

The Single Plan for Student Achievement

School: Bidwell Junior High School
CDS Code: 04-61424-6057129
District: Chico Unified School District
Principal: David McKay
Revision Date: October 9, 2017

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 .

Table of Contents

School Vision and Mission	3
School Profile.....	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	8
School and Student Performance Data	10
CAASPP Results (All Students)	10
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results.....	15
School Site Council Membership.....	16

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
- Are aligned with Common Core State Standards
- Show evidence of S.T.E.A.M. Integration
- Incorporate high leverage instructional practices

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 6, 7, and 8. Common Core State Standards continue to be a focus for full implementation, and instruction meets the diverse needs of all students from those with identified learning disabilities to the gifted and talented. Bidwell's Special Education Department mainstreams students into general education classes as a rule rather than the exception. 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 has an Instructional Leadership Team consisting of 9 teachers and 2 administrators. The focus of the team is researching best instructional practices, providing professional development, and infusing best practices into all curriculum with an emphasis on STEAM integration.

Through this work, we are developing a culture where teachers are able to maintain exciting, challenging courses of study and can "hook" students into the joy of learning, as well as making their own profession fulfilling.

Student academic success has been identified as the fundamental purpose of Bidwell Junior High. High academic standards have been established and students are expected to maintain a solid academic standing. To ensure student success, teachers collaborate weekly 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?

Equally as important, the faculty and staff at Bidwell Junior High are committed to the social, emotional, and personal well-being of their students. Teachers, staff, and students strive to create a campus climate of inclusion, tolerance, and mutual support. Bidwell has declared itself a "bully free" zone; faculty and staff promote healthy interactions between students and provide the needed support to ensure students' social and emotional growth. We provide opportunities for our students to make school connections through a variety of student initiated lunch-time clubs, Club-Live, club sports, MECHA, CJSF, noon leagues, BLAST, mentoring, spirit days, school dances, rallies, Boomerang Project WEB, and boys/girls groups facilitated by the counseling staff.

Bidwell has an award winning leadership program that has received the Outstanding Activity Program CADA/CASL award for multiple academic years. This program has been recognized for creating a positive school climate and culture, a commitment to service, development of student leaders, and empowering students to make a change on their campus.

Our school is constantly increasing student access to technology. Currently, our campus offers two computer labs, 10 Chromebook labs, one iPad lab, a class set of Digital Drawing Tablets, Smart Boards and LCD projectors in all classrooms, and state of the art ViewSonic teacher and student stations in all six science classrooms.

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 2016 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 common core 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. iReady diagnostic results drive intervention decisions in conjunction with classroom performance.

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, CCSS, SDE approved curriculum or research based instructional strategies. Offerings include AB466 training, PLC development, Formative Assessment, CSUC Math Lesson Study, CCSS PD, STEM PD, Developing Best Instructional practices 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 improving 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
- Intervention coordinator (iReady)
- Encore intervention in ELA

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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			320			313			313			97.8
Grade 7	258	303	312	251	296	305	251	296	304	97.3	97.7	97.8
Grade 8	331	260	312	318	253	303	317	253	303	96.1	97.3	97.1
All Grades	589	563	944	569	549	921	568	549	920	96.6	97.5	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			2511.9			9.27			33.87			30.67			26.20
Grade 7	2516.0	2547.7	2537.3	5	14	7.89	31	38	37.17	31	25	30.26	33	23	24.67
Grade 8	2565.3	2570.9	2556.9	13	11	10.56	39	44	37.29	30	28	29.70	19	16	22.44
All Grades	N/A	N/A	N/A	9	13	9.24	35	41	36.09	31	27	30.22	25	20	24.46

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6			16.93			57.83			25.24	
Grade 7	13	19	18.75	48	50	52.30	39	31	28.95	
Grade 8	23	22	23.10	51	53	45.21	25	25	31.68	
All Grades	19	21	19.57	50	51	51.85	32	28	28.59	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			19.23			45.19			35.58
Grade 7	17	30	24.01	48	50	51.97	35	20	24.01
Grade 8	22	23	26.82	56	57	48.34	22	21	24.83
All Grades	20	27	23.31	52	53	48.47	28	20	28.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			13.10			71.25			15.65
Grade 7	9	15	9.54	68	70	71.38	23	15	19.08
Grade 8	18	14	12.21	65	74	73.27	18	11	14.52
All Grades	14	15	11.63	66	72	71.96	20	13	16.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			19.49			53.35			27.16
Grade 7	12	22	15.79	59	57	58.22	29	21	25.99
Grade 8	26	22	18.81	57	64	56.44	17	14	24.75
All Grades	20	22	18.04	58	60	55.98	22	18	25.98

