

# **Bidwell Junior High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2012-13 School Year**

#### **Published During 2013-14**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

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

### **Additional Information**

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## **II. About This School**

### **Contact Information (School Year 2013-14)**

<b>School Contact Information</b>	
<b>School Name</b>	Bidwell Junior High School
<b>Street</b>	2376 North Avenue
<b>City, State, Zip</b>	Chico, CA 95926
<b>Phone Number</b>	(530) 891-3080
<b>Principal</b>	Judi Roth
<b>E-mail Address</b>	<a href="mailto:jroth@chicousd.org">jroth@chicousd.org</a>
<b>CDS Code</b>	04-61424-6057129

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000 ex. 149
Web Site	www.chicousd.org
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org

### School Description and Mission Statement (School Year 2012-13)

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. This school is located on the east side of Chico and serves students from Citrus, John McManus, Marigold, Neal Dow and Shasta elementary schools. The majority of our students continue their education at Pleasant Valley High School. The curriculum is standards-based and staff is making a positive shift to the common core state standards and pedagogy meets the diverse needs of all students from those with identified learning disabilities, English language learners, to the gifted and talented. School demographics indicate 52% of our students are economically disadvantaged. Our two largest ethnic groups are white, 66% and Hispanic-Latino, 19%. Students receive extra time and support during the school day through The Learning Center, Encore in English and mathematics, and our after-school program, BLAST.

#### The Bidwell Junior High School mission statement is:

The Learning Community at Bidwell Junior High School is committed to developing students who STRIVE for excellence by demonstrating teamwork, responsibility, insight, virtue and educational merit.

#### Our vision for students:

Bidwell Junior High School has a vision of learning that creates a positive connection to school. The staff at Bidwell has a focus on learning that prepares students academically and socially for the rigor of high school and, upon graduation, to be college and career ready. Students demonstrate critical thinking and problem-solving skills inside and outside the classroom in a responsible manner. As our first priority, we seek to maintain a safe and orderly campus, so that every day Pioneers can strive for excellence. To this end, staff has identified collective commitments to make this vision a reality.

#### A Focus on Learning

Bidwell Junior High Staff is committed to:

1. Uniform academic and behavioral expectations across campus that are fair and consistently employed
2. Providing lessons that:
  - Address different learning modalities
  - Use relevant curriculum
  - Are student centered and provide freedom to choose activities
3. Providing various assessment methods to test their knowledge.

#### Developing Academically Prepared Students

Bidwell Junior High Staff is committed to using:

1. Student planners in our classrooms and show students how to keep track of their materials.
2. Interventions we have established at BJHS.
3. Consistency in our classrooms where students know what to do.
4. Learning targets in student friendly language.

#### A Safe Environment

Bidwell Junior High Staff is committed to:

1. Creating classroom environments in which students feel comfortable to take an academic risk.
2. Using clear and common procedures that denote all forms of bullying and how to report them in a student “friendly” and professional environment.

### **Promoting Social Development**

Bidwell Junior High Staff is committed to:

1. Modeling respect and intervening when we see disrespectful behavior (such as rule breaking, bullying, cyber bullying, and bad language).
2. Maintaining high expectations in both school work and behaviors.
3. Promoting group work by incorporating group activities into lessons.

### **Developing Students' Critical Thinking Skills**

Bidwell Junior High Staff is committed to teaching and expecting students to:

1. Explain their thinking.
2. Integrate prior knowledge with new learning.
3. Justify their thinking using evidence from sources.
4. Ask questions and critique information and the reasoning of others.

### **Personal Responsibility**

Bidwell Junior High Staff is committed to:

1. Modeling appropriate behavior.
2. Having clear expectations.
3. Having clear consequences.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

---

Parent and community involvement is an ongoing focus for Bidwell Junior. Bidwell has an active School Site Council, Parent-Teacher Association (PTA), English Learners Advisory Council (ELAC), club sports program, and a Foundation made up of community members who, at one time, worked as teachers at Bidwell. 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 challenges academically and behaviorally to develop strategies in tandem for the benefit of the students. Additionally, Bidwell has an up-to-date webpage that contains information regarding programs offered. Through the use of an automatic dialer / messenger system, parents are contacted daily regarding their students' attendance, and the system is also used for school information items. Monthly, a school newsletter is produced with articles from a variety of authors about school events and activities. This newsletter is posted online and sent home to parents via their students. A dialer message is sent to remind parents to ask students for the newsletter. Parents who wish to become active partners at Bidwell may call the main office for more specific information.

## **III. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	62	55	57	58	58	58	54	56	55
Mathematics	56	47	54	51	51	52	49	50	50
Science	65	65	67	67	68	67	57	60	59
History-Social Science	59	59	57	59	56	58	48	49	49

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.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	52	67	58
All Student at the School	57	54	67	57
Male	57	54	70	64
Female	57	53	64	49
Black or African American	60	55		
American Indian or Alaska Native				
Asian	34	36	50	47
Filipino				
Hispanic or Latino	47	39	59	56
Native Hawaiian/Pacific Islander				
White	63	60	72	58
Two or More Races	50	33		
Socioeconomically Disadvantaged	45	41	57	47
English Learners	22	14	7	15
Students with Disabilities	45	23	60	14
Students Receiving Migrant Education Services				

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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.5	23.0	47.6

