

The Single Plan for Student Achievement

School: Bidwell Junior High School
CDS Code: 04-61424-6057129
District: Chico Unified School District
Principal: Judi Roth
Revision Date: March 6, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on April 20, 2016.

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School Vision and Mission

Bidwell Junior High School's Vision and Mission Statements

School Mission 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.

School Vision

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:

Uniform academic and behavioral expectations across campus that are fair and consistently employed

- Providing lessons that: Address different learning modalities
- Use relevant curriculum
- Are student centered and provide freedom to choose activities

Providing various assessment methods to test their knowledge.

Developing Academically Prepared Students

Bidwell Junior High Staff is committed to using:

Student planners in our classrooms and show students how to keep track of their materials.

Interventions we have established at BJHS.

Consistency in our classrooms where students know what to do.

Learning targets in student friendly language.

A Safe Environment

Bidwell Junior High Staff is committed to:

Creating classroom environments in which students feel comfortable to take an academic risk.

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:

Modeling respect and intervening when we see disrespectful behavior (such as rule breaking, bullying, cyber bullying, and bad language).

Maintaining high expectations in both school work and behaviors.

Promoting group work by incorporating group activities into lesson.

Developing Students' Critical Thinking Skills

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

Explain their thinking.

Integrate prior knowledge with new learning.

Justify their thinking using evidence from sources.

Ask questions and critique information and the reasoning of others.

Personal Responsibility

Bidwell Junior High Staff is committed to:

Modeling appropriate behavior.

Having clear expectations.

Having clear consequences.

School Profile

Bidwell Junior High School is a comprehensive middle school serving students in grades 7-8. Bidwell is located on the northeast side of Chico and serves students from Shasta, Nord Country School, John McManus, Neal Dow and Marigold elementary schools. The curriculum is state recommended and instruction meets the diverse needs of all students from those with identified learning disabilities, English language learners 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: 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. .

Research on effective schools clearly states that the quality of the instructional delivery in the classroom has the most impact on student learning and that strong instructional leadership is essential to the improvement of instruction. Bidwell's quest to be extraordinary is guided by School Site Council, the Instructional Leadership Team, and the Intervention Team. School improvement funds are allocated to support the goals outlined in our school plan. Bidwell's Instructional Leadership Team assists the administration in guiding the attainment of school goals. All teachers collaborate regularly to ask and answer the following questions as they relate to student performance:

- 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?

One of the most significant elements in the development and employment of effective teaching strategies by teachers is through ongoing staff development. Teachers who are able to maintain engaging, challenging courses of study "hook" students into the joy of learning as well as making their own profession one of constant growth and improvement. The corner stone of the Bidwell professional development program is teacher collaboration. Bidwell teachers meet every Wednesday from 8:00 until 9:00 to collaborate. These sessions provide time for teachers and staff to align subject area curriculum, develop common assessments, analyze student achievement data, create strategies to help all students, and share best practices and implement new teaching strategies aligned with the Common Core State Standards.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys were given to all staff, all students and parents in 2013 in order to examine the educational program at Bidwell Junior High.

Teachers strongly believe in the importance to communicate with parents about their students' progress and most teachers are making an effort to communicate via email through Parent Portal and regular email. Teachers believe they work effectively with all students, including students with special needs. It is obvious from survey results as well as classroom observations that teachers are passionate about teaching. Teachers believe that in order for them to be effective, school needs to offer a threat-free environment and that parents are involved in their students' education.

Parents are generally satisfied with the level of education their students receive at Bidwell Junior High School and feel welcome at school. The parents know that teachers at Bidwell expect quality work for students and have respect for the teachers.

Students feel their teachers believe they can learn. Students feel challenged in their classes and the work they do make them think. They are concerned about not having as much choice as they would like about their education.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In addition to the standard, formal evaluation process, site administrators use every opportunity they have to conduct "walk-through" observations. These informal observations allow administrators to provide support to the teachers and allows students to see administrators in class rooms. The strength of teachers at Bidwell, aside from the pursuance of excellence is the training they provide to all students regarding study skills and appropriate academic behaviors in class.