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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			319			313			313			98.1
Grade 7	258	303	311	251	296	305	250	296	305	97.3	97.7	98.1
Grade 8	331	260	311	316	253	301	316	253	300	95.5	97.3	96.8
All Grades	589	563	941	567	549	919	566	549	918	96.3	97.5	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			2497.8			12.78			19.49			32.27			35.46
Grade 7	2520.7	2543.0	2527.7	8	20	14.43	26	24	26.56	37	28	26.56	29	27	32.46
Grade 8	2554.8	2552.8	2550.8	14	19	21.33	29	23	20.00	25	28	25.00	31	30	33.67
All Grades	N/A	N/A	N/A	11	20	16.12	28	24	22.00	31	28	28.00	30	28	33.88

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 6			16.93			37.06			46.01			
Grade 7	19	29	28.20	40	34	30.49	42	37	41.31			
Grade 8	21	30	26.33	43	34	32.00	36	36	41.67			
All Grades	20	30	23.75	42	34	33.22	38	36	43.03			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			12.78			45.37			41.85
Grade 7	10	23	13.77	65	51	52.46	25	26	33.77
Grade 8	16	16	22.33	62	58	42.67	22	26	35.00
All Grades	13	20	16.23	63	54	46.84	23	26	36.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6			16.93			46.96			36.10
Grade 7	12	25	17.05	67	51	60.00	21	25	22.95
Grade 8	19	19	22.67	54	57	49.33	27	24	28.00
All Grades	16	22	18.85	60	53	52.07	24	24	29.08

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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6			8			27			46			12			8
7	12	5	5	59	55	55	18	27	35	6	9		6	5	5
8	15	20		45	40	38	35	33	46		7	8	5		8
Total	14	11	5	51	49	39	27	30	42	3	8	7	5	3	7

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	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6			7			27			43			10			13
7	11	4	5	56	52	55	17	30	35	11	9		6	4	5
8	14	20		43	40	33	38	33	40		7	7	5		20
Total	13	11	5	49	47	37	28	32	40	5	8	6	5	3	12

Conclusions based on this data:

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

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
David McKay	X				
Dustin Smith				X	
Leanna Glander				X	
Kerri Ward				X	
Holly Nevarez				X	
Sandra Villasenor			X		
Marjorie Kucich				X	
Kallie Berg		X			
Kamala Purl		X			
Charlie Snyder		X			
Karis Rose					X
Kate Bumbalova					X
Numbers of members of each category:	1	4	1	4	2

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
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):
Instructional Leadership Team

Signature

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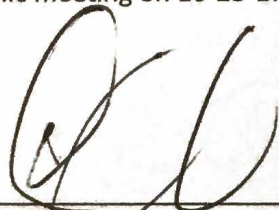
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- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency 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 10-23-17.

Attested:

David McKay

Typed Name of School Principal

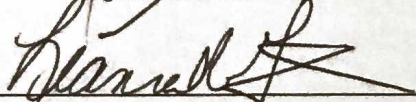


Signature of School Principal

10/23/17

Date

Leanna Glander



10/23/17

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.

- 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.

Bidwell Site Goals :

- Bidwell will have access to curriculum, instructional materials and technology to support student achievement.
- By June 1, 2018, all 6th, 7th and 8th grade students will be 1:1 with Chromebooks.
- By June 1, 2018, all certificated staff will have participated in at least 8 professional learning workshops targeting High Impact Practices, PBIS, and STEAM.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments Support BTSA Professional Development	- HR Data- Number of teachers with appropriate credential and teaching in their correct subject area See BTSA -Goal 2	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> • Textbooks and supplemental • iReady • Illuminate • Renaissance 	Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning	Williams Act Report	All	Instructional Materials	LCFF Base Lottery Funds	\$400,000 \$350,000
				Renaissance Place (Total District Cost)	LCFF-District Supplemental	\$70,289
				Illuminate (Total District Cost)	LCFF-District Supplemental	\$61,303
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> • Facilitate a CUSD M&O site inspection to help identify and prioritize site facility repair needs 	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	<ul style="list-style-type: none"> • Assess number of students using Chromebooks in an instructional setting (by tracking percentage of teachers requesting use of Chromebook carts) to help determine needs for GAFE staff/professional development. 	Site purchase orders for technology purchases	All	New Innovative Technology	Site LCAP Site Title 1	\$28,055 \$21,926
				Chromebooks	LCAP - District Supplemental	\$350,000