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE 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	2010	2011	2012
Statewide	6	7	5
Similar Schools	4	4	2

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	15	-23	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	-3	46
Native Hawaiian/Pacific Islander			
White	13	-26	13
Two or More Races			
Socioeconomically Disadvantaged	24	-16	14
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group - 2013 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	623	811	8,818	807	4,655,989	790
Black or African American	21	827	315	718	296,463	708
American Indian or Alaska Native	9		151	747	30,394	743
Asian	46	723	547	786	406,527	906
Filipino	4		62	890	121,054	867
Hispanic or Latino	114	781	1,947	738	2,438,951	744
Native Hawaiian/Pacific Islander	6		57	785	25,351	774
White	410	833	5,550	839	1,200,127	853
Two or More Races	8		107	756	125,025	824
Socioeconomically Disadvantaged	331	761	4,561	745	2,774,640	743
English Learners	81	706	1,232	684	1,482,316	721
Students with Disabilities	85	637	1,063	626	527,476	615

**Adequate Yearly Progress**

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)**

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	91.7

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	336
Grade 8	336
Total Enrollment	672

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.6	White	65.6
American Indian or Alaska Native	1.5	Two or More Races	1.0
Asian	6.8	Socioeconomically Disadvantaged	53.3
Filipino	0.6	English Learners	12.9
Hispanic or Latino	19.2	Students with Disabilities	12.9
Native Hawaiian/Pacific Islander	0.9		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	30.3	3	6	11	33	1	7	13	25	7	7	13
Mathematics	28.7	4	2	12	28.1	4	8	9	29	4	8	11
Science	32.9	1	5	14	33	1	5	14	33	1	6	13
Social Science	33.9	0	6	12	33.6	0	7	12	33	1	5	14

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 regularly discuss Code Red procedures and best practices. All classrooms have blinds in place for safety in case a Code Red were to occur. Students are also instructed and drills are conducted with regard to the State required earthquake and fire procedures. Yearly, the updated School Safety Plan is approved through School Site Council. All follow-up items to the most recent Fire Inspection have been completed.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.40	3.45	4.52	8.95	4.57	5.77
Expulsions	0.60	1.5	.31	0.59	0.62	.67

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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. 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 remodeled 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.

In 2011 and 2012 new carpet was installed in the technology lab located next to the library. Along the parking lot in front of the locker rooms a new wrought iron fence was installed to create a cleaner look. The parking lot was re-surfaced and lines painted as well as the lines for the bus loading zone to create a safer environment where cars and buses move in and out before and after school, and during school activities. Two drinking fountains were repaired and two older fountains were removed. The two lobby restrooms were painted in the summer of 2012.

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 name tag before entering the campus. Campus supervisors, administrators and teachers support this requirement by speaking to any adult seen on the campus not displaying a name tag. All entry ports are gated and locked during the school day with the exception of the front office doors.



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 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: October 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Replace/Repair Stained Ceiling Tile: Room 206. WO# 52054 Replace/Repair Loose or Missing Ceiling Tiles: Rooms 109/209/960(Gym). WO# 52060 Bidwell is clean and in fairly good condition, but painting can help improve overall rating, especially in the larger buildings: MPR and gymnasium.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Replace/Repair Light Diffusor: Room 105. Site Responsibility.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

#### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	31	32	31	599
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.1	3.9
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	97.9	2.1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	320
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.4	---
Library Media Services Staff (Paraprofessional)	1.0	---
Psychologist	0.64	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist		---
Other		---

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

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** October 2012

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell / Language Arts - 2002	Yes	0
Mathematics	McDougal Littell / Algebra Readiness - 2009 Holt / Course 2: Pre-Algebra - 2009 CPM / Algebra - 2009 CPM / Geometry - 2009	No	0
Science	Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Glencoe / Discovering Our Past - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,024.63	\$3,302.32	\$5,722.31	\$56,765.00
District	---	---	\$5,648.82	\$63,409
Percent Difference: School Site and District	---	---	1.3	-10.5
State	---	---	\$5,537	\$68,841
Percent Difference: School Site and State	---	---	3.3	-17.5

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

BJHS receives the following funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** state funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** state funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals.

In addition, BJHS receives:

- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- 21
- st Century Grant federal funds to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector.

Students may be recommended to the Encore program, a re-teach and/or front loading program that answers the question: What do we do when students do not learn? Students may also be recommended to the Learning Center in order to receive more assistance in a smaller group setting than the regular larger classroom.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,121	\$40,933
Mid-Range Teacher Salary	\$53,164	\$65,087
Highest Teacher Salary	\$84,737	\$84,436
Average Principal Salary (Elementary)	\$89,920	\$106,715
Average Principal Salary (Middle)	\$97,238	\$111,205
Average Principal Salary (High)	\$102,804	\$120,506
Superintendent Salary	\$164,900	\$207,812
Percent of Budget for Teacher Salaries	39.8%	39.8%
Percent of Budget for Administrative Salaries	4.5%	5.1%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

---

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 common core state standards (CCSS), 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. Staff identify and develop topics for conferences, in-service, and workshops based upon what is discovered about student achievement as a result of collaboration. Teachers do presentations at faculty meetings about academic, school-wide topics: writing, paper presentation, and best practices.

Approval for in-service training, conferences and workshops is based upon implementation of the CCSS.