Lessons are aligned with the state standards and teachers maintain a positive atmosphere in their classrooms, creating a safe environment for students to learn. SDAIE strategies are being used across the disciplines to aid second-language learners (as well as struggling learners) to increase their achievement. Teachers and other staff continue to look for ways to inspire unmotivated learners. Creative incentive strategies and parental involvement is often used to help motivate students who struggle to focus and perform in class. Teachers continually strive to include all students in the learning process.

Teachers teaching the same classes have striven to articulate their curricula to assure all students receive the same high-quality instruction. Collaboration time has been built into the week and teachers meet Wednesdays to plan lessons and create assessments together. The students benefit from the combined knowledge of all teachers within a department, rather than relying on one person. Teachers strong in one area are tasked with taking the lead for that area and sharing their expertise with their department colleagues.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local assessments, progress report grades, semester grades and IEPs are used in making decisions regarding student placement in classes.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Accelerated Reader scores are used by all of the English department members. Results from district common assessments will drive instructional choices.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are NCLB qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Bidwell teachers are offered numerous opportunities for professional development. All approved professional development must tie into either student learning, CA standards, SDE approved curriculum or research based instructional strategies. Offerings include AB466 training, PLC development, Formative Assessment, CSUC Math Lesson Study, Developing Learning Targets, etc.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

With the guidance of the Instructional Leadership Team, all on-site and off-site staff development opportunities are directly linked to enhancing students learning.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Weekly teacher collaboration provides peer support for teachers. School wide data is discussed at staff meetings and during Instructional Leadership meetings. On-site and off-site staff present "mini" workshops at staff meetings (e.g. Enhancing Content Literacy, Developing Learning Targets). Some collaboration groups develop units, lessons and assessments that are then placed in folders on the WEB site for all to utilize. This system of dividing the workload has alleviated some of the stress teachers feel as they strive to move all students into the proficient level.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet weekly in course alike or department meetings.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The teachers have developed or are in the process of developing common assessments which are aligned with Common Core State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Bidwell Junior High School adheres to the recommended instructional minutes for reading/language arts and math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

A lesson pacing guide has been developed for all curricular areas. The teachers meet weekly to discuss lessons, common assessments and to make adjustments so that all students are receiving the same curriculum at about the same time. This is helpful for intervention and support systems that are in place as it allows all students, in the same grade, to walk into an intervention group and work on similar assignments, regardless of the teacher.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

As per the Williams Act, instructional materials are available for all students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Bidwell uses materials to teach the common core state standards; plus are reviewing textbook and supplemental materials to align with common core.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers use SADIE strategies and strive to differentiate instruction so that the curriculum is accessible to all students. In addition, numerous teachers are using researched based teaching methods that improve student learning.

14. Research-based educational practices to raise student achievement

Within our school and throughout our school district, we are following the Professional Learning Community model for school improvement. Teachers have had staff-directed training with Keeping Learning on Track materials. Bidwell staff is offering targeted interventions with improvement oversight by the Instructional Leadership Team and the Intervention Team.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Bidwell has evening events for students and families. In addition, informational nights are held, with translators available. Bidwell also has an onsite parent resource center and offers parent skills classes.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stake holders are involved when planning and implementing consolidated application programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Before and After School Intervention groups
- Instructional aide staffed Learning Centers during the school day
- Aide who helps families acquire low cost computers from Computers for Schools
- Aide to supervise tech lab to provide access for students who do not have computers

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Barrier #1

Some students need more time and support to successfully access the curriculum through providing targeted interventions within the school day would better serve students.

Barrier #2

While Bidwell teachers have access to state and local performance data there is emerging capacity on site to analyze and interpret this data with in the context of improving student achievement. Ongoing Professional development in this area would help remove this barrier.

