

### 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 <b>credentials</b> and are teaching in <b>appropriate</b> 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"> <li>• Textbooks and supplemental</li> <li>• iReady</li> <li>• Illuminate</li> <li>• Renaissance</li> </ul>	Prioritize and submit curriculum and instructional materials <b>purchases</b> including technology to support classroom learning  Provide release time for peer observations and planning/reflection with a focus on developing high impact practices and improving instruction for our struggling students	Williams Act Report	All	Instructional Materials	LCFF Base Lottery Funds	\$400,000 \$350,000
		Agendas, Data	All	Renaissance Place (Total District Cost)	LCFF-District Supplemental	\$70,289
				Illuminate (Total District Cost)	LCFF-District Supplemental	\$61,303
				Release Time	Title I	\$5,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> <li>• Facilitate a CUSD M&amp;O site inspection to help identify and prioritize site facility repair needs</li> </ul>	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"> <li>• 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.</li> </ul>	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"> <li>Site will ensure that Chromebook carts are maintained in good working order</li> </ul>					
<b>To ensure access to online resources, employ:</b> <ul style="list-style-type: none"> <li>- Librarians and Library Media Assistants</li> <li>- Instructional Technology Aides</li> </ul>	Libraries will be maintained and available for student use.	<b>Bidwell Library Media Teacher-.33 FTE</b> <b>Library Media Assistants staffed at .75 FTE per day</b> <b>IT Tech Aide- .5 FTE per day</b>	All	<b>Librarians &amp; Library Media Assistants (Total District Cost)</b>  <b>Tech Aides (Total District Cost)</b>	<b>LCFF- District Supplemental</b>  <b>LCFF-District LCAP District LCAP</b>	<b>\$1,056,738</b>  <b>\$390,468</b>
<b>Continue providing information to families on resources supporting technology:</b> <ul style="list-style-type: none"> <li>Computers for Classrooms</li> <li>Comcast Internet Access</li> </ul>	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	<b>Site LCAP</b>	<b>\$10,000</b>

## 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
Teachers evaluate current status and next steps in California State Content Standards (CCSS) implementation.	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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.</li> </ul>	<b>SBAC Data</b>  <b>Administration of assessment data</b> <b>Star Reading-Baseline, Mid-year, End of Year</b> <b>i-Ready Math-Baseline, Mid-year, End of Year</b> <b>i-Ready English (Title I Schools Only) - Baseline, Mid-year, End of Year</b> <b>District Common Writing Assessments</b>	All	Teachers on Special Assignment	LCAP - Supplemental  Title II  Title I  Other  Title III	\$291,830  \$148,000  \$199,284  \$45,357  \$37,698
<b>Provide professional development in:</b> <ul style="list-style-type: none"> <li>• California State Content Standards</li> <li>• Before school and school-year PD in English Language Development</li> <li>• Technology hardware (e.g. Chromebooks) and applications</li> </ul>	<b>All staff will use Wednesday collaboration time to address student data and instruction.</b>  <b>All certificated personnel will participate in a minimum of 10 hours of PD related to CSCS.</b>  <b>Monitor the ELD standards in the instructional day across a variety of subject areas</b>	<b>Faculty meeting agendas, ILT notes</b>  <b>Agenda, meeting notes, staff sign-in sheets</b>  <b>SBIT meetings - Students</b>	All	District PD Opportunity   Extra assignment cost	Title II District   <b>Title 1 site</b>	   <b>\$10,000</b>

(e.g. Google Apps for Education).	<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"> <li>o build student literacy through instructional practices aligned with CSCS</li> <li>o plan instruction and intervention after an analysis of student achievement data</li> <li>o develop one common assessment each semester for each grade level course</li> </ul> <ul style="list-style-type: none"> <li>• Send teachers to:</li> <li>• STEAM related conferences</li> <li>• CCSS related conferences</li> <li>• Google PD</li> <li>• Language Star trainings (ELD teachers)</li> <li>• Provide teachers time to develop integrated STEAM units</li> </ul> <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>		Site PD Opportunity	Title II Site Funds	\$3,500
				No Funding Needed		
				Conference/ Training Costs	Title II Site Title 1 Site	\$9,782 \$20,000
				DW meetings After School PD Sessions No funding needed	Title II District	
				District PD Funds	Title II Title III Educator Effectiveness Funds	\$200,000 \$39,000 \$179,000
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	• Develop/refine common ELA Writing Rubrics and Assessments TK-12	District-wide ELA Rubric and Assessments	All	TOSAs (Total District Cost) See Goal 3		
		DLC Meetings				
Release time for peer rounds observations and debrief.	• Interested teachers will participate in long-term professional development opportunities	Peer Observation Rounds to support High Impact Practices Participation Rate	All	Site PD, After school PD, PLCs, Peer Observation Debrief		

