is diligent about reaching out to staff, past graduates, and community members to determine the effectiveness of the school and the attainment of graduates.

The VC found rigorous, relevant, and coherent standards-based curriculum primarily exemplified in several CTE courses and in most other classes. Curriculum supported schoolwide learner outcomes and college-career readiness standards.

The VC found that almost all students have been able to meet graduation requirements in our examination of data and conversations with counseling and admin, and that the curriculum at BHS supports meeting graduation requirements.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Students participate in rigorous, relevant curriculum that prepares students for college and career. The site excels in real-world activities.

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS:

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

VC finds that most students are able to pursue a full range of realistic college and career options. We find

that the school provides an unexpectedly broad number of career exploration options for its small size, managing to include welding, mechanics, construction and fabrication, floriculture and floral design, and animal care under the umbrella of CTE, while simultaneously preparing students in core classes for admission to the full range of academic options, from technical schools, community colleges, state universities and even some Ivy League schools. The special education department offers workability training. PE explores careers, as delineated in the school culture section of the self-study. Opportunities are provided for career exploration in late start/early release for upper-class students who are already employed. The self-study asserts that “Most courses are college prep including CTE and elective courses” supporting A-G eligibility, which offers graduates 4-yr college, community college, or “other post-secondary training program” options. The VC found evidence to support this assertion in our conversations with students, teachers and administrators and in our classroom observations of student learning and work.

In our conversations with parents and students, the lack of music and Art options as electives repeatedly surfaced. Students felt that electives were heavily weighted toward Agriculture; Art and music are critical to a well-rounded program and student and are important choices which are currently missing at Biggs. The principal/superintendent outlined plans to bring back music and to add an Art class; this is a critical area of follow-up for the school.

The VC found relevance and real world applications provided to students in CTE, wealth management, Spanish, workability, Government and Economics, and the sciences. Rigor seems to be present at students’ zone of proximal development; thus, rigor looks different from class to class but we did find evidence that it is present. The curriculum from our observations, seems to use a progression of learning, creating coherence.

VC concurs with the self-study finding that the incoming freshman 4-yr plan is the driver of student-parent-staff collaboration in developing and monitoring student achievement. The VC also determined that transfers and new students also go through this process, which is particularly critical given the graduation credit requirement exceeds that of most area high schools. In our conversation with parents, most expressed a desire for monitoring of the plan as students develop and interests change over the course of the high-school years, however, the VC found that the counselor is able to follow up with students and makes annual course selection available for parents to view through Aeries. The VC also heard from parents and students, however, that communication from counseling could be more proactive. Some students said that emails went unanswered and they had to rely on teachers to make appointments for them. Students and parents would benefit from more explicit follow-up in this area in the academic plan and more proactive communication from counseling, and the school may determine that support staff is necessary to assist the counselor.

The self-study states that Reg-to-go facilitates transition to community college, and VC observations supported this. Reg-to-go was noted by the VC as an exciting and important day in the school calendar for graduating students. The VC was unable to find evidence of formal evaluation of these programs for effectiveness.

Per the self-study, Ag field days expose students to Butte Community College events and connections are facilitated with BCC instructors to ease the transition. The VC found that strategies and programs to facilitate immediate transitions to college, career, and other postsecondary high school options were limited to Reg-to-go and Ag field days in self-study, but VC uncovered that alumni who are now attending UCs also regularly present to classes about their experiences and that some teachers are very proactive about helping facilitate transitions to postsecondary experiences.

