



# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



**Goal 1:** Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners

**Measures of Success:**

- Percent of teachers who are highly qualified
- Percent of students with instructional materials in all core subjects
- Facilities will be rated as good or excellent through Williams Act visits
- Percent of students with access to a computer or Chromebook at any given time
- Time for teachers to address Common Core State Standards
- Math and English Language Arts curriculum

## PHYSICAL INFRASTRUCTURE

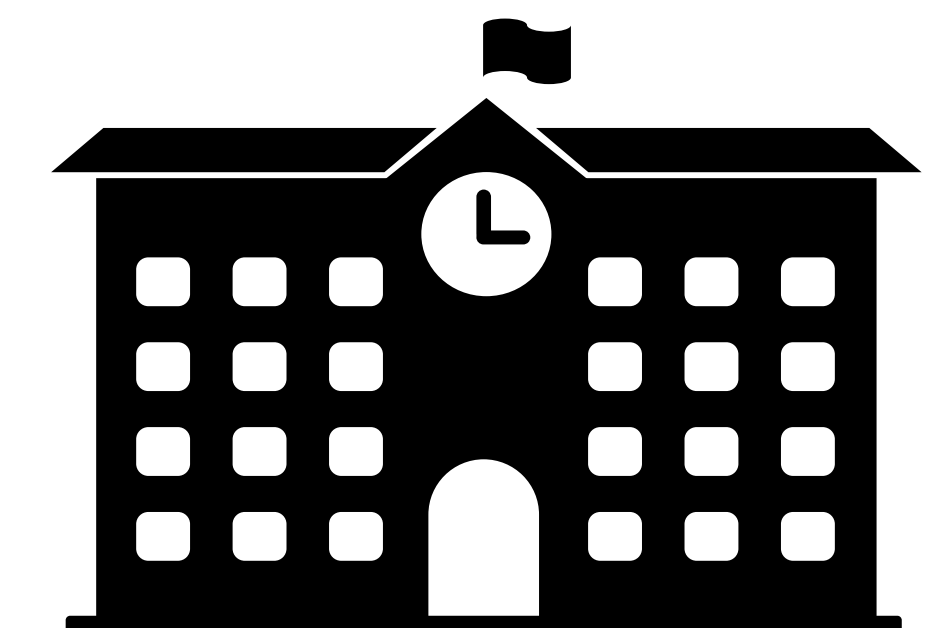
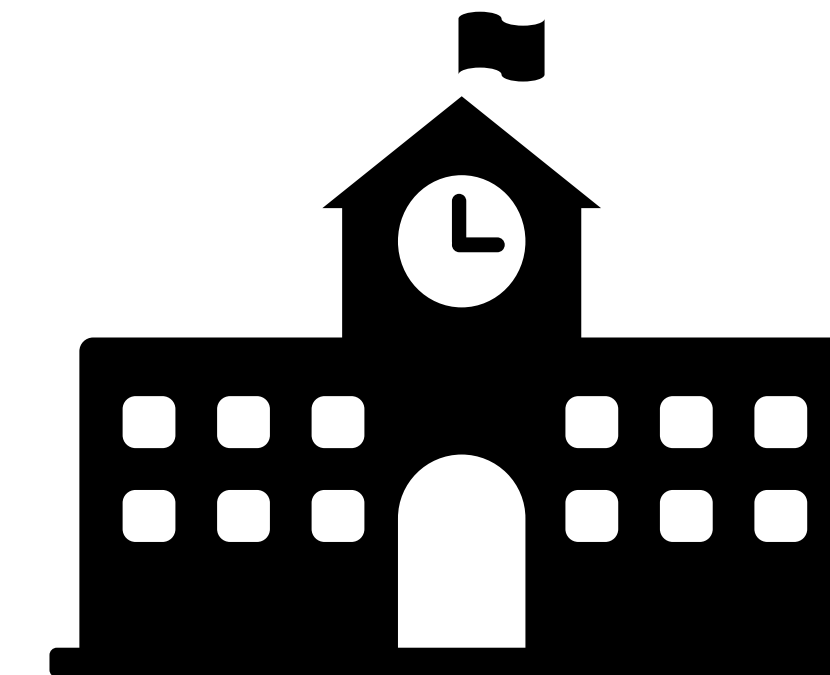
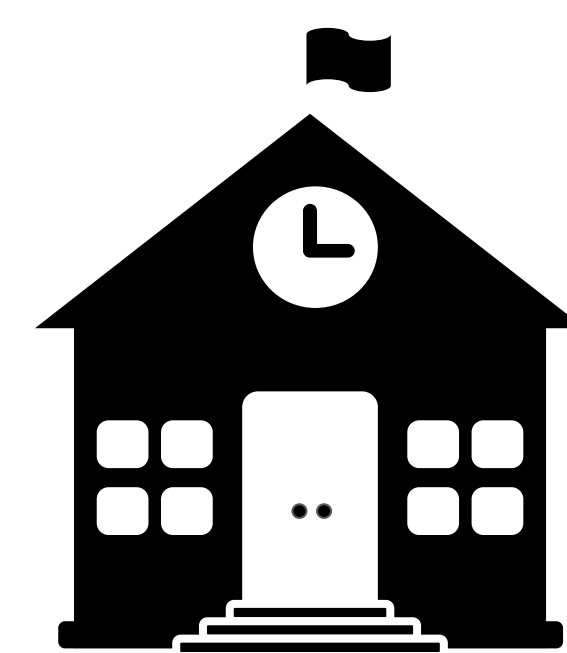
The improvements to the physical infrastructure in and around our schools show our commitment to student safety and keeping our facilities well maintained

**100%**  
of our facilities  
received a “good” to  
“excellent” rating

In 2019, Biggs High opened a new football stadium featuring a snack bar and restrooms

## ACTIONS & SERVICES

- **Physical Infrastructure improvements** including: replaced fencing and painted buildings; replaced windows in many of the schools; cemented the playground at Biggs Elementary
- **Common Core Implementation**
  - Teacher release time provided to teachers to work together to analyze student ELA and math needs and to develop Response to Intervention (RTI) groups
  - Teachers met once a week to analyze data and discuss best teaching practices
  - Data analysis tools and teacher training (iReady for K-6) and (IXL for 7th-8th-grade teachers)
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  - C&I Cadre began developing pacing guides for math that incorporate supplemental resources to support program gaps
  - Summer training for teachers to review Next Generation Science Standards (NGSS) and adopted textbooks this summer
  - ELD teacher provided standards training and data training
  - Master schedule was created to reflect a uniform intervention/enrichment time for students called Walk to Learn, and teachers analyzed data weekly to place students based on performance every 6 to 8 weeks
  - All credentials and teacher assignments have been reviewed
- **Technology in Teaching and Learning**
  - Chromebook carts purchased for all but one classroom; whiteboards and Smart TVs added to some rooms and updated software as needed
  - Courses developed to aid students with Google Classroom and online courses
  - 6 teachers received training through Butte County Office of Education, Technology in the Classroom, by author and educator Dr. Monica Burns
  - 3 teachers are fully trained and certified in Project Lead the Way a STEM program
  - High School teachers were provided training in Google Classrooms
  - Linda Ferguson spent 6 days at BHS working with teachers on lesson designs and checking for understanding
- **Library Supports**
  - Maintained the same level of library support at each school site
  - Updated the library with computers, added a wide range of literature, and comfort seating and lighting
  - The library holds 2 book fairs per year to support and foster a high level of literacy interest within campus



Richvale Elementary’s cafeteria was remodeled and windows were replaced throughout the gym, in addition to all of the curtains on the stage. Fencing was also replaced, buildings were painted, and the playground at Biggs Elementary was cemented



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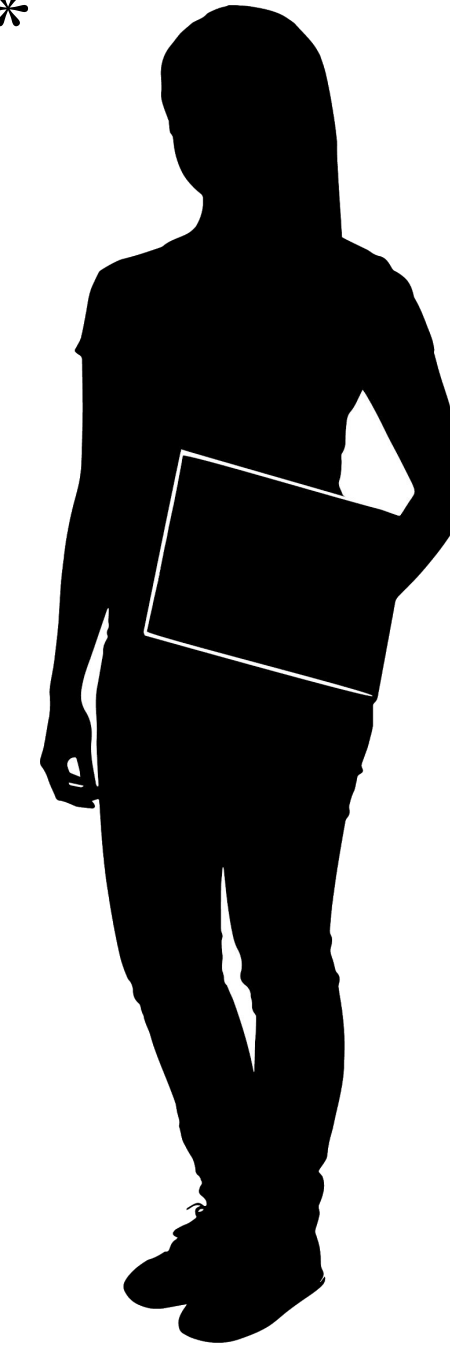
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## COMMON CORE IMPLEMENTATION

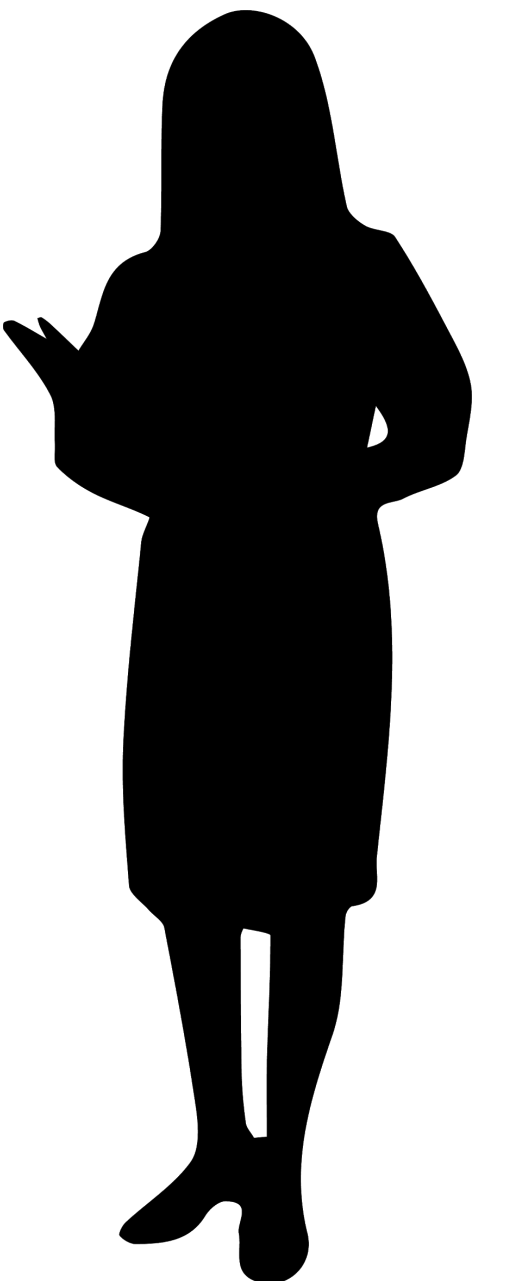
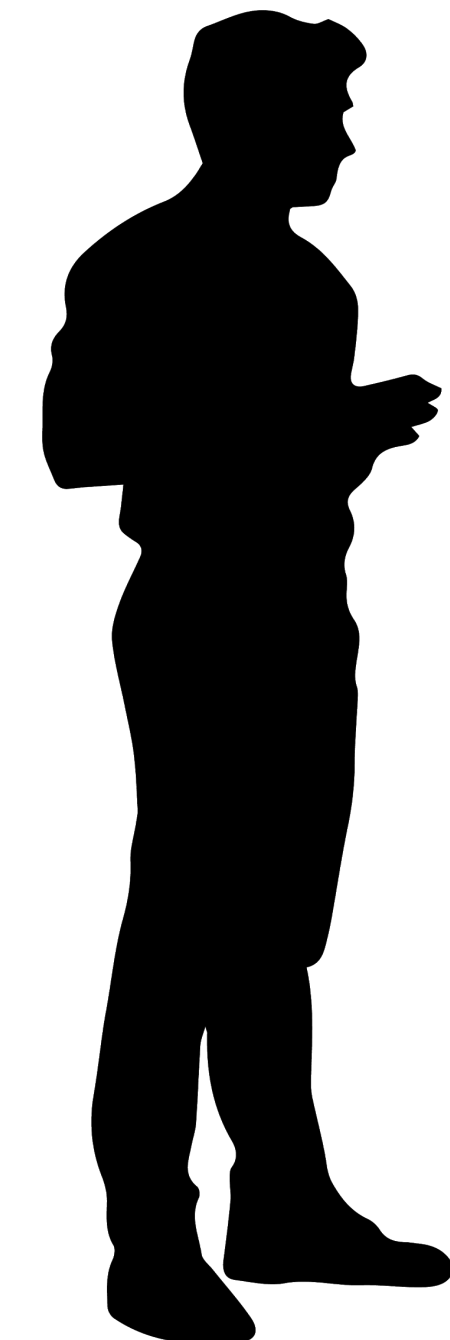
We allocate many resources to both students and staff to ensure successful Common Core Implementation