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



### 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 and Math over the previous year’s scores.
- At least 60% of Bidwell English Learners will increase their i-Ready Reading and Math 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"> <li>• Develop and support electives aligned with high school and / or career pathways: Medical Detectives, Lego Robotics, Flight and Space, Gardening, Computer Graphics</li> <li>• Add new STEAM electives</li> <li>• STEAM integrated units</li> </ul>	A-G Course Enrollment (Science and Foreign Language)	All			
		Course enrollment		Additional Counselor Time	Title 1 Site District	\$36,855 \$1,741,419
		Cross curricular STEAM units		Start up costs Supplies/Repairs Planning time/ coordinator	LCAP site LCAP site LCAP site	\$9,000 \$16,432 \$5,000
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"> <li>• Provide grade analysis data at the end of each grading period</li> <li>• Increase the support for all students with D and F grades through: <ul style="list-style-type: none"> <li>• The Learning Center (TLC)</li> </ul> </li> <li>• Primetime/i-Ready Coordination</li> </ul>	Number and percentage of Students with Fs from Grade Report Mark Analysis in Aeries	All	Office assistant staffing additional time	Noted above in goal 1	
		Student sign-in sheets		Intervention Classified staff	Title 1 Site	\$52,005
		Diagnostic testing data		Extra Assignment	Title 1 site	\$14,000



level as funding allows.	<ul style="list-style-type: none"><li>Saturday School academic support</li></ul>	Student Attendance via sign in sheets		Certificated Staff	District	
	<ul style="list-style-type: none"><li>Reading and Math Intervention Classes</li></ul>	Data from End of Cycle Encore Reports provided every two weeks Student Attendance via sign in sheets		Certificated Staff	Title 1 Site	\$75,676
	<ul style="list-style-type: none"><li>BLAST after school program, at least 120 students daily<ul style="list-style-type: none"><li>TOSA support</li></ul></li></ul>			Certificated Staff .4 Release Time	21st Century Grant District Funds	46,268
	<ul style="list-style-type: none"><li>Increase TLC Support</li></ul>			IA	Title 1 Site	\$25,000
Provide the following services to improve instruction: <ul style="list-style-type: none"><li>Targeted Case Managers (TCMs)</li><li>Elementary Instructional Specialists (2.6 FTE)</li><li>Guidance Aides</li><li>Bilingual Aides</li><li>TK Instructional Aides</li></ul>	<ul style="list-style-type: none"><li>The TCM will increase parent attendance at school events by 50%. BASELINE YEAR</li></ul>	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



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

# 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



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.