Barrier #3

Our current student population has a 53% rate of economically disadvantaged students. Support for learning and education needs to be increasingly provided before, during and after school since families are struggling at home.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	258	251	97.3	251	2516.0	5	31	31	33
Grade 8	331	318	96.1	317	2565.3	13	39	30	19
All Grades	589	569	96.6	568		9	35	31	25

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	13	48	39	17	48	35	9	68	23	12	59	29
Grade 8	23	51	25	22	56	22	18	65	18	26	57	17
All Grades	19	50	32	20	52	28	14	66	20	20	58	22

Conclusions based on this data:

1. Student achievement results are based upon the first time attempt of students participating in this form of assessment. Although a large amount of students are at or near standard, staff agrees this is not preparing students well enough for the rigor of high school work.
2. 32% of students are below standard in demonstrating understanding of literary and non-fiction texts. Staff is identifying the need for using more specific and direct reading strategies with students across the curriculum.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	258	251	97.3	250	2520.7	8	26	37	29
Grade 8	331	316	95.5	316	2554.8	14	29	25	31
All Grades	589	567	96.3	566		11	28	31	30

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	19	40	42	10	65	25	12	67	21
Grade 8	21	43	36	16	62	22	19	54	27
All Grades	20	42	38	13	63	23	16	60	24

Conclusions based on this data:

1. Students need to improve in applying mathematical concepts and procedures as a result of 38% of all students are below standard in this concept.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	2	12	10	59	3	18	1	6	1	6	17
8	3	15	9	45	7	35			1	5	20
Total	5	14	19	51	10	27	1	3	2	5	37

Conclusions based on this data:

1. The majority of ELL students fall in the early advanced or intermediate levels at 76%.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	2	11	10	56	3	17	2	11	1	6	18
8	3	14	9	43	8	38			1	5	21
Total	5	13	19	49	11	28	2	5	2	5	39

Conclusions based on this data:

1. 60% of students who were assessed are advanced or early advanced.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	48	43	37
Percent with Prior Year Data	100.0%	97.7%	100%
Number in Cohort	48	42	37
Number Met	26	30	28
Percent Met	54.2%	71.4%	75.7%
NCLB Target	57.5	59.0	60.5
Met Target	No	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	47	2	42	2	37
Number Met	--	21	--	26	--	23
Percent Met	--	44.7%	--	61.9%	--	62.2%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	No	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
Mathematics			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

Conclusions based on this data:

1. In 2013-14, students met target of 59 which is an increase from the previous year of 57.5.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal 1: Quality Teachers, Materials, and Facilities
All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair. <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.
Site Goal (s):
90% of all students will make an improvement on their post-test scores by the end of semester two, 2015.
80% of all students will raise their post-test to 70% or higher by the end of semester two, 2015.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Employ TLC Math support Aide	August 2014-June 2015	Math TLC Staff	Provide support to all students who are missing assignments or require extra time, a smaller group setting for increased understanding of material or one-on-one tutoring. [The Learning Center = TLC for math]	Title I Part A: Allocation	23633
				Two funding sources to pay for this salary.	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	21623

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Employ Math teacher for .4 FTE (two periods). [Encore]	August 2014-June 2015	Math Encore Teacher	Provide school day academic support through front loading, re-teaching by targeting students who are basic, below basic and far below basic on common assessments for .4 FTE (two periods).[Encore]	Title I Part A: Allocation	36692
	Staff development time, site and district collaboration..	August 2014-June 2015	Math Dept.	Teachers will participate in site and district professional development; and collaborate within the department and with other JH sites and high school teachers.	Title II Part A: Improving Teacher Quality	6000

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Judi Roth	X				
Dianna Aicega				X	
Tracy Shields				X	
J.R. Riggs		X			
Martha Newton			X		
Lisa Winslow			X		
Hollis Enserro		X			
Melissa Watson		X			
Dustin Smith				X	
Dallas McHatton					
Tuan Truong					
Elizabeth Manning					
Numbers of members of each category:	1	3	2	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Instructional Leadership Team

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/14/ 2015.