**98%**  
of teachers are highly qualified\*

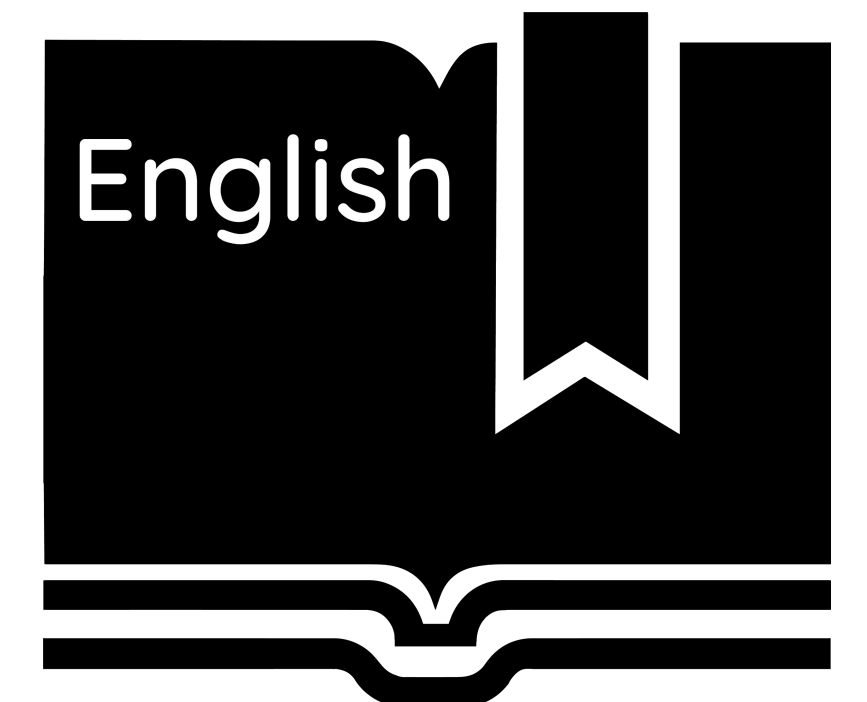
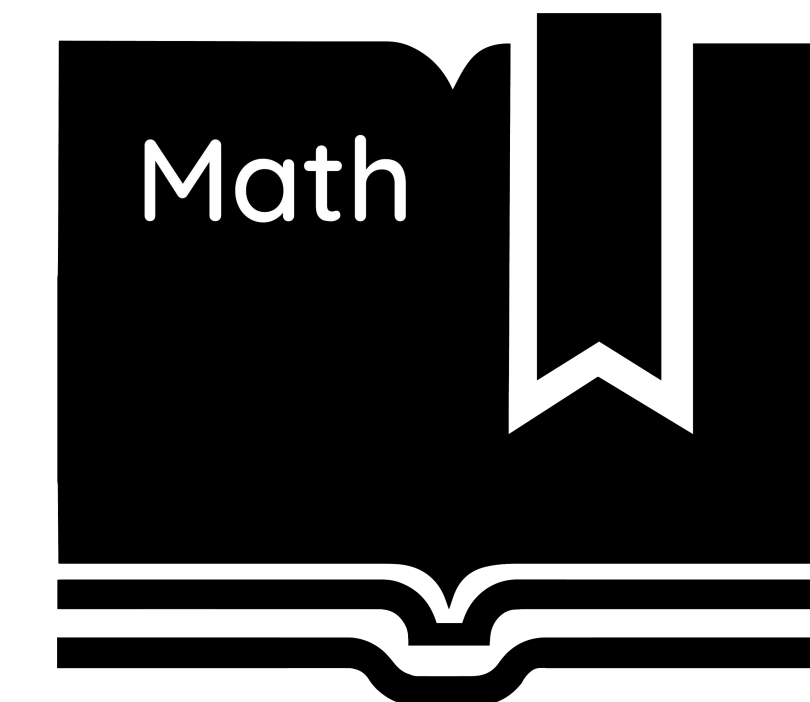
Our students are taught by highly qualified teachers and receive strong intervention support in ELA and Math



The district used 14 early release days to address Common Core State Standards



Our teachers are using new Common Core Math and ELA curriculum and the ELA curriculum has an ELD component built into the program.



\* Two teachers are completing an internship.



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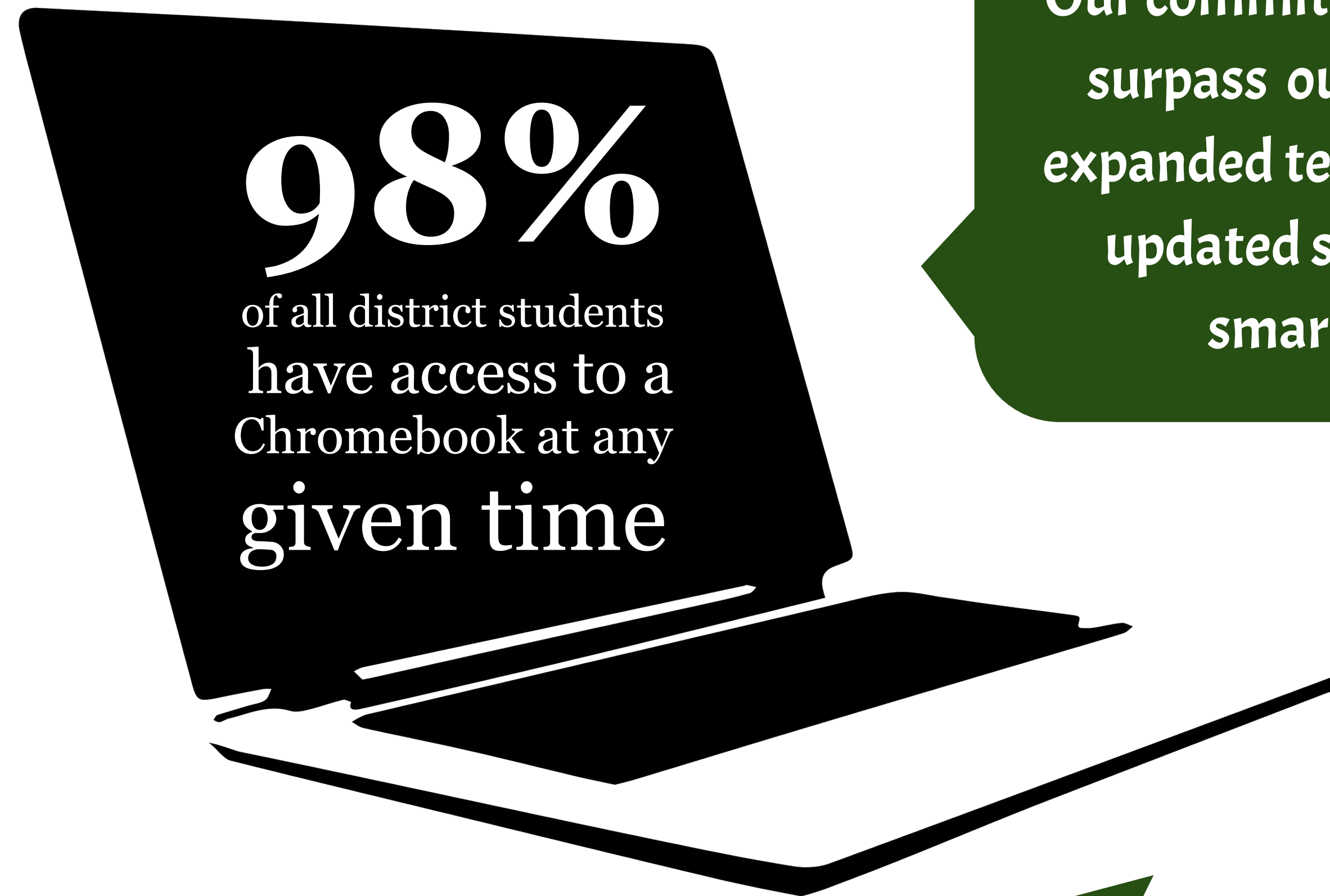
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## TECHNOLOGY

We show our dedication to integrating technology by expanding our available equipment and providing training to both students and staff



Our commitment to technology allowed us to surpass our goal by 10%. Our district also expanded technology with district-wide WiFi, updated software, and whiteboards and smart TVs for some classrooms.

Teachers received professional development and training in technology and 21st century classrooms. Five of our elementary teachers are fully trained and certified in the Project Lead the Way STEM program. In addition, our Spanish teacher at Biggs High obtained AP Certification.





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## LITERACY SKILLS

We commit to improving our students' literacy skills by implementing a number of new library supports

The district maintains the same level of library access at each school site to support all of our students including our Foster Youth, Low Income, students and English Learners.

**TWO**  
book fairs  
held per year

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Our libraries have been updated with computers and a wide range of literature, in addition to comfort seating and lighting.



## Goal 2: Raise post-high school preparation, including college and career readiness for all students

### Measures of Success:

- Percent of junior class taking the SAT and EAP exam
- Percent of students completing the FAFSA application
- Number of students completing a credit recovery class
- Number of students reclassified
- Percent of students reclassified after taking the ELPAC test
- Number of courses offered
- CAASPP results for grades 3-8 compared to the standard line
- Math levels for grades 3-8 compared to the standard line
- Percent of students passing AP exams
- Percent of students prepared for college/career and meeting A-G requirements
- Percent of graduating class completing a CTE pathway and/or enrolled in a concentrator course

## FAFSA SUBMISSION RATE

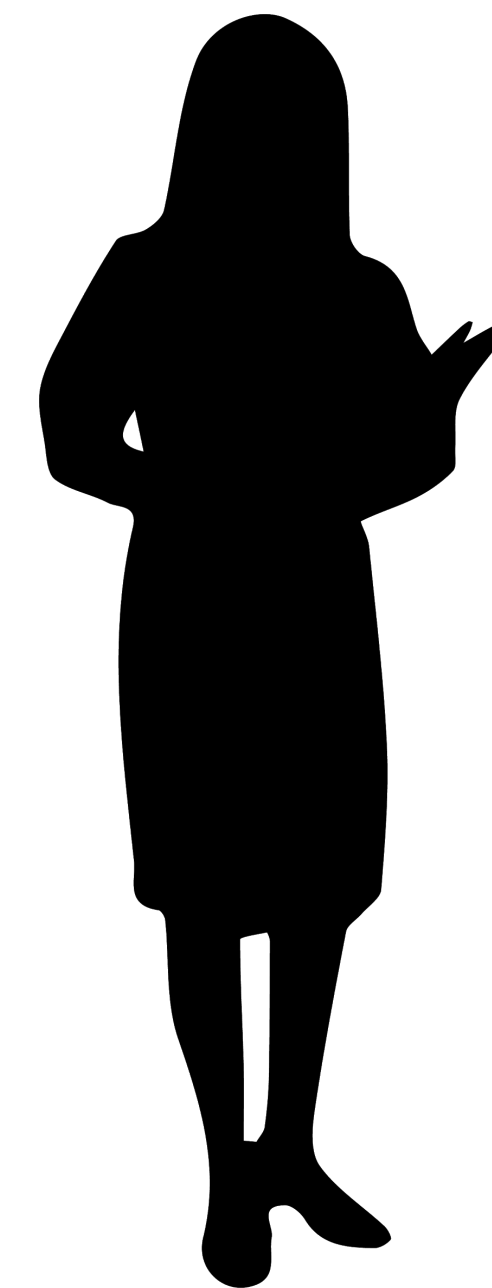
The FAFSA submission rate shows how well we inform and support students and parents/guardians in preparing for life after high school

78%  
of our seniors  
completed  
FAFSA applications



## ACTIONS & SERVICES

- **Master Schedule Changes**
  - Biggs High moved to a seven-period day, which added 13 sections including AP Spanish and three new CTE sections
  - Seven-period day allows EL, foster youth, and students from low-income status to take a broader range of courses
  - Increased sections for interventions in math and 9th grade studies
- **Staff Training and Supports**
  - Teachers and aides were provided training on differentiated instruction
  - TK-3rd grade teachers were provided with additional support during intervention time, which allowed for intense targeted instruction
  - Training on ELD standards
  - A bilingual aide was added for support in testing and working with EL students
- **Student Opportunities**
  - 7th and 8th graders went on a group tour of Chico State University
  - Two 8th grade students attended the 6th Annual Youth Empowerment Conference
  - Active Club Live and REACH programs for 6th and 7th grader



Our high school counselor offered FAFSA training to students and their parents/guardians and opened the computer lab to help with applications

The FAFSA is important to increase college access





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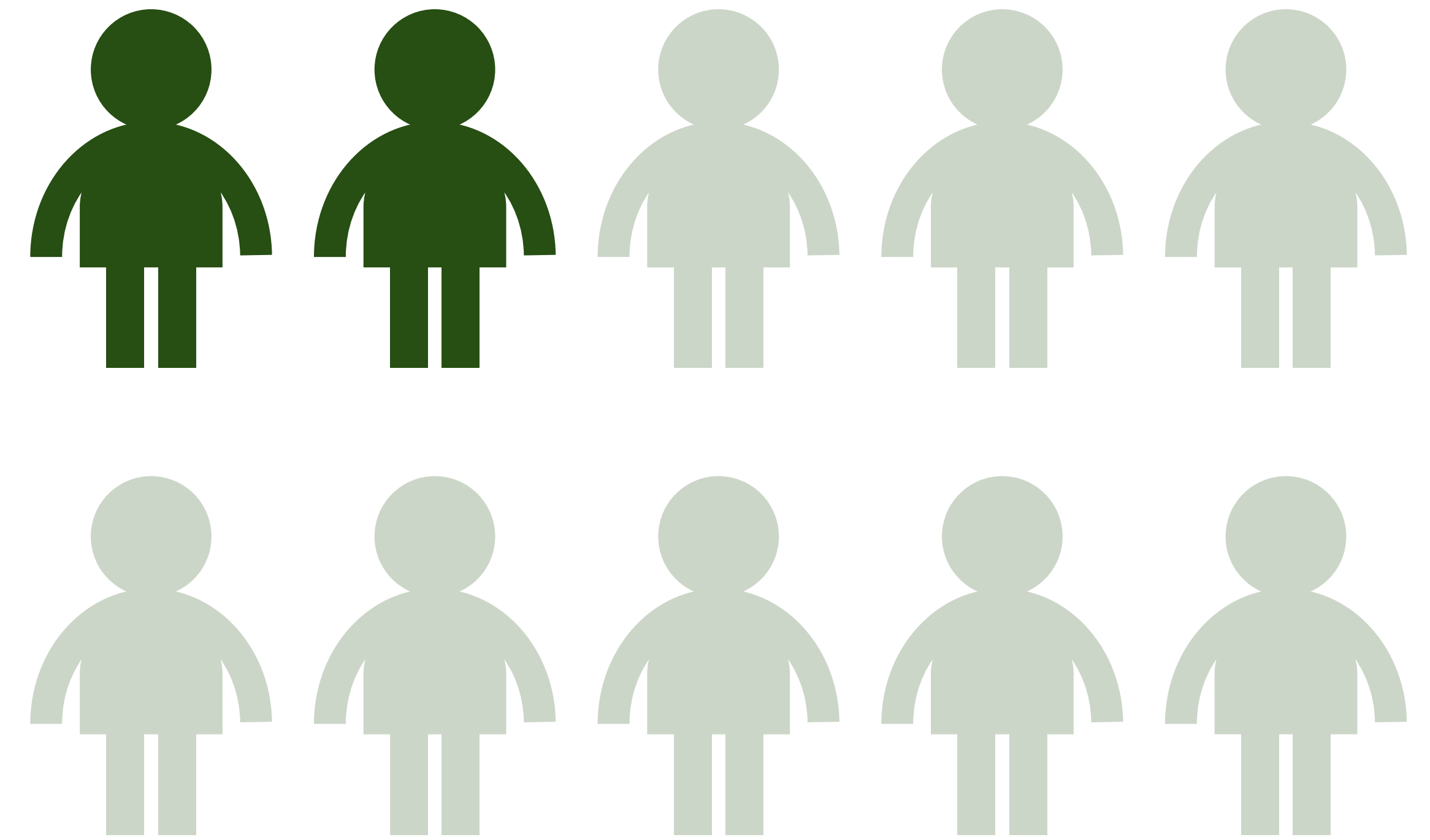
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## RECLASSIFICATION RATE

Our reclassification rate tells us what percentage of our English learner students were able to advance to Fluent English Proficient

22%  
of students were reclassified



Our staff attended training on ELD standards and a bilingual aide was added





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## MASTER SCHEDULE

Changes to our master schedule gave our students the opportunity to take more credit recovery and advanced level courses

# NINETEEN

students completed credit recovery classes which represents about 1 in 5 Juniors or Seniors



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The new high school master schedule allowed for 13 additional courses to be added to our 2018 catalogue... This means broader offerings including courses for our unduplicated students and our students with exceptional needs... each student then gets their own 4-year academic plan as shown to the right.