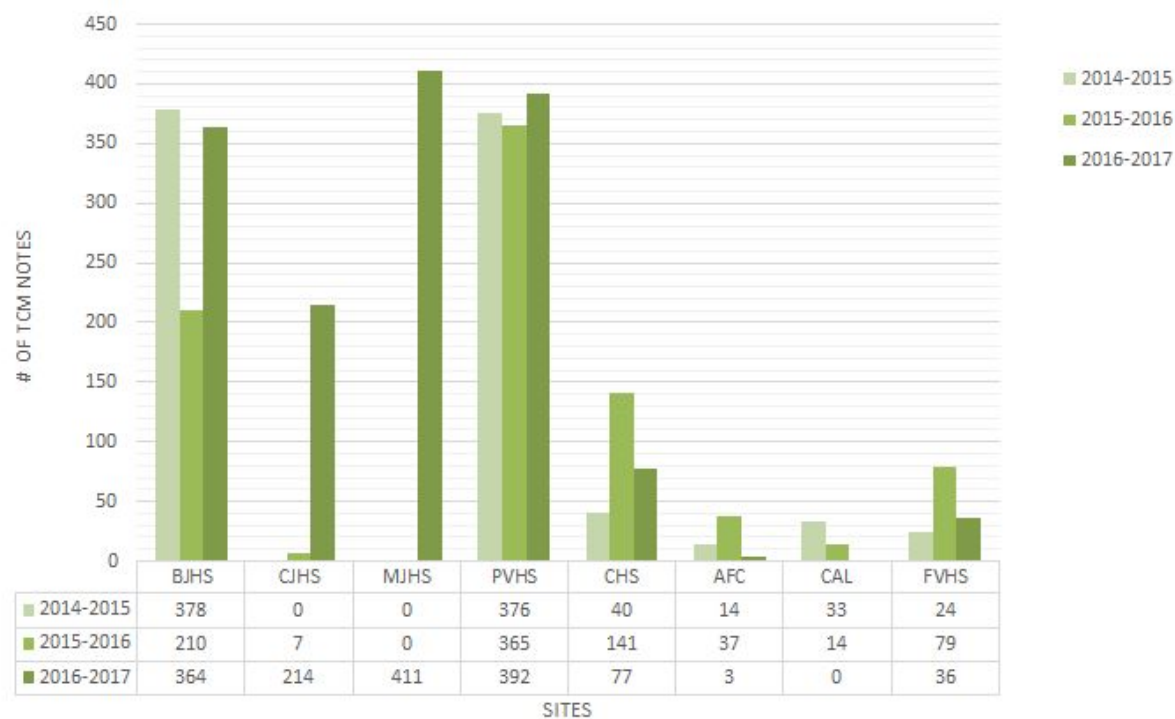
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
<b>Provide teacher and staff training/information in:</b> <ul style="list-style-type: none"> <li>• using Parent Portal</li> <li>• expectations for timely response (3 day maximum) to parent inquiries</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted Case Managers (TCM) and counseling staff call parents to offer assistance for signing up a Portal Account</li> <li>• Remind staff of timely responses to parent inquiries in staff notes and meetings</li> </ul>	<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>	10,000
<b>Provide parent training in English and other languages addressing parent access to:</b> <ul style="list-style-type: none"> <li>• Parent Portal feature in Aeries and Illuminate</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Portal information sent home in packet pickup, BTSN, phone calls via dialer, and email</li> <li>• Post directions for signing up on site website.</li> </ul>	Percent of parents accessing Aeries	All	Office assistant staffing additional time	Noted above in Goal 1	
<b>Provide TCM and/or other staff support for:</b> <ul style="list-style-type: none"> <li>• increasing parent participation</li> <li>• District English Learner Advisory Committee (DELAC)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to employ TCM at site</li> </ul>	Sign in Sheets at site ELAC meetings	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>	\$357,353
<b>Establish baseline for parent involvement in:</b> <ul style="list-style-type: none"> <li>• Parent Information/BTSN</li> <li>• SSC</li> <li>• Site ELAC/DELAC</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a minimum of 4 family activities such as Parent University, Parent Night, STEAM Night, ELD Awards, Safe School Roundtable, Parent Portal Registration, SSC, B2SN, Awards Night</li> </ul>	Percent of parent attending BTSN, SSC, and ELAC meetings	All	<p>Parent Nights</p> <p>Bilingual Aide</p>	<p>Site: Title 1 Parent Involvement</p> <p>LCFF - District</p>	\$6,100

## Aeries Parent Portal Accounts CUSD 2015-2017



Data Source: Aeries Report Students Without Portal Accounts, End of year enrollment from Aeries Home page

## Targeted Case Manager Parent Contacts CUSD 2015-2017



Data Source: Aeries query 'LCAP TCM NOTES'

