

# Bidwell Elementary

1256 Walnut St. • Red Bluff, CA, 96080-3603 • (530) 527-7171 • Grades K-5

Wendy Wilson, Principal

[wwilson@rbuesd.org](mailto:wwilson@rbuesd.org)

[www.bidwell.rbuesd.org](http://www.bidwell.rbuesd.org)

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Red Bluff Union Elementary

1755 Airport Blvd.  
Red Bluff, CA 96080  
(530) 527-7200  
[www.rbuesd.org](http://www.rbuesd.org)

#### District Governing Board

Adriana Griffin  
**President**

Sharon Barrett  
**Clerk**

Steven Piffero  
**Member**

Heidi Ackley  
**Member**

Doug Schreter  
**Member**

#### District Administration

Cliff Curry  
**Superintendent**

Claudia Salvestrin  
**Assistant Superintendent**

### School Description

At Bidwell we are very proud of our school. Bidwell Elementary is an extraordinary place filled with traditions and people who make a difference in the lives of every student. Our staff and families work together to help students begin the path toward making dreams come true. We know education is the key that opens the door to opportunities. Our dedicated faculty and staff are committed to providing our students with the best educational experience, and to do that we focus on the whole child. We all work together to provide a learning environment where students feel safe and their social/emotional needs are met.

Our faculty and staff firmly believe that meaningful relationships with our students, families and our community are the foundation of our success. We provide a safe, and nurturing learning environment centered around our pillars of respectful, responsible, kind and safe citizenship. On the Bidwell campus, the school-wide expectations are evident in all we do. Students learn to use their "tools" to regulate emotions and build successful relationships which is embedded in our social emotional curriculum, "Toolbox." From our classrooms to our playgrounds to our common areas, respectful, responsible, kind, safe Bidwell citizens work daily to achieve their dreams.

At Bidwell Elementary, we are proud of our high level of student achievement. We focus on the 21st Century teaching and learning standards of collaboration, communication, creativity and critical thinking in setting yearly goals for our students. Bidwell students are challenged daily to become thinkers for the future by actively engaging in their learning. Whether working alone or collaborating together, Bidwell students apply their skills and knowledge in problem-solving activities that utilize and develop their reading, writing, critical thinking and technology skills while preparing them for the social and academic challenges of the middle and high school years as well. Our instructional coaches and educational specialists play a pivotal role in making sure each child achieves his or her potential. The individual needs of our students with learning challenges are addressed with teaching specialists in those respective areas. Students who are identified GATE are equally challenged with enriching and engaging curricular opportunities.

The faculty, staff and I look forward to working with you and your child. We know that our partnership is essential to our collective success and we value your input and involvement. We invite you to collaborate with us in helping your child reach his or her dream because we believe dreams are meant to become realities. As the principal of Bidwell Elementary, I am proud to serve you and your child and be a part of your child's educational journey.