Attested:

Judi Roth

Typed Name of School Principal

Signature of School Principal

Date

J.R. Riggs

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Bidwell Junior High School LCAP/SPSA Goals

Year: 2015-16

<p>LCAP Goal 1: Quality Teachers, Materials, and Facilities All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment. 						
<p>Site Goal: By January 2016, Bidwell will have in place six (6) teachers in preparation for 270 new 6th grade students for the 2016-2017 school year.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Review credentials and assignments.</p>	<p>Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</p>	<p>- HR Data- Number of teachers with appropriate credential and teaching in their correct subject area</p>	<p>All</p>	<p>HR</p>	<p>LCFF-Base</p>	

Bidwell Junior High School LCAP/SPSA Goals

Year: 2015-16

<p>Purchase the following to ensure students, including students in the identified subgroups, have instructional materials:</p> <ul style="list-style-type: none"> Textbooks and supplemental materials Educational software: Illuminate and Renaissance 	<p>Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning</p>	<p>- Williams Act Report Williams Act Report</p>	<p>All</p>	<p>Renaissance Place (Total District Cost) Illuminate (Total District Cost) Moby Max</p>	<p>LCFF-District Supplemental LCFF-Base LCFF- District Supplemental</p>	<p> \$84,000 \$64,000</p>
<p>Regularly inspect and maintain facilities.</p>	<ul style="list-style-type: none"> Facilitate a CUSD M&O site inspection to help identify and prioritize site facility repair needs 	<p>Williams Act Report</p>	<p>All</p>	<p>M&O</p>	<p>LCFF-Base</p>	<p></p>
<p>Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)</p>	<ul style="list-style-type: none"> Replace technology such as: smart boards with e-beam, hardware, software, projectors, teacher and tech lab computers that reflect new technology, as needed. 	<p>Site purchase orders for technology purchases</p>	<p>All</p>	<p>Chromebook Carts 2 -(80) Chromebook Cart 2 -(80)</p>	<p>Common Core Funds</p>	<p>\$44,000</p>
<p>To ensure access to online resources, employ:</p> <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 	<p>Libraries will be maintained and available for student use.</p>	<p>Bidwell Library Media Teacher- .33 FTE Library Media Assistants staffed at .75 FTE per day IT Tech Aide- .5 FTE per day</p>	<p>All</p>	<p>Librarians & Library Media Assistants (Total District Cost) Tech Aides (Total District Cost)</p>	<p>LCFF- District Supplemental LCFF-District LCAP District LCAP: 25,049</p>	<p>\$794,091 \$184,764</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> Computers for Classrooms Comcast Internet Access 	<p>Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>	<p></p>	<p></p>

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<p>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</p> <ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP. 						
<p>Site Goals: Bidwell will: Create two common assessments for each grade level course, one each semester, that will have results reported to the school community.</p> <p>Participate in professional development opportunities for California Common Core State Standards (CCSS) and the use of technology hardware and applications.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will 	<p>CSCS Survey</p>	<p>All</p>	<p>No Funding Needed</p>		

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	gather and analyze staff feedback with Leadership team and modify site PD opportunities.					
<p>Provide professional development in:</p> <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). 	<ul style="list-style-type: none"> All certificated personnel will participate in a minimum of 10 hours of PD related to CSCS. All certificated personnel will meet weekly in PLC groups to: <ul style="list-style-type: none"> build student literacy through instructional practices aligned with CSCS plan instruction and intervention after an analysis of student achievement data develop one common assessment each semester for each grade level course Send teachers to: <ul style="list-style-type: none"> ELA/ELD Framework Rollout STEM Conference State NGSS Rollout in Red Bluff Google PD Language Star trainings (ELD teachers) 	<p>Sign In Sheets</p> <p>PLC Notes</p> <p>Common Assessments developed</p> <p>Staff Meeting Agendas with overview from attendees</p>	All	<p>District PD Opportunity</p> <p>Site PD Opportunity</p> <p>No Funding Needed</p> <p>Conference/ Training Costs</p>	<p>Title II District</p> <p>Title II Site</p>	\$11,479
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> Develop common ELA Writing Rubric TK-12 (Argumentative) 	<p>District-wide ELA Rubric for Argumentative Writing</p> <p>DLC Meetings</p>	All	<p>TOSAs (Total District Cost) See Goal 3</p>		
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> Interested teachers will participate in long-term professional development opportunities 	<p>ABEO Participation Rate</p>	All	<p>ABEO</p>	<p>District Title II</p>	