The self-study asserts an effective structure in place serving incoming 8th grade students in creating a personal learning plan, but the VC found that updating and proactive follow-up on the plan, including

parents more intentionally, would benefit students. CTE prepares capstone completers for career, workability prepares special-needs students, and core classes prepare students for college-level coursework in a full range of institutions, based on students' interest and willingness to work and self-advocate.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Students have access to the school's program and are provided with a personal learning plan, which could be more proactively revisited and followed up upon. There is a desire among all stakeholders for more diverse elective offerings such as music and the arts.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- Rigor within zones of proximal development in many classes
- Coherent, relevant curriculum that prepares students for college and/or career in most classes
- Equity of access to a variety of programs which include real-world experiences in many classes

Growth Areas for Continuous Improvement for Curriculum:

- Students would benefit from leadership's continued work to add more diverse elective options such as music and Art to ensure a full range of choices for students.
- Proactive annual follow-up for students' four-year plans.
- Regular evaluation of post-secondary transition strategies and activities for effectiveness.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Parent focus group
- Teacher focus group
- Student focus group
- Ad-hoc student group
- Classroom observations
- Teacher, counselor, and administrator interviews and informal conversations

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS:

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

The self-study makes reference to assessments, projects, and speaking/listening activities to demonstrate knowledge and to rigor and a focus on essential standards. All students are said by the self-study to be mainstreamed into regular education courses, with push-in support, that our observations and conversations with the counselor were able to confirm. In our observations, we found the aide willing to assist students, but that students resisted help. The self-study states that many students with IEPs are routinely tested in less restrictive settings. The VC found challenging and relevant work in most classes in our observations of classroom teaching and examination of student work.

According to the self-study, ELs have support available to them through a widely used after school program on Tuesdays and Thursdays, and that StudySync English curriculum “offers EL adapted curriculum when students are in that unit.” In informal conversations with students, however, the VC found that this adopted EL curriculum was extremely disliked by EL students. The self-study states that all staff are SDAIE or CLAD certified; the VC was able to confirm this.

The self-study says all students have the opportunity to enroll in higher-level courses and lists CTE pathways, AP Spanish/Bio/Calc, Honors English, and adds that “Individualized instruction for computer-based math is offered.” The VC was able to confirm in our observations and conversations with teachers and students.

The self-study cites progress in stating clear learning outcomes by course, with essential standards unpacked and disseminated through Google Classrooms, syllabi, pacing guides and, in English, rubrics. Teachers are said to be presenting learning objectives/performance expectations are given daily in verbal and written format. In observing classes, the VC found most classes used weekly or daily agendas to communicate learning objectives, but many classes did have a daily learning objective posted and/or communicated to students, and most students were able to articulate the learning objective when asked.

The VC finds that BHS involves most students in challenging and relevant learning experiences that are largely meeting their proximal zone of development and serving their interests. Students would benefit from more consistent communication of daily learning objectives, destigmatizing help offered to ELs and by the SPED aide, and working to ensure equity of access to all students to advanced classes.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

VC observed many students involved in challenging and relevant learning experiences.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

INDICATORS:

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the

textbook.

C2.3.Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

The self-study speaks in general terms about teachers being current in content and instructional methodologies, including non-volunteer calling on students, and the VC found some variation in staff. Teachers seem schoolwide to be differentiating instruction and many are integrating technology in our observations of classes, though technology is largely confined to Google Classroom applications outside of Computer Design, publishing, and photography classes. Teachers noted that staff has made great strides in integrating technology following COVID, when they were forced to move instruction online; teachers reported a new confidence in integrating technology from that experience. The VC felt that about half the teachers are facilitating learning as coaches with student-centered classes; the rest we felt were overly reliant on direct instruction, unevenly engaging students.

In concurrence with the self-study, problem, project, and inquiry-based learning were observed in Agriculture courses. Graphic organizers were also observed by the VC in some classes. The self-study states that Google slides, Canva, Savvas Realize, and students' own mobile apps are used in Social Science, while English is said to use creative writing and google slides to encourage creative and critical thinking. The self-study states that science uses project-based, hands-on learning, drawing, post boards, modification of a build as ways to demonstrate creative and critical thinking. The VC was not able to observe all these in our time at BHS.

The self-study gives social science, AP examinations, and coursework as their example of applied learning. From PE, peer observation, self-assessments and performance based work are cited. English prepares students for the battery of tests, from the department common assessment to SAT and AP tests. Science is using labs and project-based learning to give students opportunities to apply knowledge and skills at higher levels and depths of knowledge. The VC did not find reference to math in this section of the self-study; due to overall low math test scores, some kind of intervention in learning and teaching math is critical.