**BIGGS HIGH SCHOOL** CLASS OF \_\_\_\_\_

NAME \_\_\_\_\_

	Freshman	Sophomore	Junior	Senior
1. English I	1. English II	1. English III	1. English IV	
2. Math	2. Math	2. Math	2. Civics/Economics	
3. Science	3. Science	3. U.S. History	3. Life Skills	
4. Health/Computer	4. World History	4.	4.	
5. PE	5.	5.	5.	
6.	6.	6.	6.	

Diploma Requirements		Credit Requirements		College Admissions requirements UC & CSU A-G Admission Requirements	
Subject Requirements	Years/Credits	240 credits must be completed to earn a diploma		All courses must be college prep level - P	
English	4 yrs/40 credits	California High School Exit Exam		Area A - US History/World History.....2 years	
Math	3 yrs/30 credits	All students must receive a passing score in the English and Math on the state mandated exit exam		Area B- English.....4 years	
Physical Science	1 yr/10 credits	Algebra Requirement		Area C- Math (Algebra I & up).....3 years <small>*Does not include CAD</small>	
Life Science	3 yrs/30 credits	All students must pass Algebra I in order to be eligible for a high school diploma		Area D- Lab Science (Bio & Chem).....2 years	
History	1 sem/5 credits			Area E- Foreign Language.....2 years	
Health	1 sem/5 credits			Area F- Visual/Performing Arts.....1 year	
Computers	2 yrs/ 20 credits			*MC Art & Music Appreciation are the only A-G approved art classes	
Physical Education	1 yr/ 10 credits			Area G- College Prep Elective.....1 year	
Fine Art/Foreign lang	4 yrs/20 credits			*Economics/Civics is the A-G approved course that covers this area	
Silent Sustained Reading	4 yrs/60 credits				
Electives	4 yrs/60 credits				

Created By: Mrs. Glander, Biggs High School Counselor



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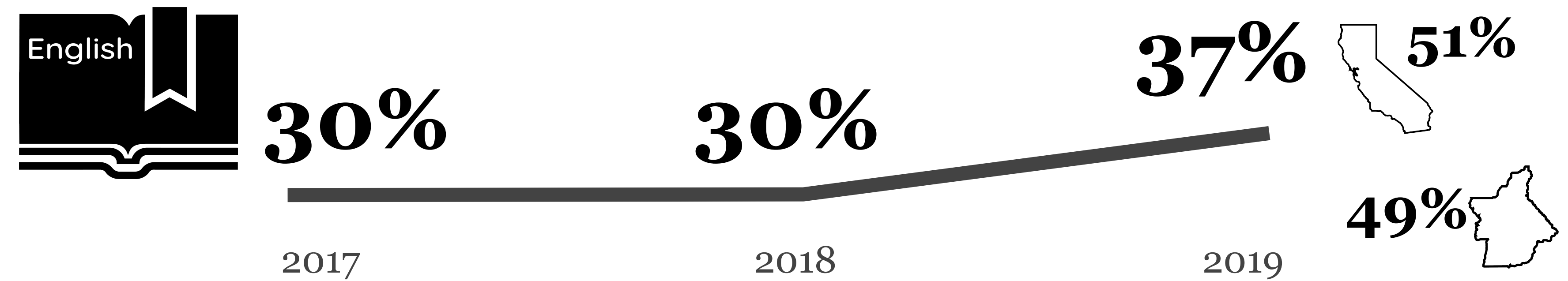
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## CAASPP RESULTS

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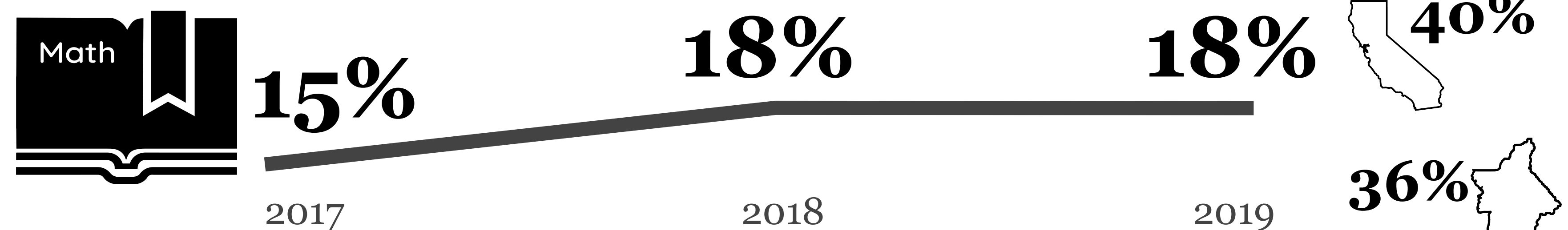
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When looking at CAASPP in 2019, we ranked 11 among 102 similar school districts in California for improving ELA performance

Our district grew more in ELA (7%) than the County (2%) and the State (1%) but has lower performance

Our district didn't grow (-0.3%) as much as the County (0.3%) or State (1%) in Math







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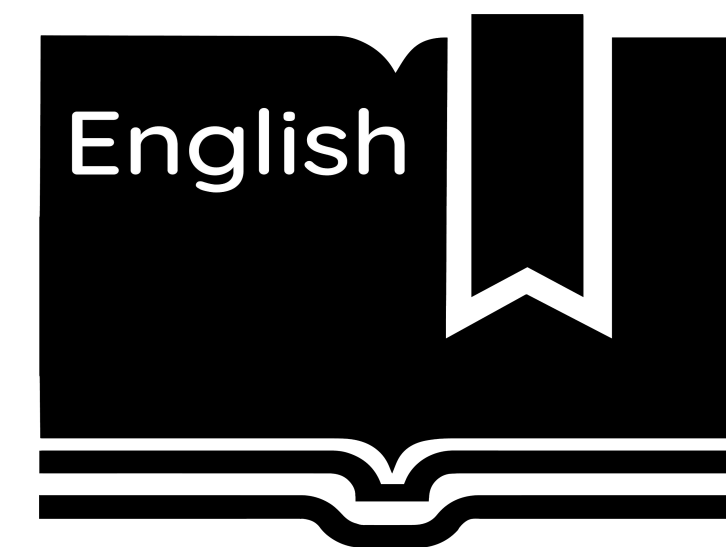
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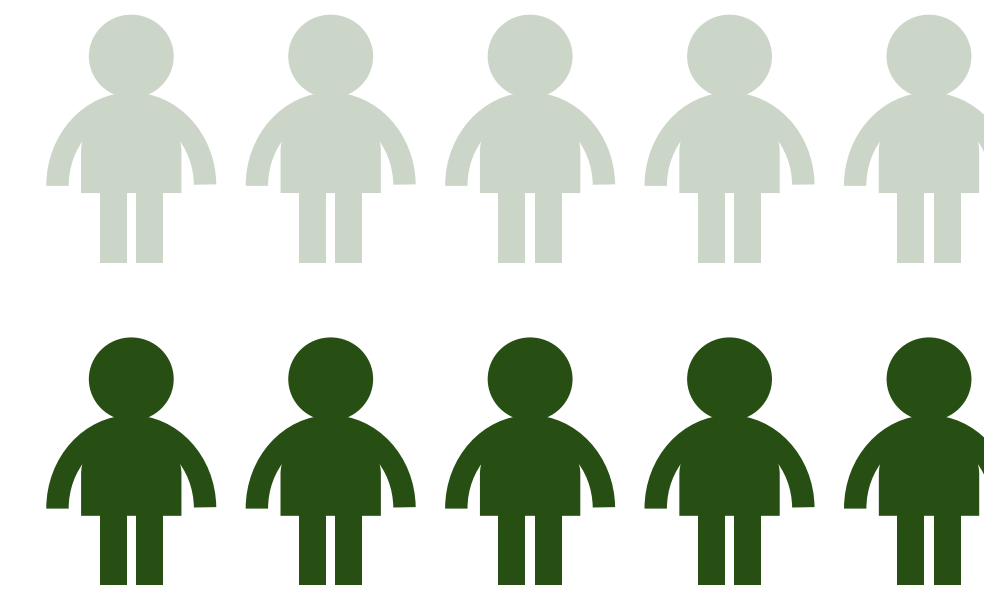
When looking at CAASPP improvement, our district has done well in reducing the percent of students scoring at the lowest achievement level on the ELA test, yet more students are scoring at level 1 on the math test

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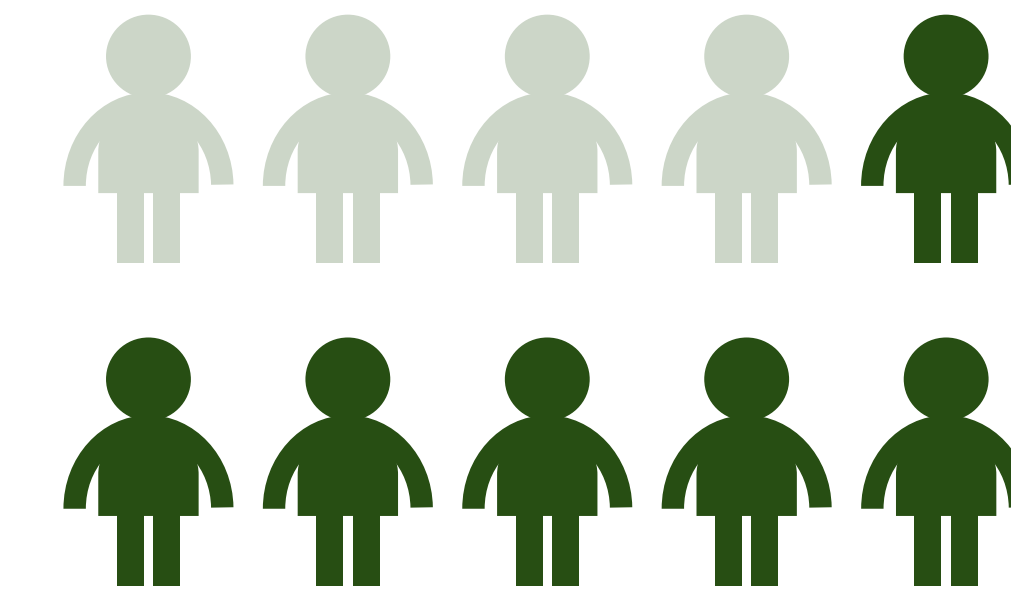
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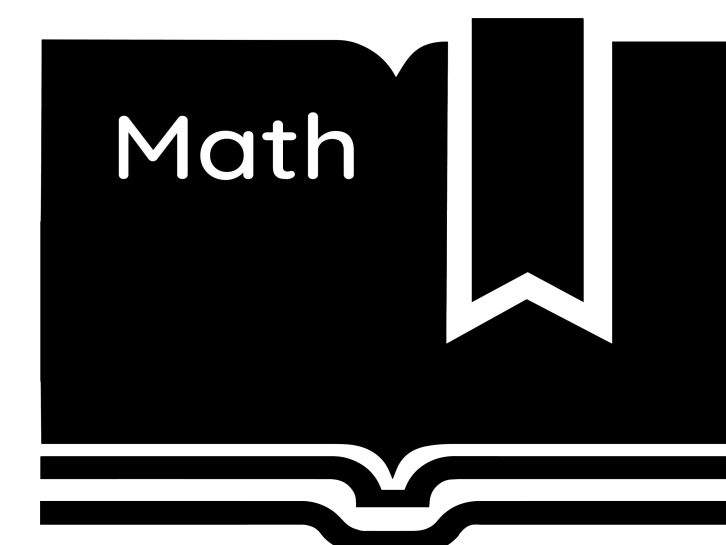
50%  
scored at level  
1 in 2015



38%  
scored at level  
1 in 2019



12%  
fewer  
students



55%  
scored at level  
1 in 2015



60%  
scored at level  
1 in 2019



5%  
more  
students





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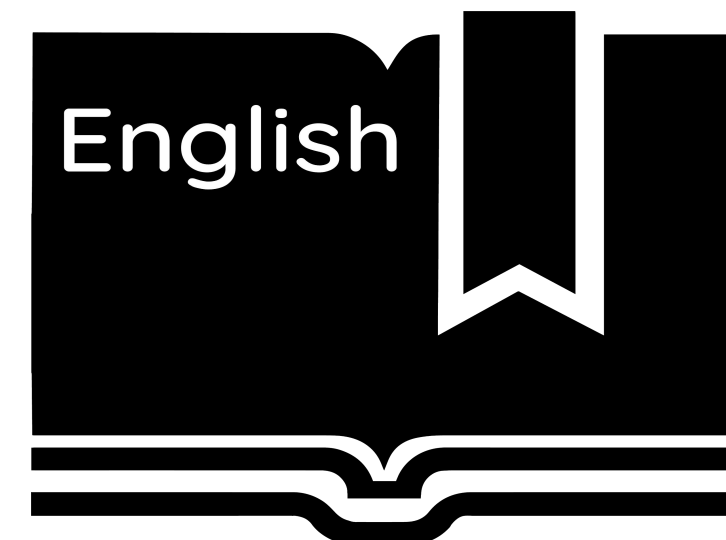
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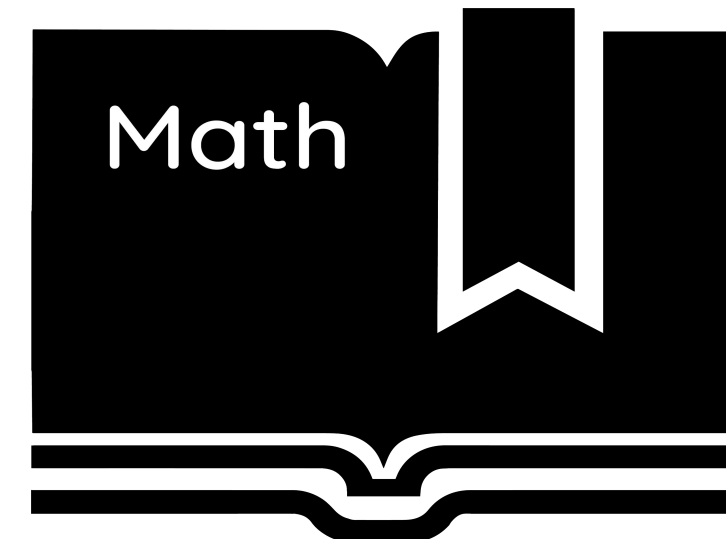
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  - Biggs High moved to a seven-period day, which added 13 sections including AP Spanish and three new CTE sections
  - Seven-period day allows EL, foster youth, and students from low-income status to take a broader range of courses
  - Increased sections for interventions in math and 9th grade studies
- **Staff Training and Supports**
  - Teachers and aides were provided training on differentiated instruction
  - TK-3rd grade teachers were provided with additional support during intervention time, which allowed for intense targeted instruction
  - Training on ELD standards
  - A bilingual aide was added for support in testing and working with EL students
- **Student Opportunities**
  - 7th and 8th graders went on a group tour of Chico State University
  - Two 8th grade students attended the 6th Annual Youth Empowerment Conference
  - Active Club Live and REACH programs for 6th and 7th grader