	<ul style="list-style-type: none"> Site will ensure that Chromebook carts are maintained in good working order 					
To ensure access to online resources, employ: - Librarians and Library Media Assistants - Instructional Technology Aides	Libraries will be maintained and available for student use.	Bidwell Library Media Teacher-.33 FTE Library Media Assistants staffed at .75 FTE per day IT Tech Aide- .5 FTE per day	All	Librarians & Library Media Assistants (Total District Cost) Tech Aides (Total District Cost)	LCFF- District Supplemental LCFF-District LCAP District LCAP	\$1,056,738 \$390,468
Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> Computers for Classrooms Comcast Internet Access 	Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	Office assistant staffing additional time	Site LCAP	\$10,000

CUSD Student Access to Devices as of 9/22/2017

School	Enrollment	Student Count Gr.			Student Chromebooks	Student iPads	Total	Ratio STU:DEV	Student PCs	Total	Ratio STU:DEV
		2-5	6-12	2-5							
Bidwell	972		972	972	1,232	20	1,252	0.8 : 1	69	1,321	0.7 : 1
Chapman	296	186		186	350	20	370	0.5 : 1	30	400	0.5 : 1
Chico High	1,842		1,842	1,842	1,633	40	1,673	1.1 : 1	274	1,947	0.9 : 1
Chico Jr	837		837	837	1,065		1,065	0.8 : 1	175	1,240	0.7 : 1
Citrus	293	179		179	301	24	325	0.6 : 1	73	398	0.4 : 1
Emma Wilson	621	371		371	405	80	485	0.8 : 1	165	650	0.6 : 1
Fair View	296		296	296	350		350	0.8 : 1	66	416	0.7 : 1
Hooker Oak	329	202		202	360	30	390	0.5 : 1	21	411	0.5 : 1
LCC	466	293		293	371	60	431	0.7 : 1	113	544	0.5 : 1
Loma Vista	26			-		15	15	1.7 : 1	8	23	0.0 : 1
Marigold	489	346		346	264	50	314	1.1 : 1	101	415	0.8 : 1
Marsh	920		920	920	877		877	1.0 : 1	162	1,039	0.9 : 1
McManus	430	261		261	448	20	468	0.6 : 1	137	605	0.4 : 1
Neal Dow	334	233		233	335	20	355	0.7 : 1	81	436	0.5 : 1
Parkview	356	249		249	315	65	380	0.7 : 1	137	517	0.5 : 1
PV	1,980		1,980	1,980	1,608		1,608	1.2 : 1	349	1,957	1.0 : 1
Rosedale	540	348		348	475	26	501	0.7 : 1	128	629	0.6 : 1
Shasta	651	447		447	419	64	483	0.9 : 1	54	537	0.8 : 1
Sierra View	578	385		385	281	30	311	1.2 : 1	178	489	0.8 : 1
District	12,256	3,500	6,847	10,347	11,089	564	11,653	0.9 : 1	2,321	13,974	0.7 : 1

Total Devices: 13,974

Overall Ratio of 2-12 Students to Devices: 0.7 : 1

Notes: Junior High quantities include purchased devices to be deployed this fall
 Junior High quantities include purchased devices to be deployed this fall
 Data provided by CUSD IT Department.

CUSD New Chromebooks - District Funded 2017-2018

School	Enrollment	To Reach 1:1	Carts of 40	Devices	Carts of 35	Devices
Bidwell	972	832				
Chapman	296					
Chico High	1,842		31	1,273		
Chico Jr	837	623				
Citrus	293				1	21
Emma Wilson	621				2	50
Fair View	296				5	170
Hooker Oak	329					
LCC	466				3	84
Loma Vista	26					
Marigold	489				3	112
Marsh	920	597				
McManus	430				1	28
Neal Dow	334					5
Parkview	356				1	39
PV	1,980		31	1,285		
Rosedale	540				3	102
Shasta	651				5	179
Sierra View	578				3	106
District	12,256	2,052	62	2,558	27	896

Total Carts:	89
Total Devices:	5,506

As of 9/26/17
Data provided by CUSD IT Department.