## 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:

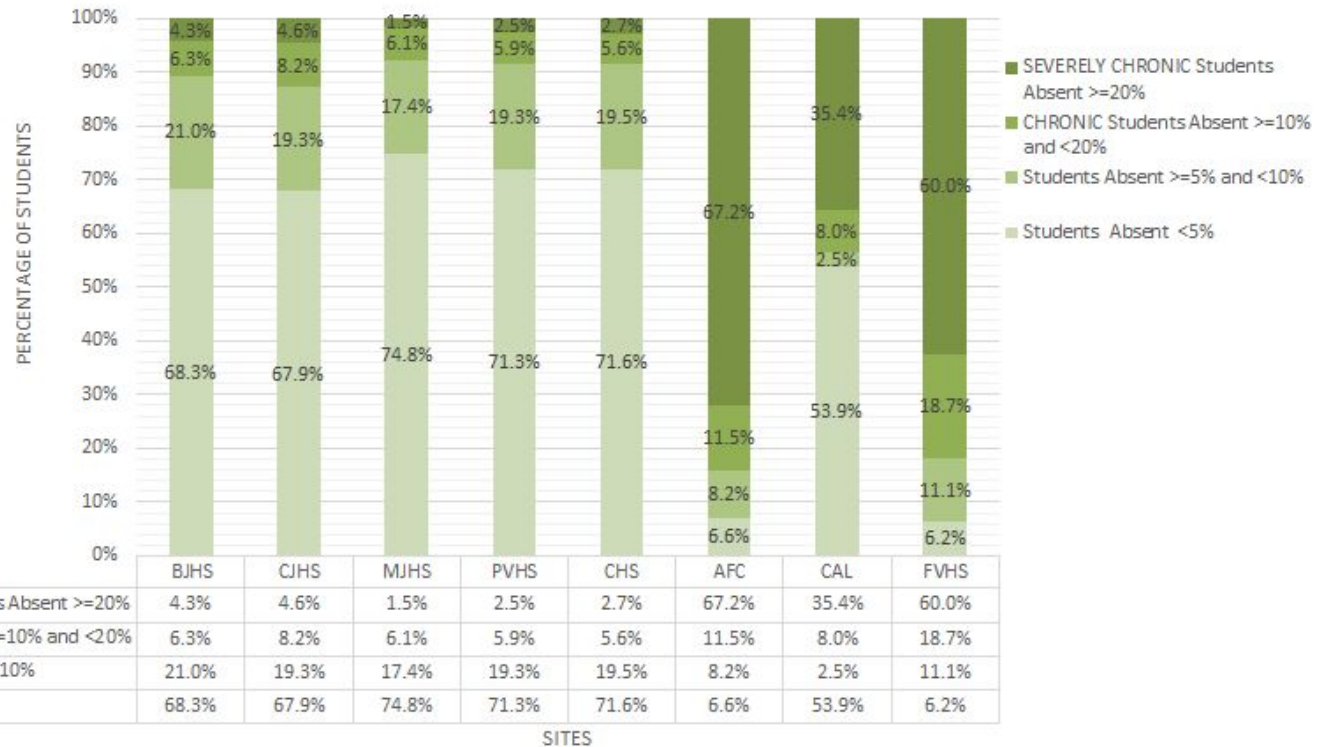
- Bidwell will reduce Chronic Absenteeism by 2% annually.
- Bidwell will maintain a 96% or better ADA.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
<b>Provide professional development for all staff in:</b> <ul style="list-style-type: none"> <li>becoming a trauma-informed district</li> <li>behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>All campus supervisors will receive training</li> <li>Provide visible school safety vests</li> <li>Radio repairs, service, replacement</li> <li>Golf Carts Repair</li> <li>Train Peer mediators</li> <li>Add extra campus security for big events</li> <li>Trauma Informed/PBIS PD</li> </ul>	Staff Meeting Agendas and Notes; P.O.s	All	Campus Supervisor Trainings and keeping safety equipment current and up to date.	<b>Bidwell Site: Safe Schools</b>	<b>\$7,000</b>
		Staff sign in sheet	At Risk		<b>Title 1 Site</b>	<b>\$8,000</b>
<b>Provide parent, education/training classes to improve student attendance.</b>	<ul style="list-style-type: none"> <li>Bidwell staff will consistently monitor daily school attendance and educate parents and students about the importance of regular attendance.</li> <li>Promote positive attendance through 'No Tardy Party,' and drawings.</li> <li>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.</li> <li>Include informational research about the importance of daily school attendance in the electronic school newsletter (Pioneer Post)</li> <li>Utilize Saturday school for ADA attendance recovery</li> <li>Adhere to CUSD attendance/SARB policies and procedures</li> </ul>	Daily Mid-day and End of Day Attendance Notes	All	TCM	See Goal 3	
		List of Awards		Certificated Staff	Community Donations Account from Golden Apple for Prizes	\$1,000
		School Newsletter		None		
		Student participation and attendance		Certificated stipend	<b>LCAP site</b>	<b>\$5,000</b>
		Attendance at Saturday School Site Attendance Rate		Certificated Salary	District	



<b>Continue support for Alternative Education Programs:</b> <ul style="list-style-type: none"> <li>● Opportunity Programs (CAL and Chapman)</li> <li>● Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>● Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>● Use AFC for In-School suspensions</li> </ul>	ISS Rate	All	AFC Staff	LCFF District Supplemental	??????
<b>Provide health, social-emotional counseling support services:</b> <ul style="list-style-type: none"> <li>● EMHI/PIP</li> <li>● Guidance Aides</li> <li>● Nurses</li> <li>● Health Aides</li> <li>● Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Employ EMHI, PIP, Guidance Aides</li> <li>● Employ Nurses</li> <li>● <b>Employ Health Assistants</b></li> <li>● Provide MNI Services as needed</li> </ul>	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"> <li>● Employ campus supervisors</li> </ul>	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