## EAP EXAM PARTICIPATION RATES

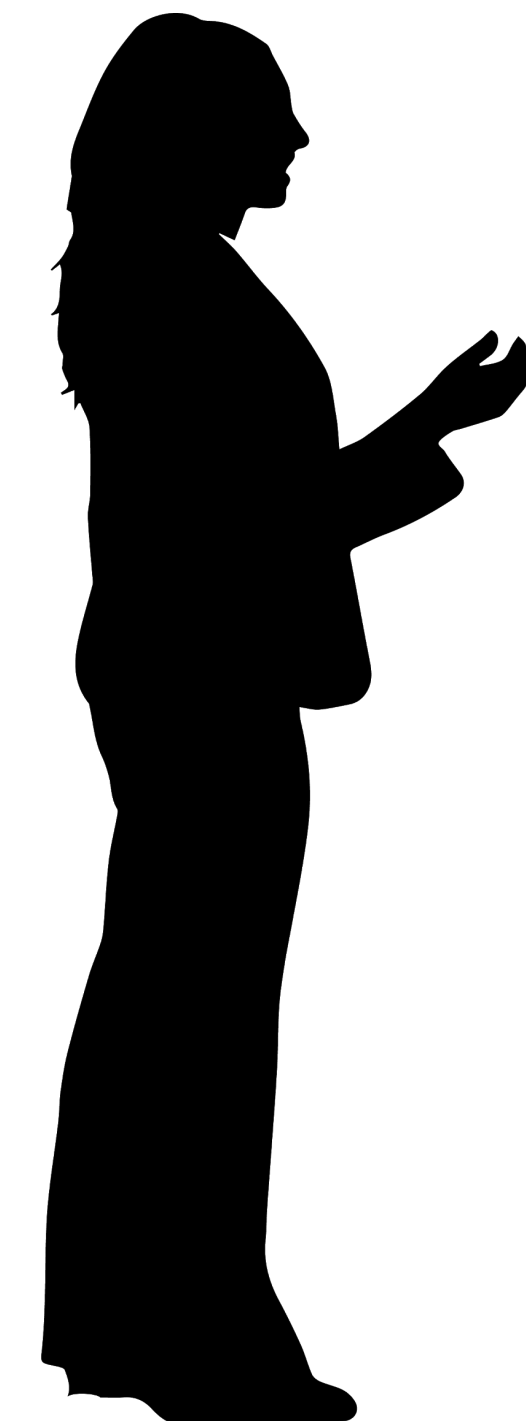
EAP participation rates show how successful we are at creating a culture of high expectations and preparing students to apply to college. Students who score at Level 4 on the CAASPP Test demonstrate college readiness for California State University (CSU) colleges.



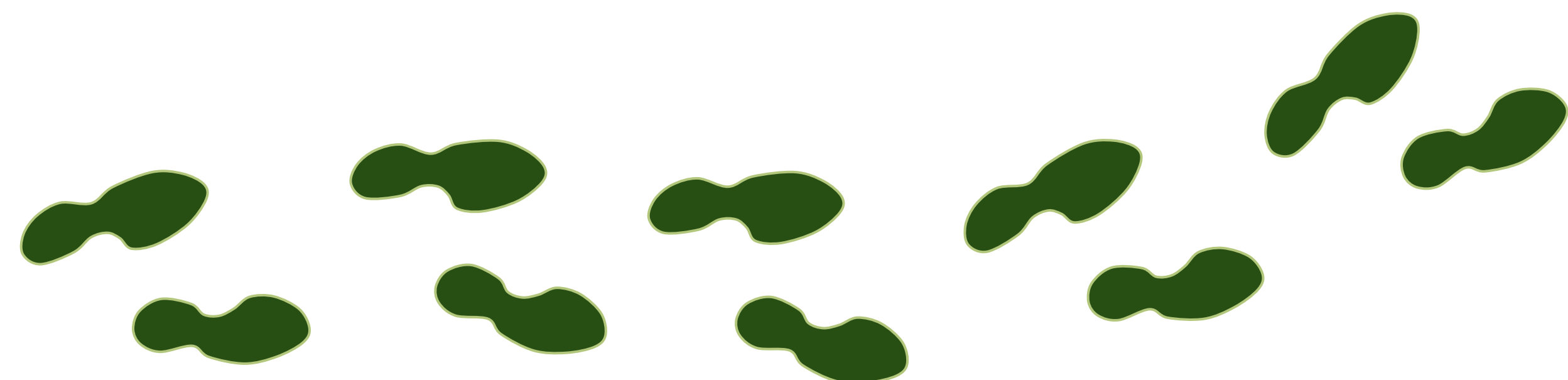
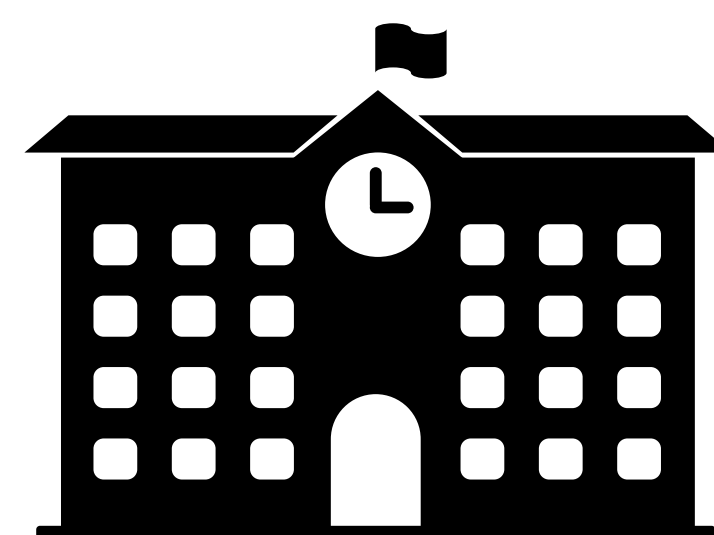
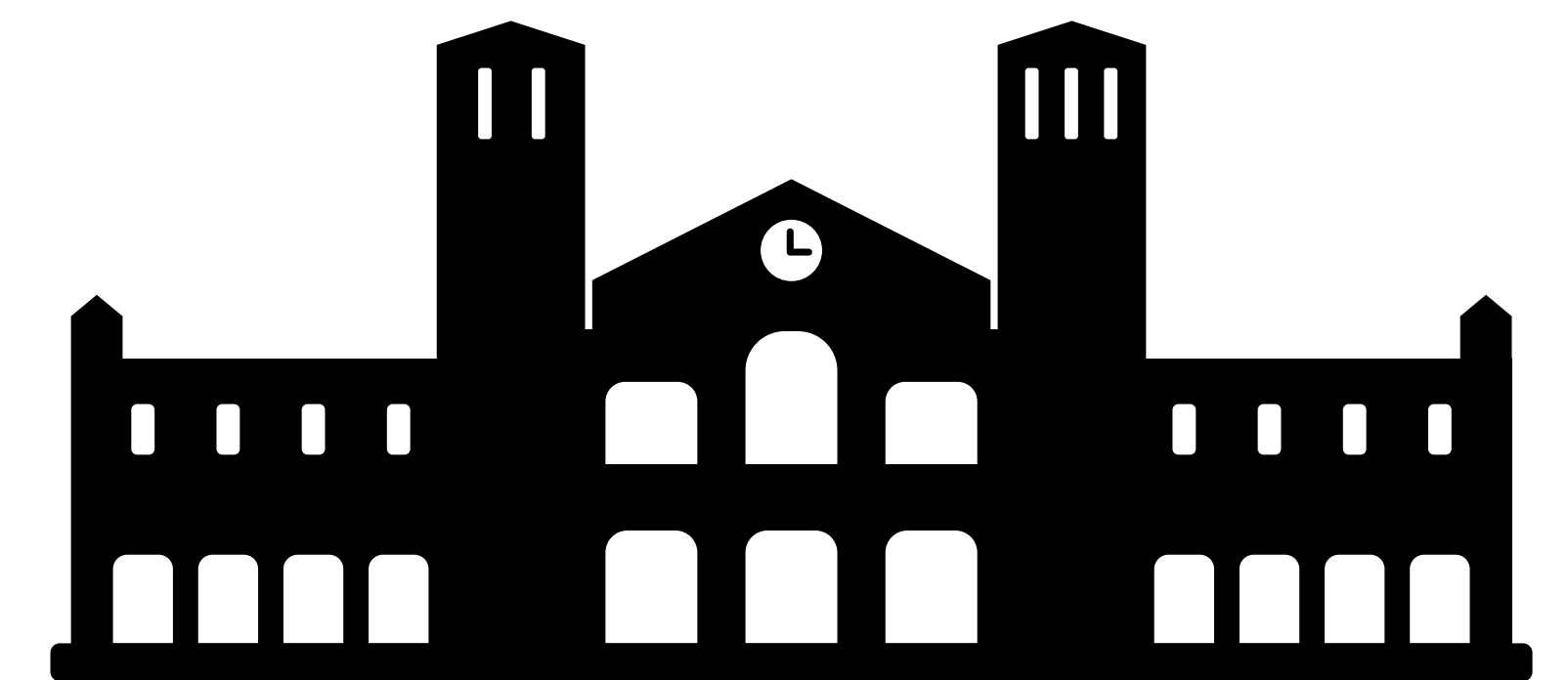
10%  
of 11th  
graders  
scored at  
level 4



4%  
of 11th  
graders  
scored at  
level 4



Our teachers provided tutoring four days a week to any student for any subject





## Goal 2: Raise post-high school preparation, including college and career readiness for all students

### Measures of Success:

- Percent of junior class taking the SAT and EAP exam
- Percent of students completing the FAFSA application
- Number of students completing a credit recovery class
- Number of students reclassified
- Percent of students reclassified after taking the ELPAC test
- Number of courses offered
- CAASPP results for grades 3-8 compared to the standard line
- Math levels for grades 3-8 compared to the standard line
- Percent of students passing AP exams
- Percent of students prepared for college/career and meeting A-G requirements
- Percent of graduating class completing a CTE pathway and/or enrolled in a concentrator course

## AP EXAM PASS RATE

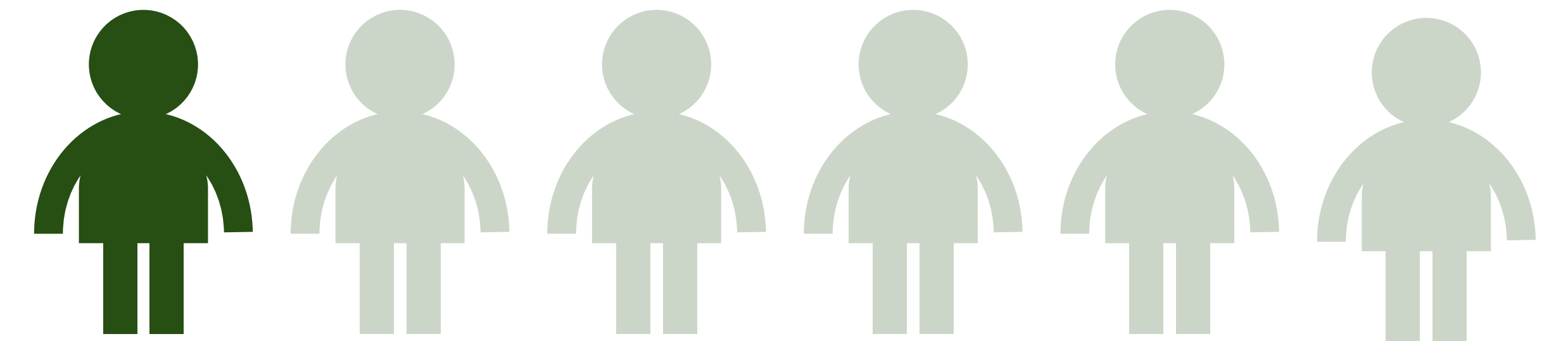
The AP Exam pass rate tells us how many of our students taking the AP exams mastered the course content

Our AP Exam pass rate continued to be low in 2017. In response, our AP science teacher and AP Spanish teacher attended training. Five students received a score of 4 or above on the AP Spanish exam. No students taking the AP Biology test have scored above a 3.

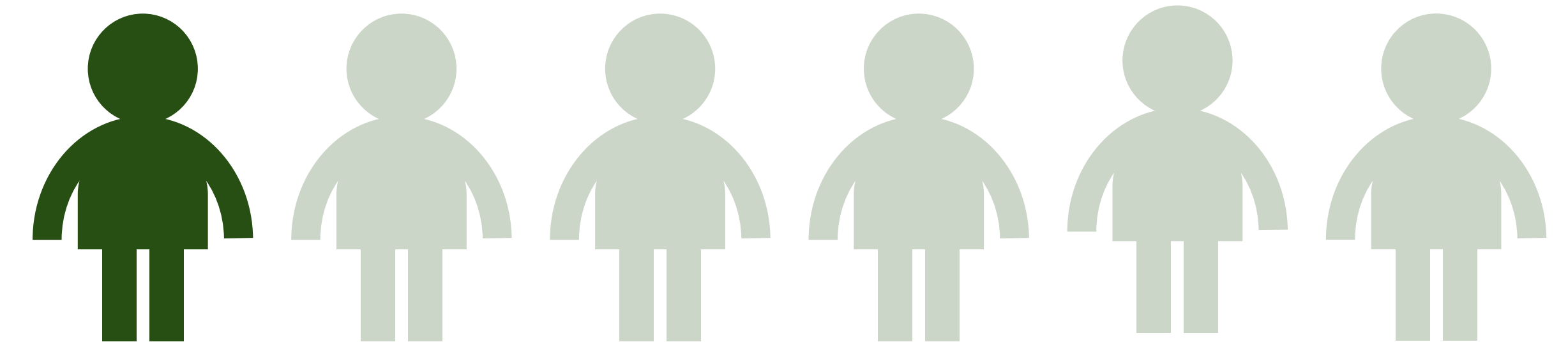
## ACTIONS & SERVICES

- **Master Schedule Changes**
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  - Seven-period day allows EL, foster youth, and students from low-income status to take a broader range of courses
  - Increased sections for interventions in math and 9th grade studies
- **Staff Training and Supports**
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  - Two 8th grade students attended the 6th Annual Youth Empowerment Conference
  - Active Club Live and REACH programs for 6th and 7th grader

17%  
of the  
junior class  
took the  
SAT and  
EAP  
exam



### SAT Test Taking



### AP Test Taking



# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



## Goal 2: Raise post-high school preparation, including college and career readiness for all students

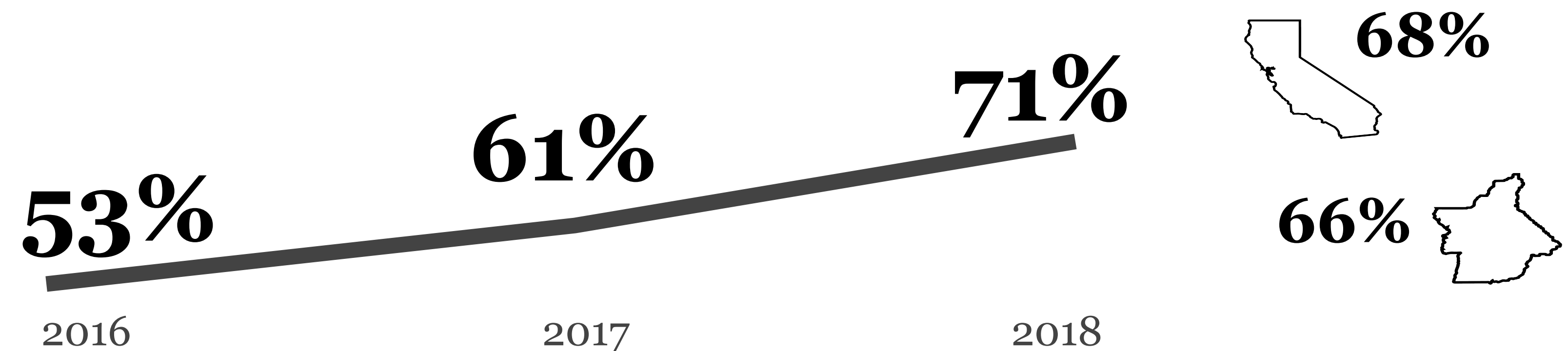
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- Number of courses offered
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- Math levels for grades 3-8 compared to the standard line
- Percent of students passing AP exams
- Percent of students prepared for college/career and meeting A-G requirements
- Percent of graduating class completing a CTE pathway and/or enrolled in a concentrator course

