School Accountability Report Card
Reported for School Year 2009-10
Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010-11)
This section provides the school's contact information.

School		District	
School Name	Bidwell Junior High School	**District Name**	Chico Unified School District
Street	2376 North Avenue	**Phone Number**	(530) 891-3000 ex. 149
City, State, Zip	Chico, CA 95926	**Web Site**	www.chicousd.org
Phone Number	(530) 891-3080	**Superintendent**	Kelly Staley
Principal	Brian Boyer	**E-mail Address**	kstaley@chicousd.org
E-mail Address	bboyer@chicousd.org	**CDS Code**	04-61424-6057129

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Bidwell Junior High School is a comprehensive junior high school serving students in grades 7-8. Bidwell is located on the east side of Chico and serves students from Shasta, John McManus, Marigold and Neal Dow elementary schools. The curriculum is standards-based and pedagogy meets the diverse needs of all students from those with identified learning disabilities to the gifted and talented. Approximately eighty-five percent of the student body would consider themselves "college bound." The Bidwell Junior High School mission statement is "EXTRAORDINARY EDUCATION EMPOWERS EVERYONE".

Opportunities for Parental Involvement (School Year 2009-10)
This section provides information about opportunities for parents to become involved with school activities.

Parent and community involvement is an ongoing focus for Bidwell Junior. Bidwell has an active School Site Council, PTA organization, club sports program, and a Foundation made up of outside community members. Parents are encouraged to participate in the Parent Portal program, which allows parents to follow their students' progress on-line; currently about 2/3 of Bidwell's parents access their students grades on line. Teachers and administration contact parents to discuss successes and failures academically and behaviorally to develop strategies in tandem for the benefit of the students. Parents interested in participating in any of these programs should contact the principal at 891-3080 ext. 125.

The community and business/school partnerships are active and supportive at Bidwell. Local merchants support our activities throughout the year. For more information, please contact the main office.

Student Enrollment by Grade Level (School Year 2009-10)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	2
Grade 7	343
Grade 8	340
Total Enrollment	687

Student Enrollment by Group (School Year 2009-10)
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.35	White	69.58
American Indian or Alaska Native	1.02	Two or More Races	
Asian	4.80	Socioeconomically Disadvantaged	46.4
Filipino	0.73	English Learners	6.3
Hispanic or Latino	19.21	Students with Disabilities	12.7
Native Hawaiian/Pacific Islander	0.29		

Average Class Size and Class Size Distribution (Secondary)
This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.1	14	9	9	28.9	5	10	12	27.0	5	12	8
Mathematics	32.3	2	4	16	32.0	1	8	12	30.2	1	12	7
Science	30.4	2	17	6	34.0	0	5	16	32.1	0	12	8
Social Science	27.7	3	23	2	33.7	0	6	16	31.9	0	13	7

III. School Climate

School Safety Plan (School Year 2009-10)
This section provides information about the school's comprehensive safety plan.

The School Safety plan is updated annually in accordance with state law. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced quarterly. The staff participates in emergency scenarios in order to maintain decision-making and communication procedures for a given emergency. Students are also instructed and drills are conducted with regard to the State required earthquake and fire procedures.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.2	5.1	7.6	4.0	6.6	9.9
Expulsions	1.0	0.8	0.7	0.7	0.7	0.7

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Bidwell Junior High was constructed in 1958. Additional classrooms and a gymnasium were added in the 1966-67 school year. The exterior of the school was painted in 2006. The interior of the gym was painted in 1998 and again in 2006 and has been touched up every year since then. The school has 40 classrooms, a multipurpose room, a cafeteria, a library, a greenhouse, a gym with locker rooms and an administration building. It sits on a 19.2-acre campus that includes grass playing fields and blacktopped-surfaced basketball and activity courts.

Bidwell completed the process of remodeling as a result of the school bond passing in 1998. Reconstruction work began in May of 2004 and continued through November 2006. All the classrooms were updated with flooring, paint and wall coverings. The locker rooms are remolded with new showers, lockers, and restrooms installed. Electrical outlets and data ports have been installed in each classroom and throughout the campus to allow increased capacity for computer use and Internet access. The vast majority of the classrooms have Smart Boards to be used by the teachers in the presentation of their lessons.

In 2010 three surveillance cameras were installed in areas of security concern. These cameras monitor and record activity and can be referred to as needed. Also, a video projection system was installed in the gym. The system consists of an LCD projector, a drop down screen, a DVD/CD player, and a PA system.