In our classroom observations, the VC found strong relationships helped teachers connect students with content and learning. Most students were observed applying acquired knowledge and skills at higher levels and depths of knowledge. Students in science classes were observed thinking critically in labs. Ag, CAD, and Video production and photo students were thinking creatively in project-based learning, Spanish students were asked to think deeply in Spanish, RSP students were engaged in higher-order thinking about real-world applications, and the Senior Project provided seniors with an opportunity to showcase applied knowledge.

Naviance is used by the counseling team to facilitate career/college activities according to the self-study. In our conversations with parents, some follow-through or revisiting of the 4-year plan developed with 8th graders was mentioned as a need as students progress through the high school grades.

The VC finds some teachers at BHS to be using a variety of strategies and resources to actively engage students, and many teachers emphasize higher-order critical thinking.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

A variety of strategies and resources are at work to support high achievement for students. VC observed integration of technology and access to real-world experiences, especially through CTE..

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- Students are involved in challenging and relevant learning experiences that are serving their interests and preparing them for college and career.
- A variety of strategies and resources are used to differentiate instruction and encourage creative and critical thinking.
- Teachers create strong relationships with students, which is essential in learning and teaching.

Growth Areas for Continuous Improvement for Learning and Teaching:

- Student learning would benefit from less direct instruction and more engaging, interactive activities in more classes.
- EL students would benefit from more attentiveness by staff and administration to finding interventions that are engaging and consistent throughout the school year.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Parent focus group
- Teacher focus group
- Student focus group
- Ad-hoc student group
- Classroom observations
- Teacher, counselor, and administrator interviews and informal conversations

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders? To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS:

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements,

credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

The report states that departments use Professional Learning Communities (PLC) practices to identify essential standards, develop common formative assessments, evaluate data, and develop interventions based on the data. However, the VC found through staff interviews that this is in the beginning stages of implementation and is largely being driven by the recent adoption of MAP to analyze ELA, Math, and Science data. Wider adoption of PLC practices across all departments is desired.

Departments are just starting work on identifying essential standards, but have been using MAP to identify standards for individual student interventions. It would be advantageous for all students if there were a standardized system in place that incorporates instruction, assessment, intervention, and extension across all courses. Administration has supported these efforts by implementing an early release Wednesday to increase staff collaboration time during the school day, including for the purpose of data analysis and planning. The staff at Biggs High School are firmly focused on using effective assessment processes to collect and analyze data in order to provide timely interventions. They are actively working to have the analysis of data guide the school's programs and processes. This effort has been ongoing since the mid-cycle review and has been disrupted by COVID and a lack of continuity in leadership.

Biggs High School has made some progress in establishing acceptable assessment practices. The report states there are pockets of the campus that have developed effective strategies to monitor student growth. Staff would benefit from professional development/learning regarding cycles of teaching and learning, assessments, and intervention strategies and have been receiving some of this through the UDL grant. Students noted that grading is not consistent across the site and were divided as to whether grading should be compliance or mastery based. Staff did not indicate an urgency to create a school-wide grading philosophy or policy, but were not able to elucidate what should be the basis for student grades.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Progress has been made in this area and there is a desire at the site to see more analysis of data to drive decisions as well as interventions, and to refine the process through which data is collected. While progress has been made, there is a continued need to create a formalized system of data gathering and analysis, and to create consistent expectations in grading and what should make up the basis of grades.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS:

D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative

assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Visiting Committee Comments

Teachers use diverse strategies to assess student learning. Observations of classrooms saw a variety of assignments, including laboratory work, video projects, slideshows, and research. Collaboration takes place during Wednesday early release time to examine data, identify areas where students require additional instruction, and monitor student achievement, especially in the areas of Math, ELA, and Science that have just started using MAP assessments.