## COLLEGE GOING



College going tells us how many of our students are going on to attend a 2 or 4 year university after graduation

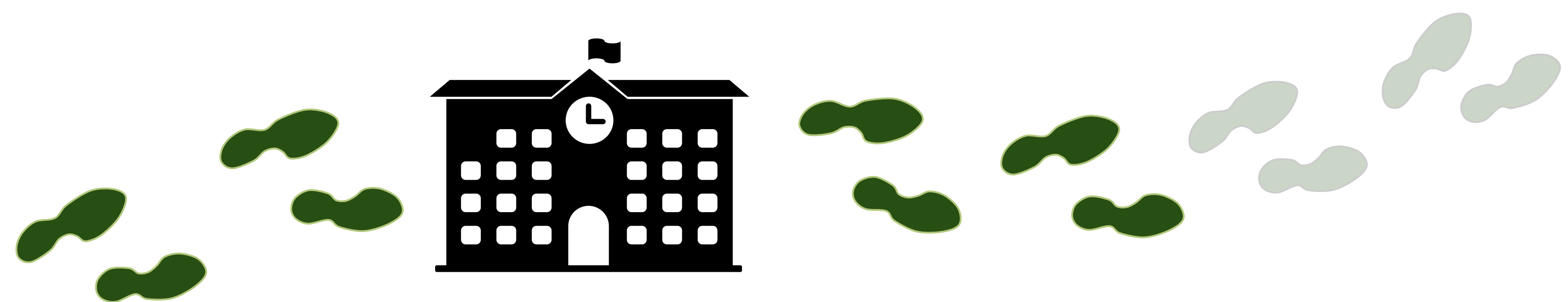
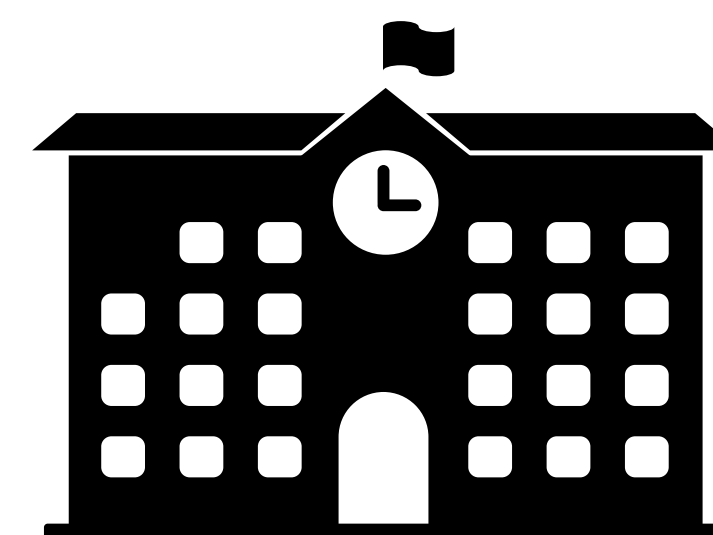
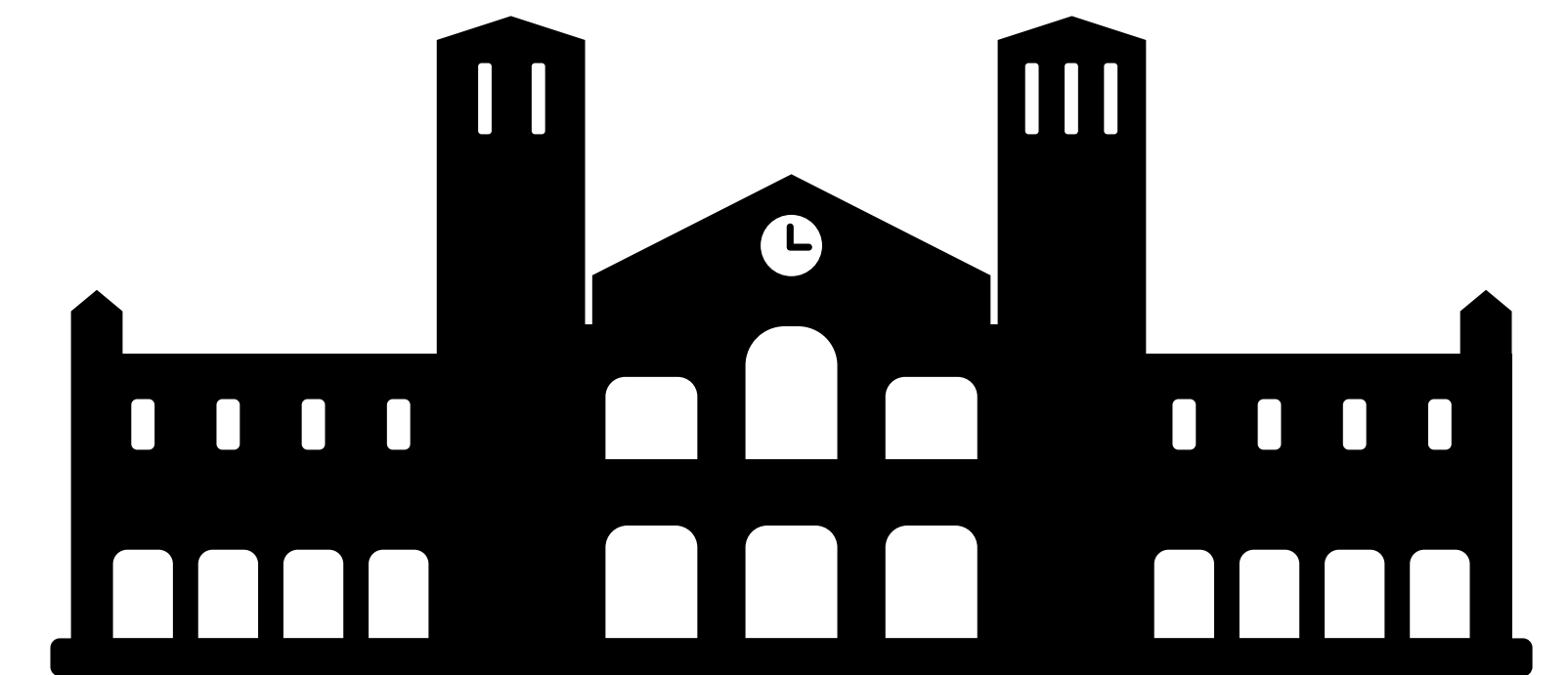


## ACTIONS & SERVICES

- **Master Schedule Changes**
  - Biggs High moved to a seven-period day, which added 13 sections including AP Spanish and three new CTE sections
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  - Active Club Live and REACH programs for 6th and 7th grader

9th and 10th grade students were taught about the requirements for going to a four-year college. 7th and 8th grade students went on a group tour of Chico State University.

Our students are going to college at higher rates than the County (66%) or State (68%) and grew nearly 20% in the past 2 years





# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



## Goal 2: Raise post-high school preparation, including college and career readiness for all students

### Measures of Success:

- Percent of junior class taking the SAT and EAP exam
- Percent of students completing the FAFSA application
- Number of students completing a credit recovery class
- Number of students reclassified
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## ACTIONS & SERVICES

- **Master Schedule Changes**
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## CCI AND CTE PATHWAY COMPLETION

The CCI and CTE Pathway completion rates measure how successful our students are at reaching college and career readiness targets

**85%**  
of our high school students are involved in a CTE pathway

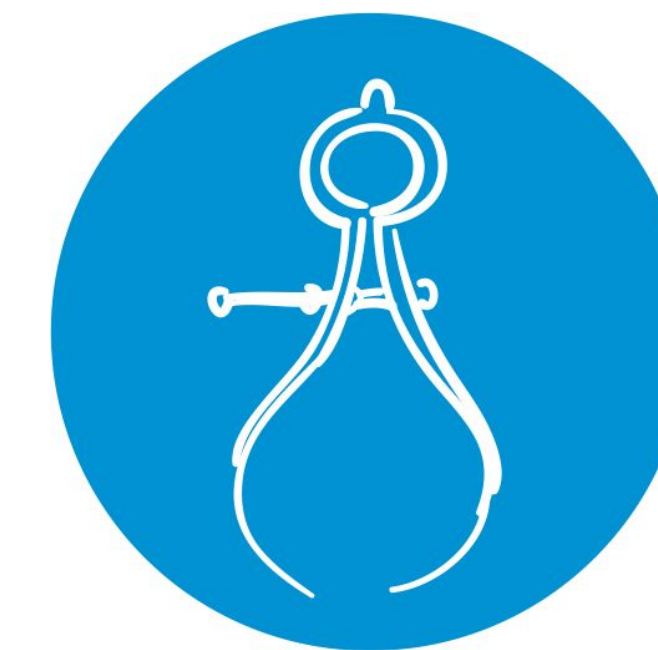
**47%**  
of the graduating class of 2019 completed a CTE pathway

**59%**  
of the students were enrolled in a concentrator course

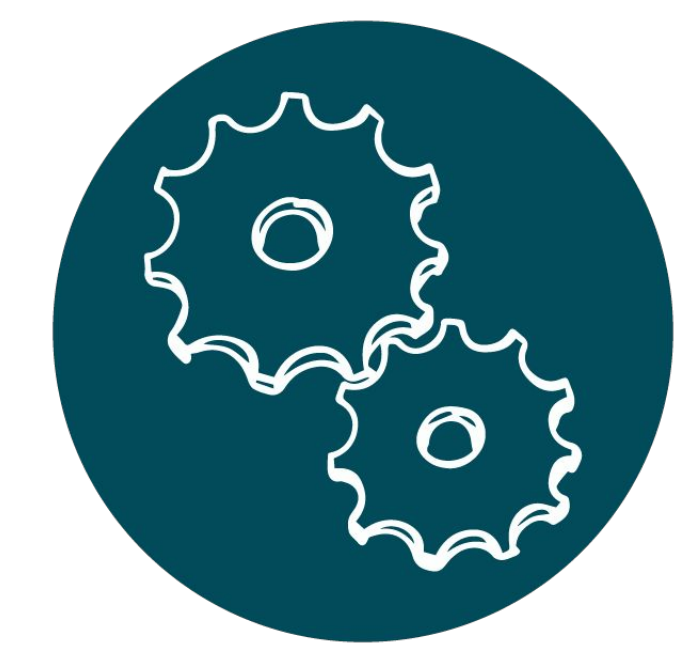
With Biggs High now offering a seven-period day, we were able to add three new CTE sections. These changes increased access to CTE courses for our Foster Youth, EL, Low Income, and Special Education students.



Ag Mechanics (Ag Earth Science, Ag Mechanics I/Woodshop/Ag Construction & Fabrication)



Engineering (Computer Awareness, Web Design, Computer Assisted Drafting (CAD)/or Tech Training)



Manufacturing (Ag Earth Science, Ag Mechanics or Welding 1, Ag Construction & Fabrication)



# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



**Goal 3:** Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success

**Measures of Success:**

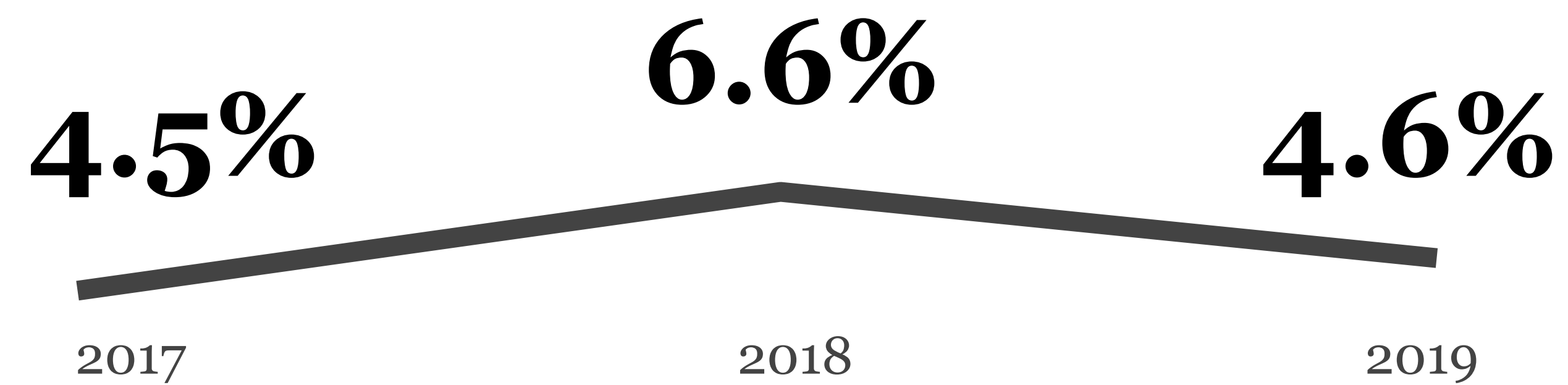
- Efficiency of enrolling students
- Percent of students suspended
- Number of students expelled
- Attendance rate
- Percent of chronic absenteeism
- Percent of students graduating