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.
- 2.3: Formal state assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Bidwell Site Goals:

- **By June 1, 2018, all Bidwell teachers will have submitted at least four documentation forms indicating they have taught at least four STEAM-specific lessons: two in the first semester and two in the second.**
- **By June 1, 2018, English, Math, Science, History, and PE departments will develop, refine, administer, and analyze the results of at least three common assessments per grade level.**
- **By June 1, 2018, Bidwell certificated personnel will move to Stage 4 or higher on the CSCS Implementation Rubric.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
<p>Teachers evaluate current status and next steps in California State Content Standards (CCSS) implementation.</p>	<ul style="list-style-type: none"> • Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and administer assessments that align with new state standardized assessments (SBAC) • 9-12 will develop, refine and administer the ELA and math assessments in place and continue refining the assessment plan that is in place during the 2017-18 school year. 	<p>SBAC Data</p> <p>Administration of assessment data</p> <p>Star Reading-Baseline, Mid-year, End of Year</p> <p>i-Ready Math-Baseline, Mid-year, End of Year</p> <p>i-Ready English (Title I Schools Only) - Baseline, Mid-year, End of Year</p> <p>District Common Writing Assessments</p>	All	<p>Teachers on Special Assignment</p>	<p>LCAP - Supplemental</p> <p>Title II</p> <p>Title I</p> <p>Other</p> <p>Title III</p>	<p>\$291,830</p> <p>\$148,000</p> <p>\$199,284</p> <p>\$45,357</p> <p>\$37,698</p>
<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 	<p>All staff will use Wednesday collaboration time to address student data and instruction.</p> <p>All certificated personnel will participate in a minimum of 10 hours of PD related to CSCS.</p> <p>Monitor the ELD standards in the instructional day across a variety of subject areas</p>	<p>Faculty meeting agendas, ILT notes</p> <p>Agenda, meeting notes, staff sign-in sheets</p> <p>SBIT meetings - Students</p>	All	<p>District PD Opportunity</p> <p>Extra assignment cost</p>	<p>Title II District</p> <p>Title 1 site</p>	<p>\$10,000</p>

<p>(e.g. Google Apps for Education).</p>	<p>IIT - will meet 2 times a month to plan PD / faculty meetings focused on STEAM and High Impact Practices</p> <p>iReady staff development</p> <p>All certificated personnel will meet weekly in PLC groups to:</p> <ul style="list-style-type: none"> o build student literacy through instructional practices aligned with CSCS o plan instruction and intervention after an analysis of student achievement data o develop one common assessment each semester for each grade level course <ul style="list-style-type: none"> • Send teachers to: • STEAM related conferences • CCSS related conferences • Google PD • Language Star trainings (ELD teachers) • Provide teachers time to develop integrated STEAM units <p>Teachers will attend two or more trainings in CSCS,NGSS,ELD,Trauma-Informed, and High Impact Practices during the school year.</p>	<p>Served Late Start Collaboration PLC Notes Common Assessments developed</p> <p>Staff Meetings, Department meetings, share out of information, meeting minutes</p>		<p>Site PD Opportunity</p> <p>No Funding Needed</p> <p>Conference/ Training Costs</p> <p>DW meetings After School PD Sessions No funding needed</p> <p>District PD Funds</p>	<p>Title II Site Funds</p> <p>Title II Site Title 1 Site</p> <p>Title II District</p> <p>Title II Title III Educator Effectiveness Funds</p>	<p>\$3,500</p> <p>\$9,782 \$20,000</p> <p>\$200,000 \$39,000 \$179,000</p>
<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/refine common ELA Writing Rubrics and Assessments TK-12 	<p>District-wide ELA Rubric and Assessments</p> <p>DLC Meetings</p>	<p>All</p>	<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>Peer Observation Rounds to support High Impact Practices Participation Rate</p>	<p>All</p>	<p>Site PD, After school PD, PLCs, Peer Observation Debrief</p>		