The report states that more consistency of teacher and student feedback campus wide would benefit students, teachers, and the entire BHS community. Through professional development/learning and collaboration, progress has been made in data analysis. The report states that timely assessments that lead to intervention are not widespread across all collaborative groups. Increased dialogue and student feedback around student progress and preparedness would be beneficial. There is staff capacity at Biggs High School to implement an intervention system based on best practices, such as utilizing professional learning teams.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

A solid start has been made in this area through the UDL professional development and the adoption of MAP. Staff understands where they want to be headed in this area and have identified data-driven instruction and intervention as a priority.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- The recent adoption of MAP assessments has facilitated the gathering and analysis of data, specifically in Math, ELA, and Science.
- Students are able to demonstrate achievement in a variety of ways in their classes, including laboratories, video presentations, posters, and slideshows.
- There is a strong staff desire to gather and analyze data to inform interventions and instruction.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- There is a need for a school-wide formalized system of assessment and intervention to better support all students.
- Staff would benefit from determining a basis for grades that is consistent across the site and provides meaningful feedback about student learning.
- Staff training is needed in how to gather and interpret data to inform interventions and instruction as part of a larger effort to install a PLC culture.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus group with staff
- MAP assessment data
- Master schedule
- Bell schedule
- Conversations with administration
- Classroom observations

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

INDICATORS:

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

Biggs High School’s self-study indicates they try to keep all stakeholders informed of the teaching and learning process of all students, with the use of Aeries student and parent portals and weekly grade reports going out to parents. They also have events like Back to School Night, Spring Preview Night and Registration Day. BHS feels that they have made improvements in the area of encouraging communication through increased use of technology; ConnectEd, school website, school marquee and social media platforms (Instagram, Facebook and Twitter).

Through the observations and conversations it is noted that Biggs High School offers multiple platforms for parents and the community to utilize for gaining information about the school, current and upcoming events, and students progress. The visiting committee also took note of the fact that with the increase and availability of information for parents and the community, each group has to reach out themselves to utilize the school's existing platforms. The exception to this is the weekly grade reminders that go out to each parent who sets up their portal, the daily attendance calls, and also the eight times a year progress and grade reports. The parent group stated a need for more informational nights and expanding communication with the Hispanic families. Parents recognized the benefits of the existing parent nights and wish to expand those opportunities.

Parent and Community Engagement that supports high achievement for all students.
Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective
Narrative Rationale:
 Parents feel they have access to communicate with the school, including administration and teachers. The school could be more proactive in disseminating information and reaching out to the Hipanic community.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust,

professionalism, equity, and high expectations for all students?

INDICATORS:

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

Through the self-study, BHS recognizes that they have made school safety and culture a priority. All students are educated on the Wolverine Way, a set of school behavior expectations that is delivered to each incoming ninth grader. This messaging is seen throughout the school and supports the cultural expectations of the school. The school benefits from small class sizes and the student to teacher ratios which promote and foster close relationships with the students. This leaves the students feeling connected to the adults around them. The staff at BHS extend themselves outside of the classroom and curriculum delivery and most teachers are also coaches, club and class advisors. This reinforces that depth of connection the students have with the staff and their sense of school belonging.

From our observations, we concur that BHS has a foundation that is built on the relationships that occur organically between students and staff. Good adult intentions and close adult to student relationships are a prominent part of this school's culture. Diversity and inclusivity among the students makes for close knit communities in the school and was noted as a strength from all stakeholders. Student groups did not voice a need for having clubs or organizations that foster diversity and inclusion. The visiting committee did hear the want for cultural connectivity.

A concern was brought to our attention regarding discipline and policy reinforcement from past administrators. These concerns are being addressed by the current administrator and from our time at the school we have seen no red flags attached to student behavior or discipline. The visiting committee agrees with the need stated by the teachers that there is a gap in supporting them, as they seem to absorb the role of being the primary Tier I support for students, whether it's discipline or social emotional needs. Developing processes to support the staff with student referrals for social emotional and or academics, leaves less potential for students to fall through the cracks and will give teachers a framework moving forward to support the whole student.