## ACTIONS & SERVICES

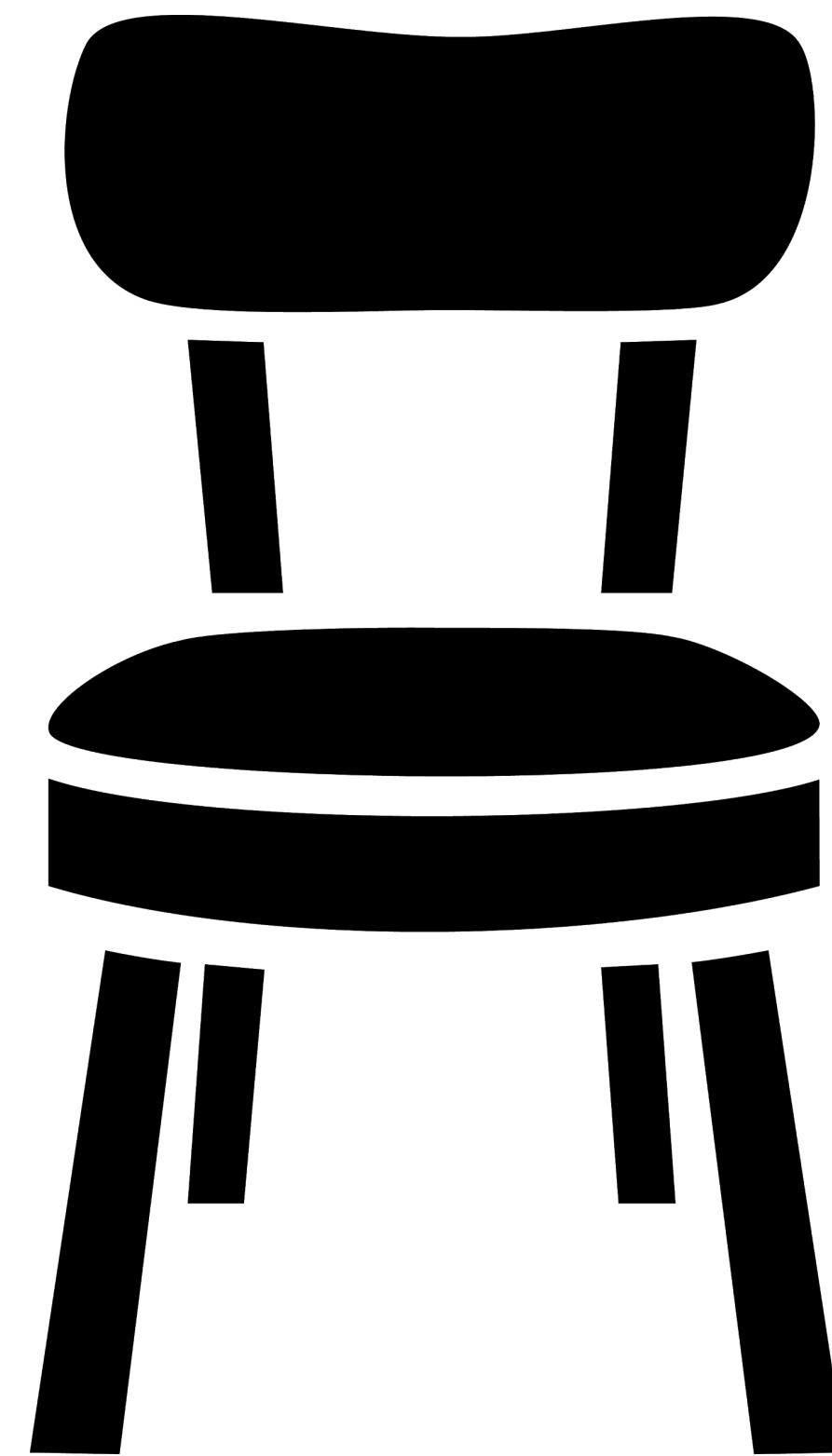
- **Staff Training**
  - Social Emotional Learning provided to all teachers
  - Ongoing training provided to teachers on being mindful in both their professional and personal lives
  - TK-8th grade teachers trained on classroom reset spaces and Zones of Regulation
- **Student Opportunities**
  - Regular awards assemblies
  - Students recognized at monthly board meetings
  - Monthly drawing for perfect attendance at the high school
  - Annual talent show and field day at the elementary school
  - Weekly rewards for outstanding behaviors
- **Student Support**
  - Behavior counselor at the elementary school to support PBIS, restorative practices, and social-emotional learning
  - RtI social groups
  - Social Thinkers curriculum in younger grades
  - PBIS behavior expectations clearly defined through schoolwide plaques, procedures, system structures, and PBIS lessons
  - PBIS Cadre at the elementary school to support solid development of Tier 1 and the needs of Tier 2
  - Alternative discipline procedures implemented that connected students to their school and allowed them to give back to correct the harm they may have caused
- **Family Support and Engagement**
  - Home to school transportation
  - Transportation for special needs students to local preschools
  - Four evening educational meetings for EL, foster and low-income students on the educational process and graduation requirements

## SUSPENSION RATE

The suspension rate tells us how successful our schoolwide restorative practices and staff development are at decreasing behavioral infractions



Our suspension rate is 1% lower than the Butte County rate



In 2018-2019 a counselor was put in place mid year at Biggs Elementary School, reset areas were added and a school-wide restorative practice program was implemented

In 2017-2018 **ZERO** students were expelled from the district



# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



**Goal 3:** Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success

**Measures of Success:**

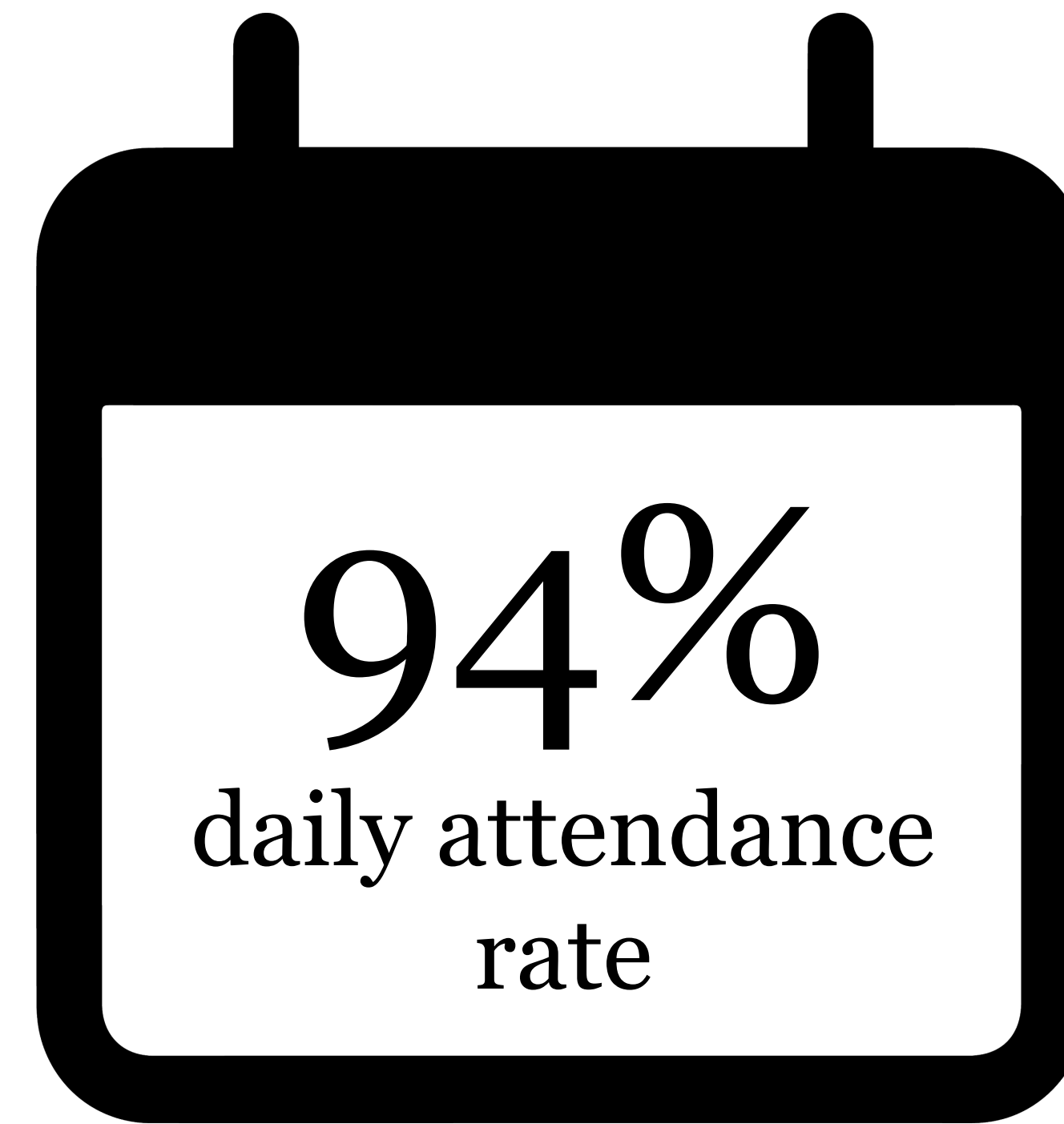
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## ACTIONS & SERVICES

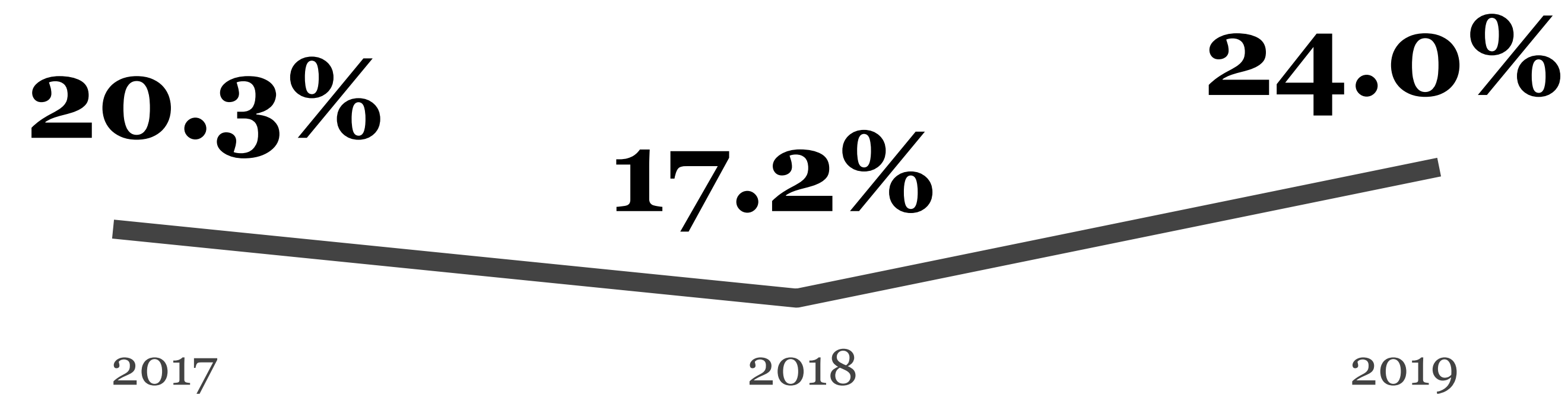
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## ATTENDANCE RATE

The attendance rate tells us what percentage of students are attending school each day



Average daily attendance measures the average number of students who show up on any given day. Most schools have very high average daily attendance rates – often above 90%



Our chronic absenteeism rate is much higher than Butte County (14.6%) and California (11.1%)

Chronic absenteeism measures the percent of students who missed more than 10% of the school year (18 days in a 180 day school year for example). A school can have both high attendance and high chronic absenteeism



# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



**Goal 3:** Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success

**Measures of Success:**

- Efficiency of enrolling students
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- Attendance rate
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- Percent of students graduating

## ACTIONS & SERVICES

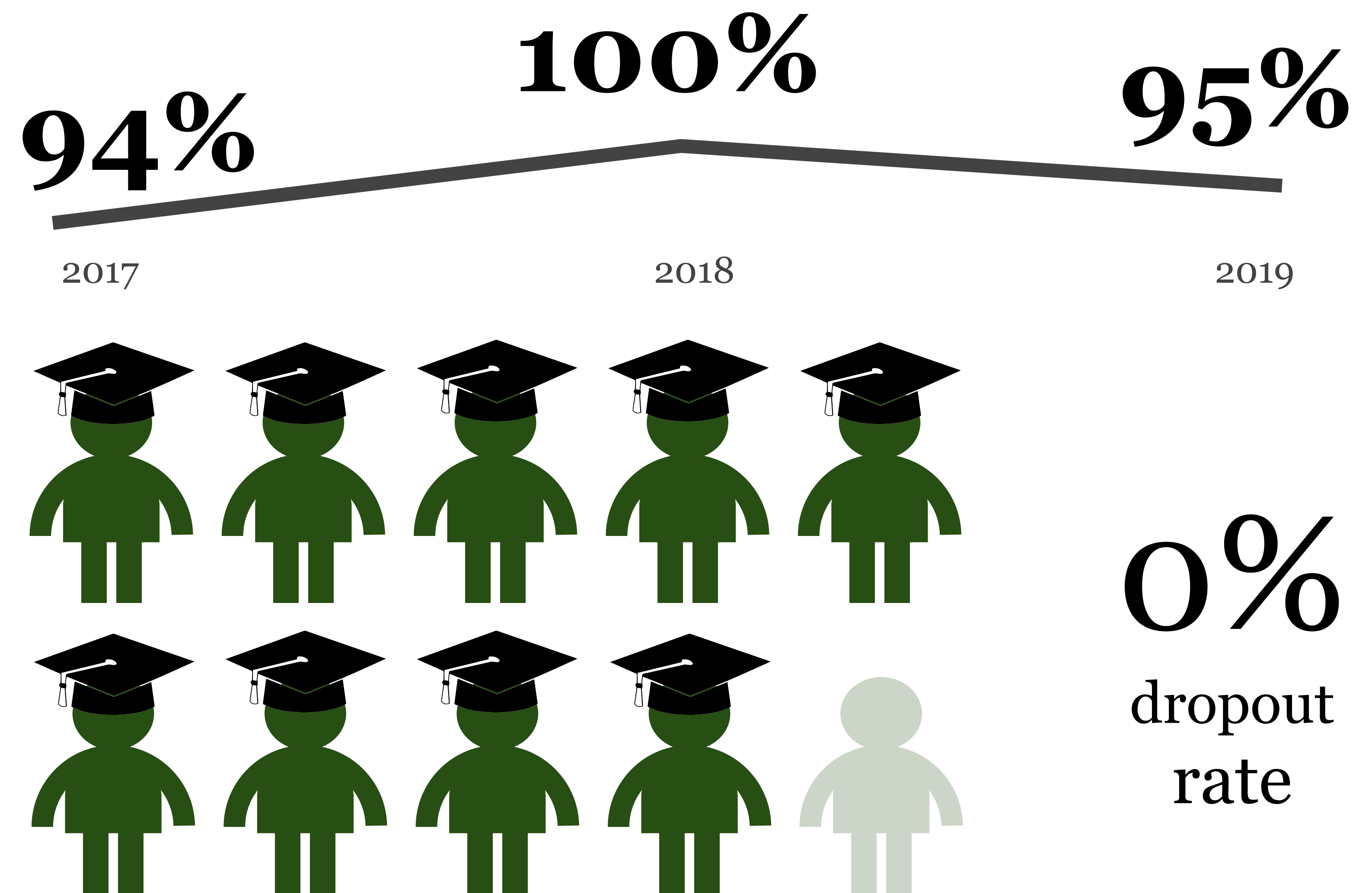
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  - Transportation for special needs students to local preschools
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## GRADUATION RATE



The graduation rate tells us how well we are doing in preparing our students to complete high school

With about 50 seniors each year, the graduation rate will go up and down from year-to-year. Even with these changes, our grad rate is 10% higher than the County (85%) and the State (83%)



Note: on the 2019 California School Dashboard, our indicator color is YELLOW because we have a small graduating class each year and our rate decreased 5.2%. If just one more student had graduated, our indicator would be BLUE.





# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



**Goal 3:** Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success

**Measures of Success:**

- Efficiency of enrolling students
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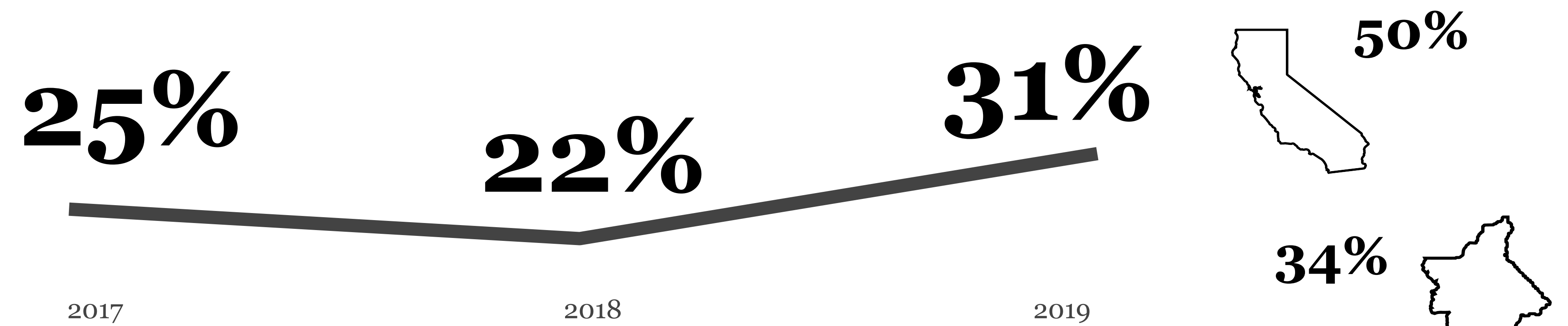
## ACTIONS & SERVICES

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## A-G RATE

The A-G rate tells us how many of our students are eligible to enter college at a California State University or University of California campus

Adding a 7th period to the school day provides students more opportunities to take classes that earn them A-G credit, which should increase the percent of students over time who are eligible to attend college



The California State University

Our students have a lower A-G rate than Butte County and California



## Goal 4: Design programs and activities to address academic needs

### Measures of Success:

- Data used to address gaps and place students in intervention, remedial and/or enrichment classes
- Days of after school tutoring offered at the high school
- Percent of high school students receiving a D or an F
- Graduation rate
- Percent of 8th grade students meeting the requirements for promotion
- Percent of students meeting 4 or more fitness standards

## TUTORING OFFERINGS

The number of tutoring sessions offered before and after school tells us how committed we are to meeting our students needs for extra support on schoolwork

# FOUR

days of after school tutoring for all subjects at the high school



## ACTIONS & SERVICES

- **Staff Support & Training**
  - 14 early release days
  - Substitutes provided on a monthly basis, giving teachers time to analyze student data in teams
  - Two science teachers provided release time to review curriculum
  - Four teachers attended Project Lead the Way training
  - Four teachers attended the Sutter County Science Curriculum Publishers Fair to start the exploration of a new NGSS curriculum adoption
- **Student Support & Opportunities**
  - 13 new sections added to the master schedule
  - Summer school was offered
  - After-school tutoring offered four days a week

Due to the increased number of tutoring sessions offered, we saw a growth in student's common assessment scores, a higher percentage of students reaching grade level mastery on BPST and comprehension testing, and an increase in the percentage of students passing all classes.



## Goal 4: Design programs and activities to address academic needs

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  - After-school tutoring offered four days a week

## D/F RATE

The D/F rate tells us how effective our action steps are at helping students master the course content

With the increased tutoring sessions offered and the implementation of strong academic intervention support, our percent of high school students receiving a D or an F is dropping

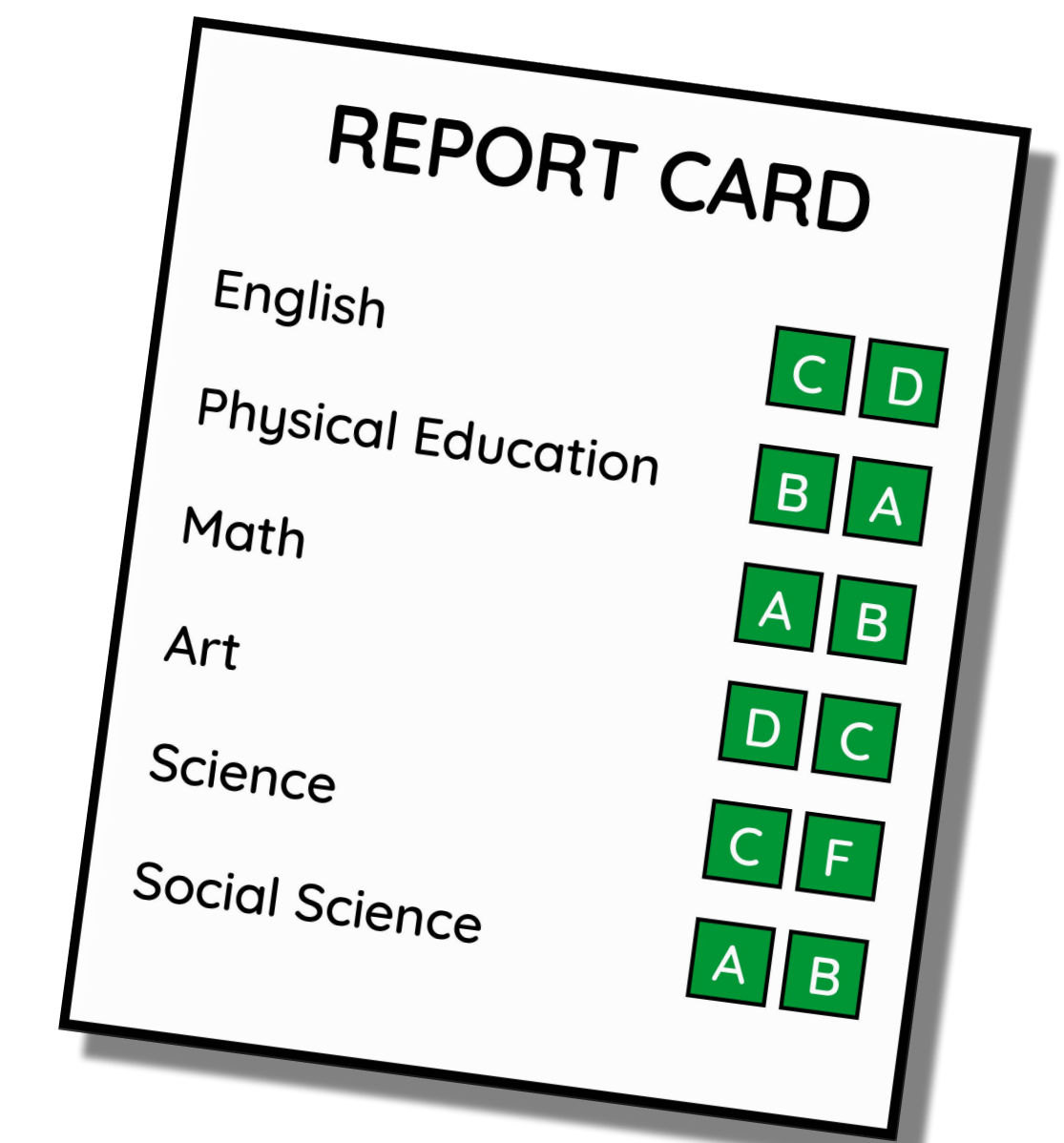
# 29%

of students received  
'D' grades  
in the fall

# 9%

of students received  
'F' grades  
in the fall

This is a decrease of 5.5% for 'D' grades and 3.8% for 'F' grades





## Goal 4: Design programs and activities to address academic needs

### Measures of Success:

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- Days of after school tutoring offered at the high school
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## ACTIONS & SERVICES

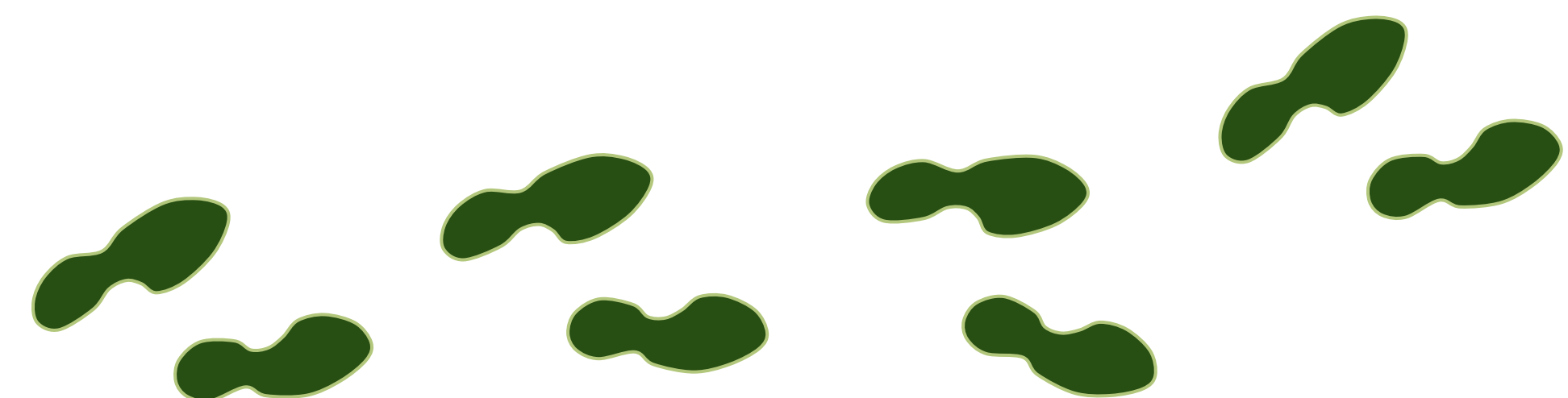
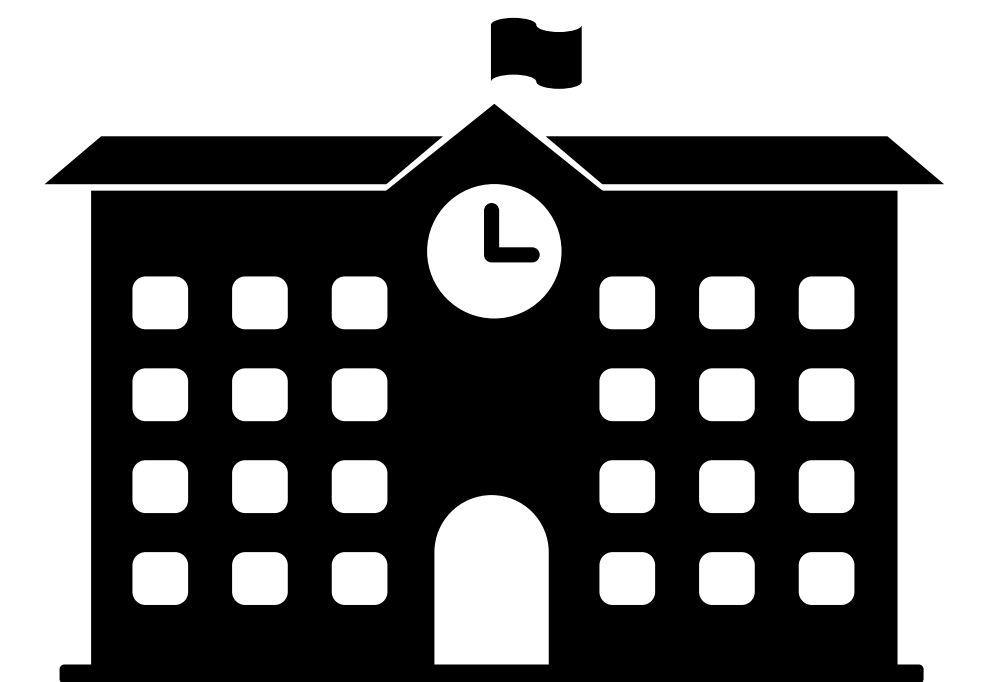
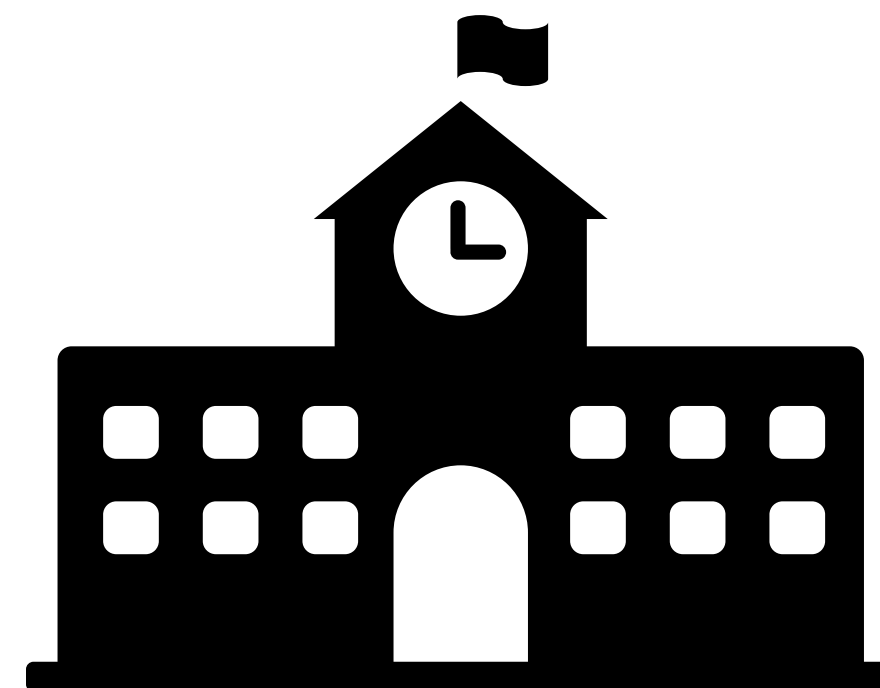
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- **Student Support & Opportunities**
  - 13 new sections added to the master schedule
  - Summer school was offered
  - After-school tutoring offered four days a week

## 8TH GRADE PROMOTION RATE

The 8th grade promotion rate tells us how well we are preparing our students to enter high school

100%  
of 8th graders  
met the  
requirements for  
promotion

We implemented clear behavior expectations and students were rewarded weekly for exhibiting outstanding behaviors. This allowed students to stay connected to their campus and process any undesirable behavior in order to change it





# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



## Goal 4: Design programs and activities to address academic needs

### Measures of Success:

- Data used to address gaps and place students in intervention, remedial and/or enrichment classes
- Days of after school tutoring offered at the high school
- Percent of high school students receiving a D or an F
- Graduation rate
- Percent of 8th grade students meeting the requirements for promotion
- Percent of students meeting 4 or more fitness standards

## FITNESS STANDARDS

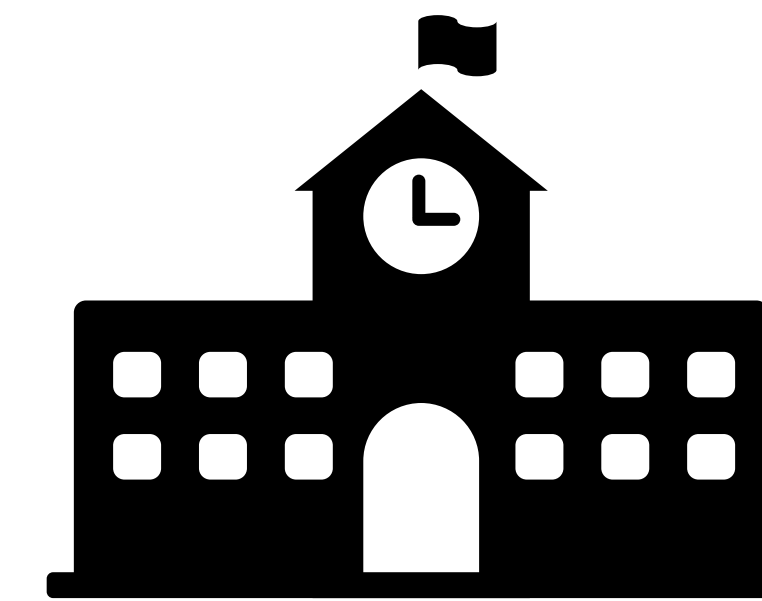
The percent of students meeting 4 or more fitness standards tells us how many of our students are in a healthy fitness range