Butte County Common Core Stages of Implementation Self-Assessment

	Awareness		Transition			Implementation	
Stages	Stage 1: Understand CCSS	Stage 2: Align standards and instruction	Stage 3: Implement CCSS in Classrooms	Stage 4: Align assessments and progress monitoring tools	Stage 5: Implement CCSS in Schools and District	Stage 6: Evaluate Assessment Data to make systemic changes and supports	
GOAL	All Students Graduate College and Career						
Indicators	<ul style="list-style-type: none"> ✓ The Common Core Standards have been studied and the content, structure and organization of CCSS for each grade level are understood. ✓ The major Shifts for Math and ELA assessment have been discussed. ✓ Professional development activities have been scheduled and are being attended by teachers 	<ul style="list-style-type: none"> ✓ Teachers have identified the similarities and differences between their current standards and CCSS. ✓ Teachers have identified instructional resources aligned to the CCSS. ✓ Teachers have unpacked CCSS grade level standards. ✓ A timeline for incorporating CCSS lessons into practice has been developed. 	<ul style="list-style-type: none"> ✓ Teams have chosen standards to implement the gathered resources to create lessons. ✓ Teams have created a timeline for pilot lessons and units. ✓ Teams have created CCSS lessons and units. ✓ Teams have set aside time to discuss lessons student work and make adjustments to pilot lessons as needed. 	<ul style="list-style-type: none"> ✓ Teachers understand the SBAC system. ✓ Teams begin to make changes to classroom and team assessments to align to SBAC expectations. ✓ Analyze and utilize CCSS formatted and aligned questions from item bank to create assessments. ✓ District benchmarks are analyzed with regards to SBAC expectations and changes to format and question type discussed. ✓ A timeline for new assessments is created. 	<ul style="list-style-type: none"> ✓ CCSS aligned lessons and units are in use in all classrooms and schools in the district. ✓ Grade level and content team collaborative conversations are focused on improving CCSS instruction. ✓ Student progress is monitored and additional learning opportunities created for who have not yet mastered the standards. ✓ District benchmarks align to SBAC expectations. 	<ul style="list-style-type: none"> ✓ Data is collected and analyzed from interim and summative assessments to measure effectiveness of programs. ✓ Processes and procedures are established top make systematic improvements based upon results of data. 	

Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine 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 third grade, middle school and 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.

Bidwell Site Goals:

- Bidwell will reduce the number of students with at least one F grade by 10% from the first Progress Report to the end of the semester.
- Bidwell will increase the number of students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.
- Bidwell will increase by 1% the number of English Learners scoring at least a “3” on the SBAC ELA/Math over the previous year’s scores.
- Bidwell English Learners will increase their 1-Ready scores by at least 1.5 grade levels by June 1, 2018.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> • Develop and support electives aligned with high school and / or career pathways: Medical Detectives, Lego Robotics, Flight and Space, Gardening, Computer Graphics • Add new STEAM electives • STEAM integrated units 	<p>A-G Course Enrollment (Science and Foreign Language)</p> <p>Course enrollment</p> <p>Cross curricular STEAM units</p>	All	<p>Additional Counselor Time</p> <p>Start up costs Supplies/Repairs Planning time/ coordinator</p>	<p>Title 1 Site District</p> <p>LCAP site LCAP site</p> <p>LCAP site</p>	<p>\$36,855 \$1,741,419</p> <p>\$9,000 \$16,432</p> <p>\$5,000</p>
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	<ul style="list-style-type: none"> • Provide grade analysis data at the end of each grading period 	<p>Number and percentage of Students with Fs from Grade Report Mark Analysis in Aeries</p>	All	Office assistant staffing additional time	Noted above in goal 1	
	<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	\$52,005
	<ul style="list-style-type: none"> • Primetime Coordinator 	Diagnostic testing data		Certificated staff .2 FTE	Title 1 site	\$14,000

level as funding allows.	<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		Certificated Staff	Title 1 Site	\$75,676
	<ul style="list-style-type: none"> • BLAST after school program, at least 120 students daily <ul style="list-style-type: none"> o TOSA support 	Student Attendance via sign in sheets		Certificated Staff .4 Release Time	21st Century Grant District Funds	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 \$29,517 452,158
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