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<p>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</p> <ul style="list-style-type: none"> 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. 3.4: Increase student achievement for English learners. 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers. 						
<p>Site Goals: Bidwell will reduce the overall percentage of D and F grades each grading period by .5%. SBAC scores will improve by at least 7% from “not met achievement standard” to “met achievement standard” in ELA and Math.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Secondary Counselors will implement and monitor college/career plans for all students,</p>	<ul style="list-style-type: none"> Counselors will report weekly Ds and Fs to the intervention 	<p>Teacher gradebooks through Aeries</p>	<p>All</p>	<p>Counselor</p>	<p>Title 1 Site</p>	<p>\$36,855</p>

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especially those in the identified subgroups.	team and departments.					
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> ● Provide grade analysis data at the end of each grading period 	Number and percentage of Students with Ds or Fs from Grade Report Mark Analysis in Aeries	All	Admin	None	
	<ul style="list-style-type: none"> ● Increase the support for all students with D and F grades through: <ul style="list-style-type: none"> ○ The Learning Center 	Student sign-in sheets		Intervention Classified staff	Title 1 Site LCAP Site	\$67,675 \$31,987
	<ul style="list-style-type: none"> ○ Saturday School academic support 	Student Attendance via sign in sheets		Certificated Staff	District	
	<ul style="list-style-type: none"> ○ Encore Program in English and Math 	Data from End of Cycle Encore Reports provided every two weeks Student Attendance via sign in sheets		Certificated Staff	Title 1 Site	\$36,159
	<ul style="list-style-type: none"> ○ BLAST after school program, at least 120 students daily 			Certificated Staff	21st Century Grant	46,268
Provide the following services to improve instruction: <ul style="list-style-type: none"> ● Targeted Case Managers (TCMs) ● Elementary Instructional Specialists (2.6 FTE) ● Guidance Aides ● Bilingual Aides ● TK Instructional Aides 	<ul style="list-style-type: none"> ● The TCM will increase parent attendance at school events by 50%. BASELINE YEAR 	Parent sign-in sheets	All	TCMs (Total District Cost) Additional TCM time Bilingual Aides (Total District Cost)	LCFF-District Supplemental LCAP Site LCFF-District Supplemental	357,353 \$28,078 452,158
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	Not Applicable					
Provide after school homework support at Elementary and Secondary as per site's needs.		Student Attendance via sign in sheets	All	Certificated Staff	BLAST site	see above

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<p>Goal 4: Provide opportunities for meaningful parent involvement and input</p> <ul style="list-style-type: none"> 4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information. 4.2: At all levels, increase parent input and involvement in school activities. 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student 						
<p>Site Goal: Bidwell will increase the amount of parents with portal accounts from 66% to 75%. Bidwell will increase parent attendance at school events and parent meetings by 50%.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> using Parent Portal in Illuminate for 4th-6th grade teachers expectations for timely response (3 day maximum) to parent inquiries 	<ul style="list-style-type: none"> TCM and counseling staff call parents to offer assistance for signing up a Portal Account 	<p>Report generated in Aeries = parents without portal accounts</p>	<p>All</p>	<p>TCM and counselor</p>	<p>Noted above</p>	
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> Parent Portal feature in Aeries and Illuminate Academic programs to support student learning, such as: Google Apps for Education, software to support 	<ul style="list-style-type: none"> Parent Portal information sent home in packet 	<p>Percent of parents accessing Aeries</p>	<p>All</p>	<p>No Funding Needed</p>		

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California Content State Standards learning at home, Rosetta Stone, etc.	<ul style="list-style-type: none"> pickup, BTSN, phone calls via dialer, and email Post directions for signing up on site website. 					
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> increasing parent participation District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> Continue to employ TCM at site 	Sign in Sheets at site ELAC meetings	All	See Goal 3		
Establish baseline for parent involvement in: <ul style="list-style-type: none"> Parent Information/BTSN SSC Site ELAC/DELAC 	<ul style="list-style-type: none"> Offer a minimum of 4 family activities such as Jr. High 101 Parent Night, Department Night's, Academic Talent Night 	Percent of parent attending BTSN, SSC, and ELAC meetings	All	Parent Nights	Site: Title 1 Parent Involvement	\$1,100