<p>School Culture and Environment that supports high achievement for all students.</p> <p>Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p> <p>Biggs High School exemplifies a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and expectations for students.</p>
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success? To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS:

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

E3.4. Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

The BHS self-study indicates the importance of educating the whole student, focusing on student connectivity and belonging. In the upcoming years, the school will be working on increasing the number of programs that are offered for the students with the end goal of each student being connected. The school is proactively building educational and social/emotional support for all students helping to promote wellness for the whole student. Currently BHS is piloting Wayfinder, a social-emotional readiness curriculum to support and educate students on self health, esteem and belonging. For academic support, BHS has recently added a built in credit recovery class that provides intervention and enrichment. The school also provides after school academic support on Tuesdays.

The committee felt that the ability and opportunities for students to connect to the school through co-curricular and extracurricular activities is an area of strength for the school. There was a collective voice from the community, staff and students that there would be a benefit from the expansion of electives offered onsite with each group of stakeholders focusing on bringing back art and music programs. The school is also in the process of expanding their social-emotional support for their students through a Wayfinder online curriculum. To support the students' pride and connection to the school they have established events and programs that honor positive academic and behavioral achievement through the school board and boosters', Student of the Month, Night of the Stars, scholarship awards, attendance awards, and STAR awards.

Parents had concerns around rigor and if their students were being challenged enough academically, but post secondary college admissions support that rigor is occurring as they have historically and currently have students being accepted and attending California State Universities and University of California schools with the end results of receiving college degrees in vast areas of study. Most students and parents agree that students who have the initial goals of being college ready can achieve this through self advocacy. In order to ensure all students have access to college and career education and promotion there needs to be an increase of communication in these areas at all grade levels, not just ninth and twelfth grade.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Students report a high level of connectivity to the school and the ability to participate in many of the activities the school offers. Appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success has been identified in the SS as an area for growth.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Student to teacher ratio fosters a safe social emotional and academic learning environment for all students
- Student connectivity to staff, a depth of respect and admiration for the staff shined through
- A school culture based on respect and kindness that supports the overall feeling of Family
- Honoring student achievement reinforces the strong feeling of pride students have in their school
- Strong community support for the school
- Staff models goal oriented teamwork driven by student growth

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Outreach to the Hispanic community
- More robust social emotional support and referral system
- Yearly college and career information to all students and parents

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus group with students
- Focus group with parents/guardians
- Focus group with staff
- Survey data from self study
- Website
- Classroom observations

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The visiting committee identified the following specific schoolwide strengths:

1. Strong board, community and administrative support and leadership under the current superintendent/principal fosters a positive working and learning environment.
2. Mission, purpose, SLOs, and the Wolverine Way are revisited and clearly displayed to promote a positive school culture.
3. Staff collaboration is supported through an early release Wednesday and has helped to foster professional growth and further school-wide goals.
4. The UDL and literacy training has encouraged best practices around instruction as well as data collection and analysis that will benefit student learning.
5. There is a strong staff desire to gather and analyze data to inform interventions and instruction

and the recent adoption of MAP assessments has facilitated the gathering and analysis of data, specifically in Math, ELA, and Science.

6. Students are able to demonstrate achievement in a variety of ways in their classes, including laboratories, video presentations, posters, and slideshows.
7. There is evidence of rigor within zones of proximal development in many classes that supports college and career readiness.
8. Students have access to, and take advantage of, participating in a variety of activities, such as athletics, ASB, FFA, and clubs
9. Students are involved in challenging and relevant learning experiences that are serving their interests and preparing them for college and career.
10. A variety of strategies and resources are used to differentiate instruction and encourage creative and critical thinking.
11. The student to teacher ratio fosters strong relationships, providing a safe social-emotional and academic learning environment for all students.
12. A school culture based on respect and kindness that supports the overall feeling of family.
13. Honoring student achievement (Student of the Week, attendance, etc.) reinforces the strong feeling of pride students have in their school.
14. Staff modeling of respect and teamwork is reflected in the student's mindset.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement from Chapter 4 are summarized by the visiting committee below:

1. Access to technology for 21st Century learning

Biggs High School would like to improve the use of technology in curriculum and for communication through updated equipment/software and staff training in order to meet the technical and learning challenges of the 21st Century and to enhance student productivity into the future.