31%



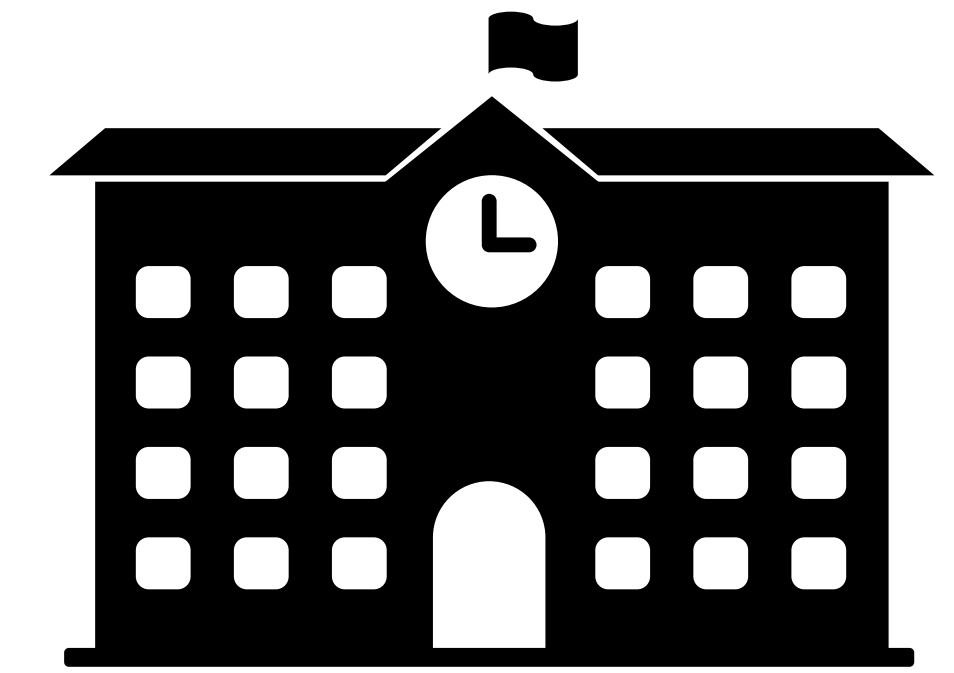
5th Grade

55%



7th Grade

89%



9th Grade

## ACTIONS & SERVICES

### Staff Support & Training

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- Substitutes provided on a monthly basis, giving teachers time to analyze student data in teams
- Two science teachers provided release time to review curriculum
- Four teachers attended Project Lead the Way training
- Four teachers attended the Sutter County Science Curriculum Publishers Fair to start the exploration of a new NGSS curriculum adoption

### Student Support & Opportunities

- 13 new sections added to the master schedule
- Summer school was offered
- After-school tutoring offered four days a week





# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



**Goal 5:** Create a celebratory school environment that engages staff, students, parents, and the community

**Measures of Success:**

- Parent/guardian participation rate at back to school night, open house, and STEM night
- Number of trainings offered
- Percent of students meeting with the high school counselor
- Percent of students completing the career exploratory questionnaire

## ACTIONS & SERVICES

**Family Engagement**

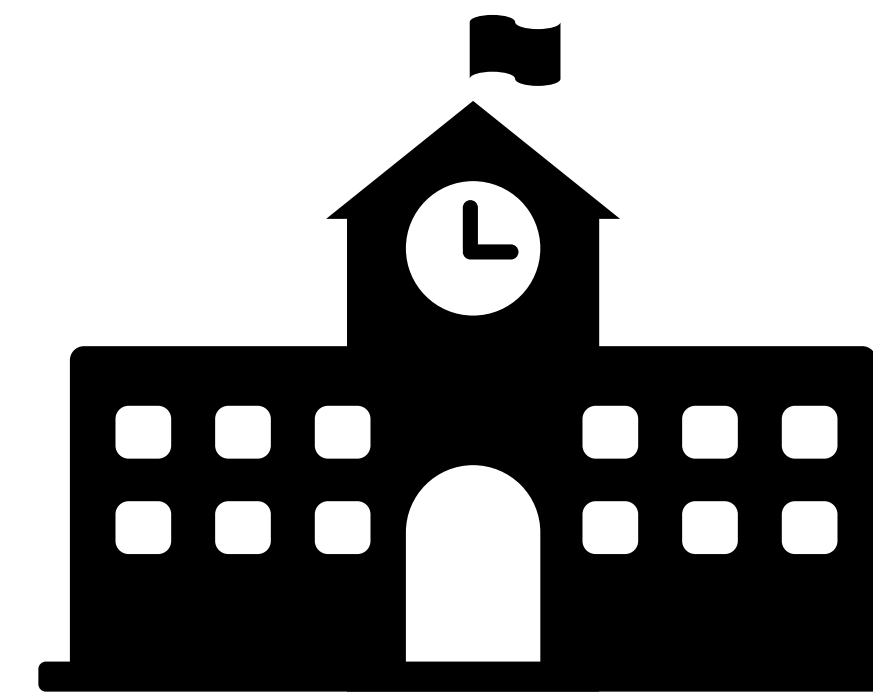
- Training on parent connect at the high school back to school night
- Senior parents invited to a FAFSA and Scholarship night
- Wolverine Committed parents' night held in the Fall and Spring
- Educational meeting on the PBIS process delivered at the elementary back to school night
- Over a 5% increase in parent engagement at all school functions

**Student Rewards and Opportunities**

- 9th and 10th grade students took part in a meeting on understanding the requirements for attending a four-year college
- Monthly reward assemblies at Biggs and Richvale Elementary
- Win-win Friday and Think Tank events at the elementary schools
- Semester awards assemblies at Biggs High School
- Weekly cash drawing for attendance at the high school
- Students of the Month attended the governing board meetings
- Students of the Month pictures placed in the newspaper and on the district webpage

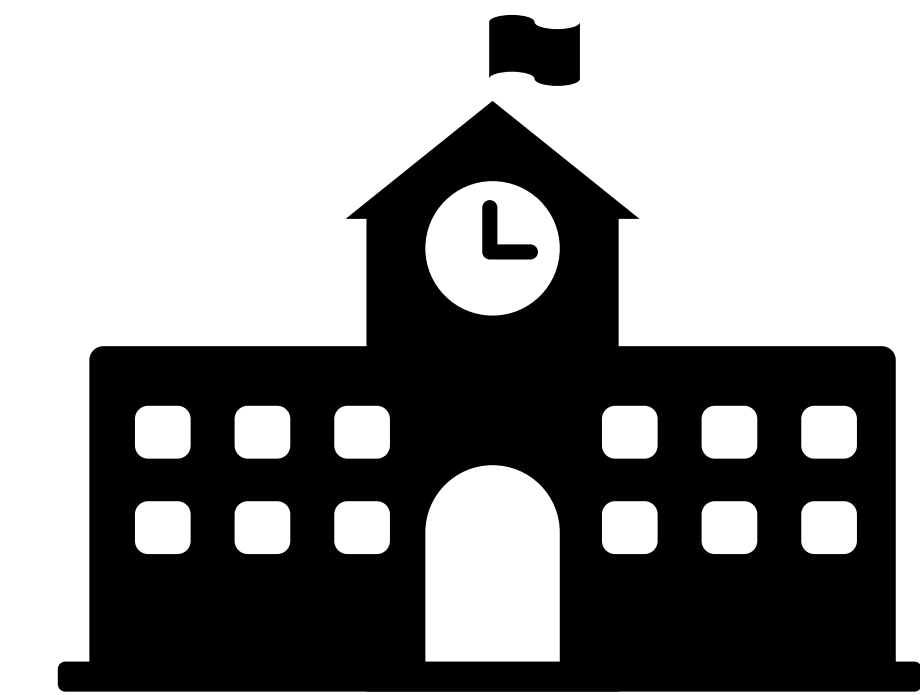
## PARENT PARTICIPATION RATES

Our parent participation rates tells us how effective our efforts to offer more activities parents/guardians can be involved in are and can also be seen in our increasing enrollment



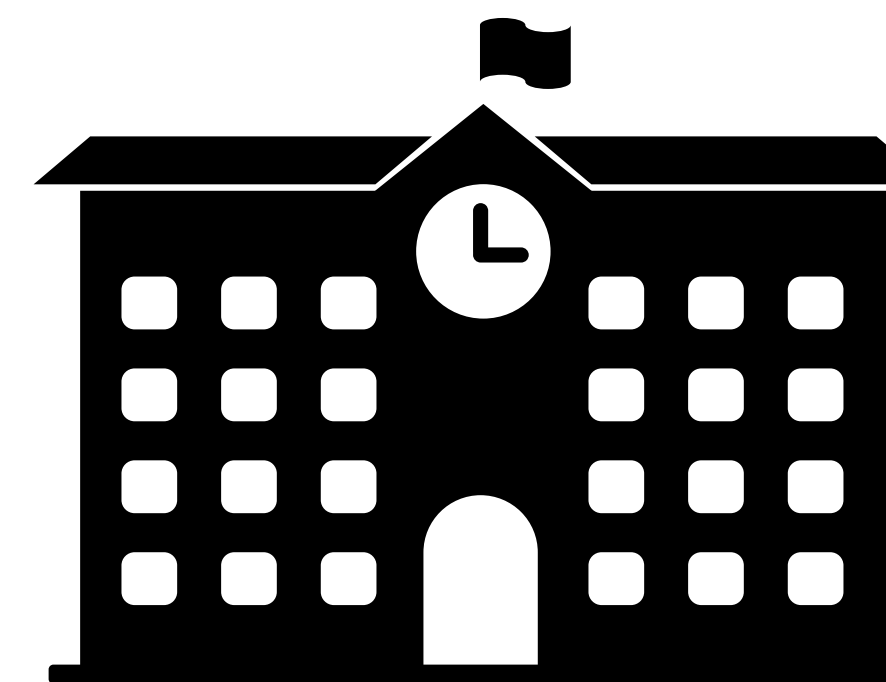
83%

of at least one parent/guardian from Biggs Elementary attended back to school night



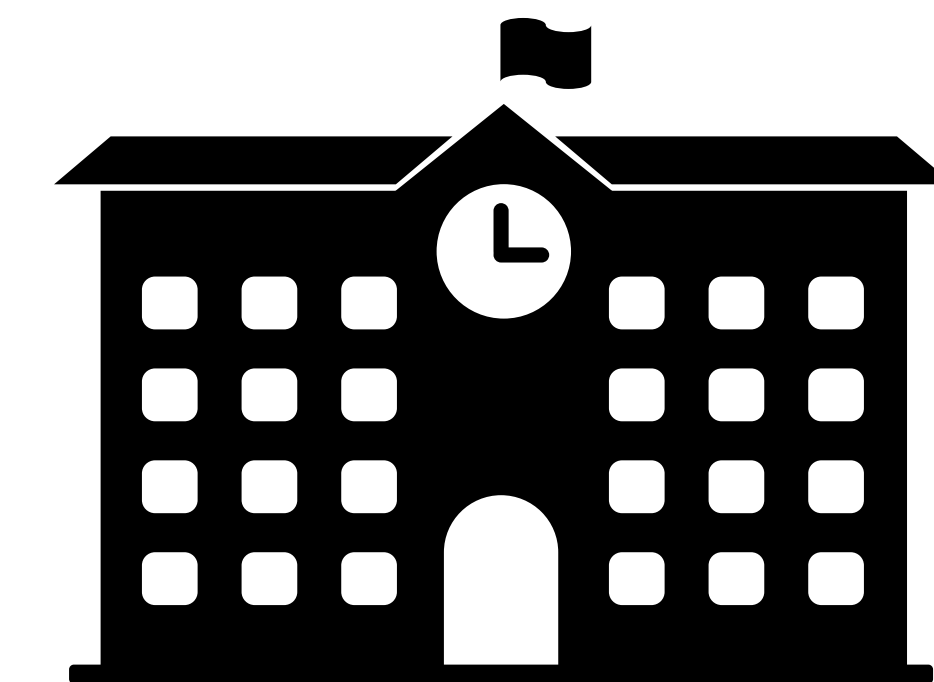
87%

of at least one parent/guardian from Richvale Elementary attended back to school night



79%

of at least one parent/guardian attended open house and STEM night



84%

of at least one parent/guardian from Biggs High attended back to school night



# BIGGS UNIFIED SCHOOL DISTRICT - LCAP ENGAGEMENT



**Goal 5:** Create a celebratory school environment that engages staff, students, parents, and the community

**Measures of Success:**

- Parent/guardian participation rate at back to school night, open house, and STEM night
- Number of trainings offered
- Percent of students meeting with the high school counselor
- Percent of students completing the career exploratory questionnaire

## ACTIONS & SERVICES

- **Family Engagement**
  - Training on parent connect at the high school back to school night
  - Senior parents invited to a FAFSA and Scholarship night
  - Wolverine Committed parents' night held in the Fall and Spring
  - Educational meeting on the PBIS process delivered at the elementary back to school night
  - Over a 5% increase in parent engagement at all school functions
- **Student Rewards and Opportunities**
  - 9th and 10th grade students took part in a meeting on understanding the requirements for attending a four-year college
  - Monthly reward assemblies at Biggs and Richvale Elementary
  - Win-win Friday and Think Tank events at the elementary schools
  - Semester awards assemblies at Biggs High School
  - Weekly cash drawing for attendance at the high school
  - Students of the Month attended the governing board meetings
  - Students of the Month pictures placed in the newspaper and on the district webpage

## NUMBER OF TRAININGS

The number of trainings offered shows our dedication to preparing our students for life beyond high school and our dedication to involving our families in their child's education

Biggs High School held a Wolverine Committed parent training in the fall and spring. District parents were also offered trainings on PBIS, parent connect, college requirements, scholarships and FAFSA. A group of coaches attended a training put on by Butte County Behavioral Health. We also held two Nurtured Heart trainings and three days of trauma training after the Camp Fire.



Biggs High School offers weekly awards drawing based on attendance. Each semester, school wide assemblies are held to recognize academic success. Biggs and Richvale Elementary each hold monthly Student of the Month assemblies.



## **Goal 5:** Create a celebratory school environment that engages staff, students, parents, and the community

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## **ACTIONS & SERVICES**

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## **CAREER EXPLORATION & STUDENT-COUNSELOR MEETINGS**

The percentage of students completing the Career Exploratory Questionnaire and meeting with their counselor are more steps in making sure all of our students are college and career ready

# 100%

of Biggs High School students and families, including unduplicated students and those with exceptional needs, met with a high school counselor



**All of our students and their parents participated in post-secondary planning by meeting with their high school counselor and completing a career exploratory questionnaire**