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<p>Goal 5: Improve School Climate</p> <ul style="list-style-type: none"> 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion. 						
<p>Site Goal: Bidwell will increase the average daily apportionment for the 2015-2016 school year from 96.48% to 97.48%.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> All campus supervisors will receive training Provide visible school safety vests Radio repairs, service, replacement Golf Carts Repair Train Peer mediators Add extra campus security for big events 	<p>Staff Meeting Agendas and Notes; P.O.s</p>	<p>All</p>	<p>Campus Supervisor Trainings and keeping safety equipment current and up to date.</p>	<p>Bidwell Site: Safe Schools</p>	<p>\$7,000</p>
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> Bidwell staff will consistently monitor daily school attendance and educate parents and students about the importance of regular attendance. Promote positive attendance through weekly, monthly, semester and annual attendance awards that include: Iron Man for period 6 attendance, quarterly 'No Tardy Party,' end of the year drawing for students with perfect attendance 	<p>Daily Mid-day and End of Day Attendance Notes</p> <p>List of Weekly and Monthly Awards</p>	<p>All</p>	<p>TCM</p> <p>Certificated Staff</p>	<p>See Goal 3</p> <p>Community Donations Account from Golden Apple for Prizes</p>	<p>\$1,000</p>

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	<p>(students get their name in a drawing for every month they have perfect attendance.)</p> <ul style="list-style-type: none"> Include informational research about the importance of daily school attendance in the school newsletter, Pioneer Gazette.. Utilize Saturday school for ADA attendance recovery Adhere to CUSD attendance/SARB policies and procedures 	<p>School Newsletter</p> <p>Attendance at Saturday School Site Attendance Rate</p>		<p>None</p> <p>Certificated Salary</p>	<p>District</p>	
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> Opportunity Programs (CAL and Chapman) Out of School suspension alternatives (e.g. Reset/ISS) Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> Use AFC for In-School suspensions 	<p>ISS Rate</p>	<p>All</p>	<p>AFC Staff</p>	<p>LCFF District Supplemental</p>	<p>\$142,845</p>
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> EMHI/PIP Guidance Aides Nurses Health Aides Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> Employ EMHI, PIP, Guidance Aides Employ Nurses Employ Health Assistants Provide MNI Services as needed 	<p>Site Attendance Rate</p>	<p>All</p>	<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>Add'l Health Assistant during BLAST</p> <p>MNI (Total District Cost)</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> <p>BLAST Grant Funded and Site Discretionary</p> <p>LCFF District Supplemental</p>	<p>\$107,044</p> <p>\$496,363</p> <p>\$8000</p> <p>\$336,250</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> Employ campus supervisors 	<p>Hours of employment</p>	<p>All</p>	<p>Campus Supervision (Total District Cost)</p>	<p>LCFF District Supplemental</p>	<p>\$616,831</p>

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Support student engagement in Art, Music, and PE activities at the elementary schools.	Not applicable					
Research availability of federal and state funds/grants for school resource officers.	Not applicable					
Support student engagement at the high schools by encouraging participation in sports teams.	N/A	Student Participation Rate	All	Coaching Stipends (Total District Cost)	LCFF District Supplemental	\$367,825

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Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I - \$ 122,694 Title 1 Carryover- \$ 18,793 Total \$ 141,487	Counselor Intervention Staff Certificated Staff Parent Involvement	\$36,855 \$67,675 \$36,159 \$1,100 Total \$140,799
Title II- \$ 11,479 Title II Carryover- \$ 0 Total \$11,479	Site Professional Development	\$11,479 Total \$11,479
Safe Schools- \$7,000 Safe Schools Carryover- \$1,590 Total 8,590	Campus Supervisor Training Radios, golf, carts, peer mediators	\$7,000 Total \$8,590

LCAP Budget - Developed with School/SSC Input		
Funding Source	Funding Allocation	Cost

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<p>15-16 Total- \$ 73,835 LCAP Carryover- \$ 1,290</p> <p style="text-align: right;">Total = \$75,125</p>	<p>Intervention staff TCM additional time</p>	<p>\$31,987 \$28,078</p> <p style="text-align: right;">Total = \$60,065</p>