

Bidwell Point Continuation High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

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 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Bidwell Point Continuation High School
Street	3430 County Road 309
City, State, Zip	Elk Creek, CA 95939
Phone Number	(530) 968-5361
Principal	Kevin Triance
E-mail Address	ktriance@scjUSD.org
Web Site	www.scjUSD.org
CDS Code	11626531130046

District Contact Information	
District Name	Stony Creek Joint Unified School District
Phone Number	(530) 968-5361
Superintendent	Kevin Triance
E-mail Address	ktriance@scjusd.org
Web Site	www.scjusd.org

School Description and Mission Statement (School Year 2018-19)

The mission of Bidwell Point Continuation High School is to be a safe, caring learning environment that promotes student success through an alternative education environment. Students in Bidwell Point Continuation High School receive support in individual and small group settings from teachers and other school personnel. They also work closely with an academic counselor to ensure their success. The school is a half day program with reduced credits needed for graduation. Students attending the continuation high school have access to the Elk Creek High School media center and may participate in extra curricular activities. Depending on students' needs and progress, some also participate in individual learning on line, including credit recovery or classes that allow both high school and college credit.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 12	2
Total Enrollment	2

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	50.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	0.0
Native Hawaiian or Pacific Islander	0.0
White	50.0
Socioeconomically Disadvantaged	100.0
English Learners	0.0
Students with Disabilities	0.0
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	.5	.5	.5	10.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	1	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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 THE LANGUAGE OF LITERATURE McDougal Littell / Grade 9 English 10 THE LANGUAGE OF LITERATURE McDougal Littell / Grade 10 English 11 THE LANGUAGE OF LITERATURE McDougal Littell / American Literature English 12 THE LANGUAGE OF LITERATURE McDougal Littell / British Literature	Yes	0
Mathematics	Glencoe Merrill Geometry and Algebra 2 w/Trigonometry; Holt Mathematics Prealgebra and Algebra	Yes	0
Science	Chemistry: Chemistry: Matter and Change- Glencoe Mc Graw Hill 2008 Earth Science: Earth Science- Holt Rinehart Winston 2008 Life Science (7th/8th): Life Science- Holt Rinehart Winston 2007 Biology: Modern Biology- Holt Rinehart Winston 2007 Physical Science (7th/8th)- Physical Science- Holt Rinehart Winston 2007	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	The American Nation in the 20th Century. Holt, Rinehart, and Winston, 1998. Economics. Holt, Rinehart, and Winston, 2003. Discovering Our Past: Medieval and Early Modern Times. Glencoe, 2006. Discovering Our Past: The American Journey. Glencoe, 2006. American Government. Prentice Hall, 2002. World History: The Modern World. Prentice Hall, 2007.	Yes	0
Science Laboratory Equipment (grades 9-12)	Lab equipment and materials for Medical Pathway including dissection equipment and lab specimens available for all students.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Maintenance Lead conducts monthly inspections for the buildings and grounds, and all school staff are encouraged to report any concern to the Administrator immediately. Formal inspections are completed twice yearly, in December and June. Needed repairs and safety issues are addressed through work orders to the Maintenance Lead for prompt attention. The school has 7 classrooms available and a library, in addition to office space and storage areas. The facilities were built in approximately 1950 and have been maintained in good repair, using both the expertise of maintenance personnel and licensed contractors. Services are occasionally contracted with the California Department of Forestry and Fire Detection (CAL FIRE) for closely supervised inmates to complete maintenance tasks at the school during breaks when no students are present.