Wendy Wilson, Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	88
Grade 2	84
Grade 3	71
Grade 4	82
Grade 5	83
<b>Total Enrollment</b>	<b>498</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	3.4
Asian	1
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	0.2
White	67.5
Two or More Races	3.8
Socioeconomically Disadvantaged	75.9
English Learners	4.8
Students with Disabilities	8.8
Foster Youth	1
Homeless	2.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Bidwell Elementary	17-18	18-19	19-20
With Full Credential	25	24	27
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Red Bluff Union	17-18	18-19	19-20
With Full Credential	♦	♦	105
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Bidwell Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance -2016 & 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math- 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan/McGraw Hill - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History/Social Science for CA Scott Foresman - 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Preventive maintenance is on-going to maintain the site's condition.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Poor	Sewer system is an area of extreme deficiency.
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Poor	
<b>Electrical:</b> Electrical	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Restrooms are an area of extreme deficiency.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roofs are an area of extreme deficiency. All portables need to be upgraded or removed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	
<b>Overall Rating</b>	<b>Poor</b>	The district passed a bond to update facilities and replace portals. Repairs will be determined based on further assessment.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	46	39	39	50	50
Math	43	41	33	35	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.7	15.7	5.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	240	99.59	45.83
Male	135	135	100.00	34.07
Female	106	105	99.06	60.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	68	68	100.00	32.35
White	148	147	99.32	52.38
Two or More Races	12	12	100.00	41.67
Socioeconomically Disadvantaged	196	195	99.49	41.03
English Learners	19	19	100.00	31.58
Students with Disabilities	27	27	100.00	7.41
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	241	99.59	41.08
Male	136	136	100.00	35.29
Female	106	105	99.06	48.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	69	69	100.00	20.29
White	148	147	99.32	50.34
Two or More Races	12	12	100.00	41.67
Socioeconomically Disadvantaged	196	195	99.49	34.87
English Learners	19	19	100.00	26.32
Students with Disabilities	28	28	100.00	3.57
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents play a major role in the success of both their children and the successful operation of our school. We honor all parents as the child's first teacher and we welcome parental input. We invite you to actively participate in your child's education and to support the school through our volunteer program. We know that parent involvement can take many forms and whether you can be here with us during school hours, participate in a committee, prepare something for the classroom from your home or be with us at one of our many evening events, we appreciate your involvement. One of our many goals is to meet with 100% of parents at our Back to School Night event and our fall parent teacher conferences.

There are numerous parent involvement options including parent committees such as our School Site Council and English Learner Advisory Council, both which focus on our School Plan for student achievement. Volunteers Investing in Bidwell Elementary School (VIBES) is another parent volunteer group that is open to all parents. VIBES organizes fundraisers which are used to fund field trips, campus beautification projects, and school celebrations. In addition, our classroom parent volunteers are essential to our success. Our many family nights include our annual Fall Harvest Carnival, Back to School Night, Family game, art and science nights and student performances. We welcome families to join us on Friday mornings for our weekly class presentations and PAW Print award ceremony that recognizes students that display the positive Bulldog Pillars of being Respectful, Responsible, Safe and Kind students. Our aim is to increase parental involvement at all levels and we look forward to your suggestions. We are happy to work with parents to find an area of involvement that will fit their needs and benefit our students and school community.

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The Bidwell Elementary School Safety Plan includes policies and procedures and a general overview of a safe and orderly environment. The plan outlines the role of the emergency team members and the specific steps and actions to be taken during various types of emergencies. The plan is reviewed and updated annually. Emergency drills are practiced throughout the year. Copies of the plan are available in the office. Date plan last reviewed: August 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	2.1	2.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	5.0	5.5
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	

\* 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	6			20	3	2		18	5		
1	22	1	3		21	2	2		22	1	3	
2	20	3	1		22		3		21	2	2	
3	23		4		24	1	3		18	4		
4	24		3		24	1	3		26		3	
5	20	1	3		23		3		22	1	3	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,956	\$49,378
Mid-Range Teacher Salary	\$62,080	\$77,190
Highest Teacher Salary	\$85,625	\$96,607
Average Principal Salary (ES)	\$102,694	\$122,074
Average Principal Salary (MS)	\$104,437	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$143,400	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	4%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,162	\$3,035	\$8,127	\$62,988
District	N/A	N/A	\$7,739	\$64,414.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.9	2.0
School Site/ State	13.1	-18.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



## **Types of Services Funded**

The district's general fund includes funding for:

- General Operations: salaries, benefits, services, and materials
- Special Education: programs offering appropriate, individualized instruction to students with special needs
- Transportation
- Maintenance and Operations
- Special Projects: any monies from agencies (federal or state) earmarked for specific programs, projects or services

Each school receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with bargaining units, and guidelines of outside funding sources. The School Site Council (SSC) meets approximately once a month to develop, implement, monitor, and evaluate the school plan for student achievement. School plans align with the district's Local Control Accountability Plan (LCAP). Parent representatives are elected to the School Site Council and serve two year terms. All parents are welcome and encouraged to attend these meetings, as well as the District Advisory Committee (DAC) meetings, as a way to learn more about our school funding and academic goals.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **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.