## Chronic Absenteeism CUSD 2016-2017

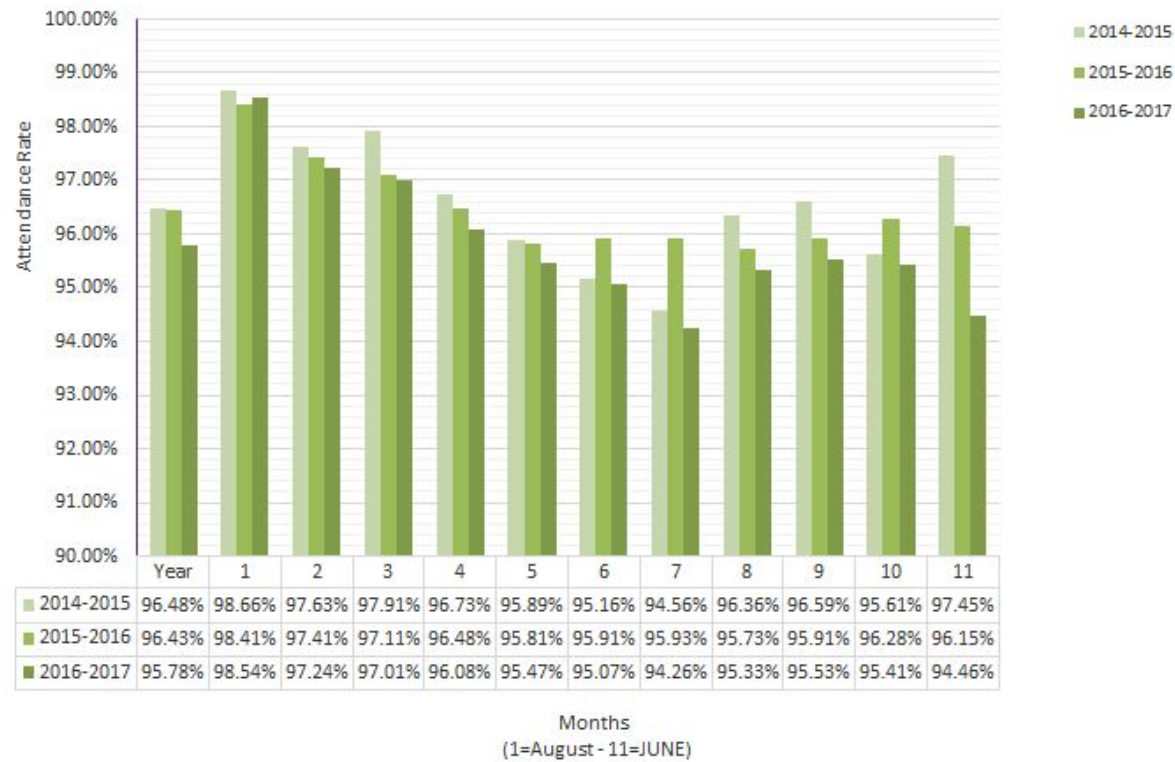


Data Source: CALPADS Snapshot Reports EOY 3 14.1 Student Absenteeism - Count

Create Date: 8/24/2017, Print Date: 8/24/2017

Data reflects cumulative enrollment for 2016-2017. No report available for 2015-2016

## Monthly Attendance



Data Source: Aeries Daily Apportionment Reports generated by site for the years displayed above.

Butte College Connection attendance is included.

2017-18 Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
<b>Title I -\$249,322</b> <b>Carryover - \$35,000</b> <b>Total - \$284,322</b>	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 .4 FTE Academic Support .2 FTE Psychologist .2 FTE PBIS Coordinator HIPP Training	\$36,855 \$6,000 \$10,000 \$5,000 \$2,500 \$2,500 \$32,000 \$60,000 \$52,750 \$2,000 \$25,000 \$22,000 \$20,000 \$16,000  <b>Total \$283,605</b>
<b>Title II-\$13,932</b>	Site Professional Development Priorities: STEAM, Literacy, Co-Teaching, PBIS	<b>Total \$13,932</b>
<b>Safe Schools- \$7,000</b>	Campus Supervisor Training Radios, golf cart repairs, peer mediators, signage, cameras, lunchtime clubs, activities, and equipment	\$7,000  <b>Total \$7,000</b>

2017-18 LCAP Budget - Developed with School/SSC Input		
Funding Source	Funding Allocation	Cost
<b>LCAP - \$117,794</b>	Office assistant additional time TCM additional time	\$13,100 \$30,000

	New Course start up costs	\$5,000	
	WEB Materials & E/A	\$4,000	
	Room 250 Lab Conversion	\$29,577	
	Technology upgrades	\$12,000	
	Additional Health Aid Time	\$7,700	
			<b>Total \$ 97,794</b>