The maintenance and custodial staff take pride in keeping the classrooms and other areas of the campus in good repair and in a manner that meets high standards for cleanliness. Janitorial services are provided on a regular schedule by personnel trained in the use of appropriate cleaning products for a school site.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year)		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

Bidwell Point Continuation High School students participate in the two Career and Technical Education pathways developed in partnership with Butte College in Oroville California and the Glenn County Office of Education. Students take science courses that are part of a medical careers pathway and/or a manufacturing and welding pathway, which are articulated with Butte College. In addition, students attend field trips and make college visits related to both pathways. The school has a robust Future Farmers of America program

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	in progress

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2018-19)

Parents of students in Bidwell Continuation High School are encouraged to maintain close contact with the school staff. The goal is to create a strong team between the student, parents, and school to help the student stay motivated and working hard towards the goal of high school graduation. Parents receive copies of mailed report cards and are contacted regularly about student progress, absences, and other relevant information. Parents are also invited at any time to contact the school for more information or to set up a conference to discuss their student's progress in school and toward graduation. Bidwell Continuation High School students are regarded as part of the school community and are eligible for field trips, sports, and all other school activities under the same conditions as all other Elk Creek Junior/Senior High School Students.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--			--	--	--	10.7	9.7	9.1
Graduation Rate	--			--	--	--	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1	0.0	0.0	17.4	8.1	6.1	3.7	3.7	3.5
Expulsions	1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Stony Creek Joint Unified School District Safety Plan contains sections specific to each site in the district, including Bidwell Point Continuation High School and Elk Creek Junior/Senior High School. The Safety Plan is reviewed and updated yearly and approved by the Board of Trustees. The District adopted the Catapult School Emergency Management System that provides capability to respond to an emergency in a rapid, effective manner. Through an emergency management system, we are able to summon fire and/or law enforcement immediately, including local first responders who have been trained on the system alongside school personnel. The system is sophisticated and has many features, including the ability to determine the location of teachers and students through GPS and an "all call" feature that allows the school to notify and update parents in the event of a school emergency.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	1.0	2			1.0	1			2.0	1		
Mathematics									2.0	1		
Science	1.0	1			1.0	1						
Social Science	1.0	2			1.0	1			2.0	2		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.6	24
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	County	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	.3	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$19,070.00	\$1,828	\$17,242	\$60,703
District	N/A	N/A	17,242	
Percent Difference: School Site and District	N/A	N/A	0.0	4.3
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	83.0	-4.6

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 (Fiscal Year 2017-18)

Professional development for teachers, paid by various means, including designated funds and grant participation through California State University, Chico and Butte College

- Vocational field trips, paid for by educational funds and/or fundraising efforts
- Counseling services
- Education Specialist and Special Education aide services through Glenn County Office of Education
- Tutoring after school

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,990
Mid-Range Teacher Salary		\$61,614
Highest Teacher Salary		\$85,083
Average Principal Salary (Elementary)		\$100,802
Average Principal Salary (Middle)		\$105,404
Average Principal Salary (High)		\$106,243
Superintendent Salary		\$132,653
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	8.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Both Bidwell Point Continuation High School and Elk Creek Jr./Sr. High continues to make progress as the administration and faculty collaborate to increase positive educational outcomes for all students. In addition to continued participation in two major grants with support for researched-based curriculum to increase student engagement and educational benefit for the students, the administration and staff are involved in multiple professional development trainings. For the prior two years, the Math teacher has been involved in intensive training to teach math aligned with the Common Core math standards. The History/Social Science teacher has participated last year in on-line training to increase the use of innovative curriculum designed to appeal to a diverse student population. Both the Ag and Science teachers continue their collaboration and training with other Ag and Science teachers in the area through multiple trainings at Butte College. In addition, both of these teachers are part of the Pathways at Butte College and use lessons recommended by NAF, of which some are integrated lessons with Math and English. The Ag teacher is using an extensive on-line curriculum for agriculture as an alternative to a textbook. During the 2014-2015 school year, two Bidwell Point Continuation High School and Elk Creek Jr./Sr. High School teachers also attended the first Northern California Google Conference with the goal of increasing students' exposure to high quality learning through technology. Professional development has been delivered through conference attendance, on line modules, and mentors who visit the site. With the addition of a new computer lab that includes 20 Chromebooks, two of the teachers have begun to use student-produced videos as part of instruction and for demonstration of student learning. 5 Chromebooks have been added to the Math, History/Social Science and English/Art classes to allow students greater access to research and information that augments their textbooks.

2018-19 the focus for professional development is on student trauma and understanding its effects and training teachers how to work with students who may have trauma.