Bidwell Junior High School administration, teachers, and campus supervisors actively supervise students before and after school as well as during the lunch break and between classes. Campus supervision duty begins before school at 7:00 a.m. and extends after school until 4:15 p.m. In addition, a before and after school program, BLAST, is offered free of charge to students. It opens at 6:30 a.m. and closes at 6:00 p.m. Campus supervisors, administrators, and teachers walk around campus, stand at bus stops and crosswalks and monitor student arrivals and departures.

Visitors are required to sign-in at the office and receive a nametag before entering the campus. Campus supervisors, administrators and teachers support this requirement by speaking to any adult seen on the campus not displaying a nametag.

Custodians and administrators identify long-term maintenance needs and determine when to schedule necessary repairs. Work identified as a major repair is handled through a district work-order process. Site custodians do minor repairs and maintenance such as painting and furniture upkeep. Emergency repairs are given highest priority. The administrators work with the custodial staff to develop a cleaning schedule to ensure a clean and safe school.

School Facility Good Repair Status (School Year 2010-11)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Snack bar missing baseboard. Replace missing baseboard. WO #42314 Library missing floor tile. Replace missing tile. WO #42314 Missing ceiling tile Room 960. Replace missing tile. WO #42314 Stained ceiling tile Room 309. Paint with stain block paint. WO #42301
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Kitchen light out. Evaluate problem and repair. WO #42304
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	37	32	33	565
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.3	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.64	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006 History
7-8 Glencoe – Discovering Our Past

2007 Science
7-8 Prentice Hall – Focus on California Science

2009 Math
7 McDougal Littell – Algebra Rediness
8 Holt – Course 2 : Pre Algebra
Algebra CPM
Geometry CPM

2002 Reading/English
7-8 McDougal Littell – Language Arts

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Meets State Guidelines	0	Yes
Mathematics	Meets State Guidelines	0	Yes
Science	Meets State Guidelines	0	Yes
History-Social Science	Meets State Guidelines	0	Yes
Foreign Language	Meets State Guidelines	0	Yes
Health	Meets State Guidelines	0	Yes
Visual and Performing Arts	Meets State Guidelines		Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$7,950.30	$2,674.11	$5,276.19	$60,546.50
District	---	---	$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	-1%	-5%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-11%	-12%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

All funds are budgeted and expended following state and district accounting procedures.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

IX. Student Performance

Standardized Testing and Reporting Program
The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	57	52	56	52	54	56	46	50	52
Mathematics	45	47	52	47	46	47	43	46	48
Science	61	58	63	57	60	64	46	50	54
History-Social Science	48	50	54	45	50	55	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55.5	46.6	57.8	55.1
All Student at the School	56.5	52.0	60.1	53.6
Male	51	55	68	60
Female	62	48	58	46
Black or African American	18	36	*	*
American Indian or Alaska Native	*	*	*	*
Asian	47	47	64	43
Filipino	*	*	*	*
Hispanic or Latino	41	40	47	44
Native Hawaiian/Pacific Islander	*	*	*	*
White	64	57	68	57
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	41	39	57	41
English Learners	9	9	18	11
Students with Disabilities	24	28	*	5
Students Receiving Migrant Education Services	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15%	28.3%	35.7%

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison
This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	7	6
Similar Schools	3	7	3

Academic Performance Index Growth by Student Group – Three-Year Comparison
This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	32	-11	20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	62	-26	20
Native Hawaiian/Pacific Islander			
White	31	-14	28
Two or More Races			
Socioeconomically Disadvantaged	34	5	2
English Learners			
Students with Disabilities	22		

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	795	789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino	725	712	715
Native Hawaiian/Pacific Islander			753
White	825	820	838
Two or More Races			807
Socioeconomically Disadvantaged	726	713	712
English Learners		660	691
Students with Disabilities		601	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pending

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Bidwell teachers meet every Wednesday from 8:00 a.m. until 9:00 a.m. to collaborate. These sessions provide time for teachers and staff to align subject area curriculum to content standards, develop common assessments, create strategies to help at risk students, and learn and implement new teaching strategies. Teachers use the four "critical questions" to provide focus to their work:

- What do we want students to know?
- How do we know they learned it?
- How will we respond when students struggle?
- How do we extend the learning for students who have achieved mastery?

A continuous evaluation of assessment results and appropriate adjustments of curriculum and instruction are the basis for the collaboration and provide the foundation of Bidwell's professional development program.