2. Teacher Professional Development

To support the implementation of the school-wide goals, provide professional development for teachers to effectively implement new curriculum, use high-impact instructional engagement strategies, and implement practices such as PLCs and intervention strategies.

3. Professional Evaluations and Feedback

Administration should work to support teacher development and the professional development process through the evaluation system as well as fostering peer observations and a culture of continuous improvement.

4. CTE Completion and Course Offerings

All stakeholder groups at Biggs High School agree there is a need to expand elective offerings to meet the needs of all students. Course offerings in additional areas, such as music and arts, should be explored and implemented in a way that is supportive of all offerings (CTE, college prep, dual enrollment etc.) at the school.

5. Academic and Social-Emotional Intervention System

Students are increasingly in need of academic interventions and socioemotional support. While there is a prevailing culture of students trusting teachers and teachers being a first line of support for students, there

is need for training and a more systematic school-wide approach to identifying students and providing interventions, both academic and social-emotional.

6. Discipline/School Wide consistency of procedures

There is a desire by staff to be a part of a collaborative effort to create a more regimented discipline Process with clearer behavior expectations and consequences stated to both teachers and students.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

1. Biggs High School would benefit from leadership's continued work to add more diverse elective options such as music and Art in order to ensure a full range of choices for all students.
2. There is a need for the counseling department and the staff to increase the frequency of college and career support and annually provide information to all students on post-secondary pathways.
3. Staff and administration should increase effective interventions for English Learner students and reach out more intentionally to the Hispanic community to ensure inclusion and successful outcomes for all students.
4. To complement efforts to implement systematic interventions, staff and administration should collaborate to develop guidelines for grading to ensure that grades reflect meaningful feedback to support learning for all students.
5. Similar to how Biggs High School has made an effort to improve literacy and ELA test scores, the visiting committee recommends that staff also focus on improving Math scores through adoption of curriculum, training, and other appropriate measures that the school identifies.
6. The visiting committee reiterates that, in order to ensure all students are supported, it is important to develop a formal, school-wide system for academic, behavioral, and social-emotional interventions.

Chapter 5: Ongoing School Improvement

The schoolwide action plan is comprised of three goals: First, to develop the capabilities of both new and experienced staff to ensure all students meet the technical and learning challenges of the 21st century classroom; second, to formalize the school process for analyzing data from benchmark assessments to inform instruction, conducting formal performance evaluations, and setting annual goals based on the WASC action plan and LCAP goals, and third, to identify and provide interventions for students who are at risk academically or socio-economically.

The school has identified the majority of the areas of critical need through their self-study process. The Action Plan will support and enhance student learning. **However, the visiting committee recommends that the Action Plan be revised to more clearly compartmentalize the goals.** For example, Goal #2 is centered on data analysis and creating a PLC culture, but also mentions staff evaluations. The committee feels that staff evaluations would more clearly fit in Goal #1, which addresses professional development. The critical need relating to discipline was not represented in the Action Plan and should be added. The school should incorporate the Visiting Committee recommendations and revise their Action Plan to clearly compartmentalize and state their goals. Clearly stating goals will help ensure they are implemented into the future.

The staff of Biggs High School is committed to change and improvement. Prior improvement efforts have been hampered by turnover in staff and administration. With more turnover possible in the future, it is important that the school-wide Action Plan be closely incorporated into the SPSA and that there are systems of accountability in place, such as through Site Council. This has not happened consistently over the past several years with turnover in administration.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The Action Plan will support students in making progress toward achieving schoolwide learner outcomes.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The Action Plan, along with visiting committee recommendations will address the critical needs of the student learners.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Due to disruptions in continuity of school administration, there are concerns around the accountability of implementation. It will be important for the Action Plan to be represented in the SPSA with fidelity.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.			X	
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)	X			
Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)			X	
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)	X			
Resources (Charter only) (A6)	N/A			
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			X	
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA			X	