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All ELA Tests

Sites: Bidwell Junior High School

Test Year Range: 2015/16 - 2016/17

Site: Bidwell Junior High School

Overall & Claim Performance for Bidwell Junior High School

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL	PL	PL	PL
				4 Standard Exceeded	3 Standard Met	2 Standard Nearly Met	1 Standard Not Met
2016-17	939	44%	56%	9%	35%	29%	26%
		Average Distance from Level 3: --17					
2015-16	561	52%	48%	12%	40%	26%	21%
		Average Distance from Level 3: --3					

Year	Claim	CS	CS	CS	No Score/Not Tested
		3 Above Standard	2 Near Standard	1 Below Standard	
2016-17	Reading	19%	51%	30%	0%
2015-16	Reading	20%	51%	29%	0%
2016-17	Writing	23%	47%	30%	0%
2015-16	Writing	26%	52%	22%	0%
2016-17	Listening	12%	71%	17%	0%
2015-16	Listening	14%	71%	14%	0%
2016-17	Research/Inquiry	18%	55%	27%	0%
2015-16	Research/Inquiry	21%	60%	19%	0%

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All Math Tests

Sites: Bidwell Junior High School

Test Year Range: 2015/16 - 2016/17

Site: Bidwell Junior High School

Overall & Claim Performance for Bidwell Junior High School

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded					PL 3 Standard Met					PL 2 Standard Nearly Met					PL 1 Standard Not Met									
				0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	0	25	50	75	100					
2016-17	937	37%	63%	Average Distance from Level 3: --46					16%					21%					28%					35%				
2015-16	560	43%	57%	Average Distance from Level 3: --31					19%					23%					28%					29%				

Year	Claim	CS 3 Above Standard					CS 2 Near Standard					CS 1 Below Standard					No Score/Not Tested
		0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	
2016-17	Concepts & Procedures	23%					33%					44%					0%
2015-16	Concepts & Procedures	29%					33%					37%					0%
2016-17	Problem Solving & Modeling/Data	16%					46%					38%					0%
2015-16	Problem Solving & Modeling/Data	19%					54%					27%					0%
2016-17	Communicating Reasoning	18%					51%					30%					0%
2015-16	Communicating Reasoning	22%					53%					25%					0%

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Generated on 09/27/2017 by Illuminate Education
help.illuminateed.com

Calculations do not include students tested out of district. This report displays results for all students selected tested in 2015/16 - 2016/17. This is a NON-COHORT report, and allows for comparison of different groups of students across each

Page 1 of 2

Goal 4: Provide opportunities for meaningful parent involvement and input

- 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

Site Goal:

- Bidwell will have teachers update Aeries Gradebook in a timely manner.
- Bidwell will have 90% or more of the parents signed up with Aeries portal accounts.
- Bidwell will have 90% or more of the students signed up with Aeries portal accounts.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> ● using Parent Portal ● expectations for timely response (3 day maximum) to parent inquiries 	<ul style="list-style-type: none"> ● Targeted Case Managers (TCM) and counseling staff call parents to offer assistance for signing up a Portal Account ● Remind staff of timely responses to parent inquiries in staff notes and meetings 	<p>Report generated in Aeries = parents without portal accounts</p> <p>Spring Parent Survey Response</p>	All	<p>TCM and counselor</p> <p>Education for the Future Survey</p>	<p>Noted above</p> <p>LCFF Base - Total District Cost</p>	<p>10,000</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 California Content State Standards learning at home, Rosetta Stone, etc. 	<ul style="list-style-type: none"> ● Parent Portal information sent home in packet pickup, BTSN, phone calls via dialer, and email ● Post directions for signing up on site website. 	<p>Percent of parents accessing Aeries</p>	All	<p>Office assistant staffing additional time</p>	<p>Noted above in Goal 1</p>	
<p>Provide TCM and/or other staff support for:</p> <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 	<p>Sign in Sheets at site ELAC meetings</p>	All	<p>TCMs (total district cost)</p> <p>Office assistant staffing additional time</p>	<p>LCFF-District Supplemental</p> <p>Noted above in Goal 1</p>	<p>\$357,353</p>
<p>Establish baseline for parent involvement in:</p> <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, STEAM Night 	<p>Percent of parent attending BTSN, SSC, and ELAC meetings</p>	All	<p>Parent Nights</p> <p>Bilingual Aide</p>	<p>Site: Title 1 Parent Involvement</p> <p>LCFF - District</p>	<p>\$6,100</p>

Goal 5: Improve School Climate

- **5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.**

Bidwell Site Goals:

- **Bidwell will reduce Chronic Absenteeism by 2% annually.**
- **Bidwell will maintain a 96% or better ADA.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <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 ● Junior Leadership Development Mentoring 	Staff Meeting Agendas and Notes; P.O.s	All	Campus Supervisor Trainings and keeping safety equipment current and up to date.	Bidwell Site: Safe Schools	\$7,000
		Student sign in sheet	At Risk		Title 1 Site	\$8,000
Provide parent, education/training classes to improve student attendance.	<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: 'No Tardy Party,' end of the year drawing for students with perfect attendance (students get their name in a drawing for every month they have perfect attendance.) ● Through the WEB program incoming 6th graders will be mentored by 8th grade students and participate in a 'Welcome to Jr. High' orientation in August. Follow up lessons will be taught by WEB leaders throughout the year. 	Daily Mid-day and End of Day Attendance Notes	All	TCM	See Goal 3	
		List of Weekly and Monthly Awards		Certificated Staff	Community Donations Account from Golden Apple for Prizes	\$1,000
		School Newsletter		None		
		Student participation and attendance		Certificated stipend	LCAP site	\$5,000
		Attendance at Saturday School Site Attendance Rate		Certificated Salary	District	

	<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 					
Continue support for Alternative Education Programs: <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 	ISS Rate	All	AFC Staff	LCFF District Supplemental	\$??????
Provide health, social-emotional counseling support services: <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 	Site Attendance Rate	All	Nurses (Total District Cost) Health Assistants (Total District Cost) Add'l Health Assistant during BLAST MNI (Total District Cost)	LCFF District Supplemental LCFF District Supplemental BLAST Grant Funded and Site Discretionary LCFF District Supplemental	\$107,044 \$496,363 \$8000 \$336,250
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> • Employ campus supervisors 	Hours of employment	All	Campus Supervision (Total District Cost)	LCFF District Supplemental	\$616,831
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

2017-18 Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I - \$249,322 Carryover - \$35,000 Total - \$284,322	Counselor Parent Involvement Professional Development ILT Team STEAM Team PBIS Team .4 FTE Intervention Specialist .8 FTE Reading and Math Intervention IA - TLC Intervention extra assignment .2 FTE Academic Support .2 FTE Psychologist	\$36,855 \$6,000 \$10,000 \$5,000 \$2,500 \$2,500 \$40,000 (.4 Matt, .4 Kallie, .4 Miro) \$80,000 \$52,750 \$2,000 \$15,000 \$22,000 Total \$275,605
Title II - \$13,932	Site Professional Development Priorities: STEAM, HIP, Literacy, Co-Teaching, PBIS	 Total \$13,932
Safe Schools - \$7,000	Campus Supervisor Training Radios, golf cart repairs, peer mediators, signage, cameras, lunchtime clubs, activities, and equipment	\$7,000 Total \$7,000

2017-18 LCAP Budget - Developed with School/SSC Input		
Funding Source	Funding Allocation	Cost
LCAP - \$117,794	Office assistant additional time TCM additional time New Course start up costs WEB Materials/Supplies/stipends	\$10,000 \$29,517 \$5,000 \$4,000 \$29,577

	Room 250 Lab Conversion .2 FTE PBIS Coordinator Technology upgrades Additional Health Aid Time	\$20,000 \$12,000 \$7,700	Total \$ 117,794
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Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$255,562	Counselor Intervention Staff Certificated Staff iReady Coordinator Parent Involvement Chromecart Professional Development ILT Mentoring New Innovative Technology	\$36,855 \$52,005 \$75,676 \$14,000 \$6,100 \$11,000 \$20,000 \$10,000 \$8,000 \$21,926 Total \$255.562
Title II-\$13,282	Site Professional Development	\$3,500 \$9,782 Total \$13,282
Safe Schools- \$7,000 Safe Schools Carryover- \$1,105 Total \$9,105	Campus Supervisor Training Radios, golf cart repairs, peer mediators, signage	\$7,000 Total \$7,000

LCAP Budget - Developed with School/SSC Input		
Funding Source	Funding Allocation	Cost
LCAP - \$103,004	Office assistant additional time TCM additional time New Course start up costs WEB	\$10,000 \$29,517 \$9,000 \$5,000

	STEAM Technology upgrades Supplies	\$5,000 \$28,055 \$16,432	Total \$ 103,004
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