

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Chico Junior High School
Address	280 Memorial Way Chico, CA 95926
County-District-School (CDS) Code	04-61424-6057137
Principal	Pedro A. Caldera
District Name	Chico Unified School District
SPSA Revision Date	5/1/19
Schoolsite Council (SSC) Approval Date	5/1/19
Local Board Approval Date	June 26, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Chico Junior High Vision:

To be a highly effective school that promotes students who are ready for success at high school.

Chico Junior High Mission:

To promote all our students with high levels of academic success and who are ready for high school via a system of collaboration, effective teaching strategies, assessment, and support.

School Profile

Chico Junior High School is located in the center of Chico. It serves students who reside in the southwest Chico area.

The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Special opportunities are available for students who struggle with academics in tiered interventions. Second language learners benefit from enrollment in English Language Development classes. Students who are coming from the Rosedale Spanish Immersion program continue their language acquisition in Dual Immersion Classes which are provided in math in the 6th grade (only) and both science and history 6th through 8th grade.

In addition to the many academic opportunities, Chico Junior High School has award winning vocal and instrumental groups that consistently receive superior ratings at music festivals. Our Student Government class provides involvement in numerous engaging and age appropriate activities and events. We also have an Industrial Technology (ITech) program and a STEM program recommended for middle schools. Students may also participate in our Art or Drama programs.

Students have before and after school homework support. A 21st Century Program offers academic support, enrichment and recreational opportunities. Our library is available to students before school, during the school day, and after school.

We have a small theater, two computer labs, and technology in every classroom. The majority of classrooms have LCD projectors, document cameras, and IBeams/ Smartboards. Our school has a rock climbing wall, and an activity course available for use by the physical education classes. The school underwent a major remodel starting in the Fall of 2015 and ending the Summer of 2016. A new science wing was constructed containing 3 classrooms. All previous existing science classrooms were remodeled and a STEM Lab was added. All the boys and girls bathrooms and staff bathrooms in the main hallway were remodeled. The school was also painted inside and out. The library was updated to include new lighting, new ceiling fans, and new floor coverings. A new projection system was added to the library and multi purpose room. All of the older heating and cooling units were replaced. Both parking lots were updated and the front entry of the school was made ADA compliant. Last, a fence was put up on the west side of the school, and the walkway overhangs/roofs were replaced. In the fall of 2018 a new garden was added with 6 gardening beds and a fence was added to the east side of the school. In the fall of 2007, bathroom facilities were built for the gymnasium .

Chico Junior has an active Parent Teacher Student Association, School Site Council, English Language Advisory Committee, and Safety Committee, and many opportunities for parent and community volunteers.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is planned/updated continuously at School Site Council, Instructional Leadership Team, at our annual Title 1 Meeting (held at the beginning of the year).

Our School Site Council meets the 1st Wednesday of the month at 3:30pm in room 409. Our Instructional Leadership, comprised of teacher department representatives meet on the 1st Monday of the month at 3:00 in room 305. Our annual Title 1 meeting was held on August 30th 2018 in our library. It was attended by 18 parents.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.8%	2.2%	1.68%	11	18	14
African American	4.5%	3.2%	2.40%	28	26	20
Asian	4.2%	5.4%	5.15%	26	44	43
Filipino	0.8%	0.9%	0.36%	5	7	3
Hispanic/Latino	30.9%	33.9%	36.29%	191	275	303
Pacific Islander	0.7%	0.4%	0.60%	4	3	5
White	51.9%	50.1%	49.10%	321	407	410
Multiple/No Response	2.8%	1.9%	1.20%	17	15	10
Total Enrollment				618	812	835

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6		247	291
Grade 7	307	266	258
Grade 8	311	299	286
Total Enrollment	618	812	835

Conclusions based on this data:

1. Chico Junior is experiencing increased enrollment.
2. Chico Junior Latino population has increased from 30.9% in 15-16 to 36.29% in 17-18.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	68	82	50	11.0%	10.1%	6.0%
Fluent English Proficient (FEP)	75	111	135	12.1%	13.7%	16.2%
Reclassified Fluent English Proficient (RFEP)		39	25	0.0%	57.4%	30.5%

Conclusions based on this data:

1. Population of English Learners has gone from 11% to 6% over the last 3 years.
2. Our FEP population has increased from 12.1% to 16.2% in the last 3 years.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		12.45	14.13		70.82	64.31		16.74	21.55
Grade 7	18	15.42	15.26	66	62.85	69.48	16	21.74	15.26
Grade 8	15	11.39	18.60	71	69.75	69.77	15	18.86	11.63
All Grades	17	13.04	15.95	68	67.80	67.72	15	19.17	16.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		15.88	17.67		54.08	50.88		30.04	31.45
Grade 7	23	21.34	25.70	54	53.36	56.63	23	25.30	17.67
Grade 8	23	19.93	29.46	54	46.98	53.10	23	33.10	17.44
All Grades	23	19.17	24.05	54	51.24	53.42	23	29.60	22.53

Conclusions based on this data:

1. Our 6th graders tend to score lower across all four subsections of English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		242	288		233	280		233	280		96.3	97.2
Grade 7	291	258	258	282	253	245	279	253	244	96.9	98.1	95
Grade 8	304	287	267	290	278	249	289	277	249	95.4	96.9	93.3
All Grades	595	787	813	572	764	774	568	763	773	96.1	97.1	95.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		2483.	2482.		10.30	12.50		13.73	13.93		33.48	27.14		42.49	46.43
Grade 7	2537.	2533.	2546.	26	19.37	24.59	20	18.97	19.67	21	30.04	29.10	33	31.62	26.64
Grade 8	2556.	2540.	2544.	26	21.66	18.47	20	15.88	21.69	17	19.86	25.30	37	42.60	34.54
All Grades	N/A	N/A	N/A	26	17.43	18.24	20	16.25	18.24	19	27.39	27.17	35	38.93	36.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		13.79	15.71		27.59	26.43		58.62	57.86
Grade 7	33	25.69	32.92	27	35.97	29.22	41	38.34	37.86
Grade 8	36	27.08	25.70	22	25.99	37.35	42	46.93	36.95
All Grades	35	22.57	24.35	24	29.79	30.83	41	47.64	44.82

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		11.59	12.14		38.20	36.07		50.21	51.79
Grade 7	29	21.74	30.04	44	49.01	44.03	27	29.25	25.93
Grade 8	23	24.91	17.27	50	36.10	53.41	27	38.99	29.32
All Grades	26	19.79	19.43	47	41.02	44.17	27	39.19	36.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		12.02	14.29		44.64	40.00		43.35	45.71
Grade 7	29	16.60	25.10	42	53.75	54.32	30	29.64	20.58
Grade 8	25	22.74	22.89	46	40.07	46.18	29	37.18	30.92
All Grades	27	17.43	20.47	44	46.00	46.50	29	36.57	33.03

Conclusions based on this data:

1. We may want to consider having team teaching in the 6th grade as 6th graders routinely score lower in Math.

School and Student Performance Data

ELPAC Results 2017-18 Summative Assessment Data

Number of Students and Mean Scale Scores				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1523.8	1519.3	1527.8	16
Grade 7	1546.0	1533.4	1558.5	11
Grade 8	*	*	*	*
All Grades				36

Overall Language Number and Percentage of Students at Each Performance Level									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	16
Grade 7	*	*	*	*	*	*			11
Grade 8	*	*	*	*					*
All Grades	*	*	20	55.56	*	*	*	*	36

Oral Language Number and Percentage of Students at Each Performance Level									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	16
Grade 7	*	*	*	*	*	*			11
Grade 8	*	*	*	*					*
All Grades	17	47.22	16	44.44	*	*	*	*	36

Written Language Number and Percentage of Students at Each Performance Level									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	16
Grade 7	*	*	*	*	*	*	*	*	11
Grade 8	*	*	*	*					*
All Grades	*	*	16	44.44	*	*	*	*	36

Listening Domain Number and Percentage of Students by Domain Performance Level							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	16
Grade 7	*	*	*	*	*	*	11
Grade 8	*	*	*	*			*
All Grades	13	36.11	20	55.56	*	*	36

Speaking Domain Number and Percentage of Students by Domain Performance Level							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	16
Grade 7	*	*	*	*			11
Grade 8	*	*	*	*			*
All Grades	23	63.89	12	33.33	*	*	36

Reading Domain Number and Percentage of Students by Domain Performance Level							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	16
Grade 7	*	*	*	*	*	*	11
Grade 8	*	*	*	*	*	*	*
All Grades	*	*	14	38.89	14	38.89	36

Writing Domain Number and Percentage of Students by Domain Performance Level							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	11	68.75	*	*	16
Grade 7	*	*	*	*			11
Grade 8	*	*	*	*			*
All Grades	*	*	26	72.22	*	*	36

Conclusions based on this data:

1. Reading should be a focus as students who took the ELPAC scored lower in the reading domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
835	58.0%	6.0%	0.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	6.0%
Foster Youth	6	0.7%
Homeless	12	1.4%
Socioeconomically Disadvantaged	484	58.0%
Students with Disabilities	118	14.1%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	2.4%
American Indian	14	1.7%
Asian	43	5.1%
Filipino	3	0.4%
Hispanic	303	36.3%
Two or More Races	27	3.2%
Pacific Islander	5	0.6%
White	410	49.1%

Conclusions based on this data:

1. Chico Junior has a high percentage of Socioeconomically Disadvantaged students (58%).
2. Chico Junior is a very diverse school.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. Chico Junior has a population of students that are Chronically Absent.

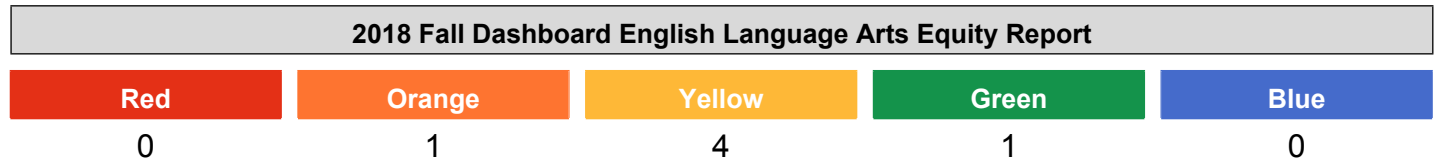
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Yellow		 No Performance Color	
8.4 points below standard		48.6 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased 14.8 points		Increased 19.8 points		8 students	
752 students		148 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Orange	
97.6 points below standard		40.9 points below standard		107.8 points below standard	
Increased 3.7 points		Increased 15.4 points		Increased 10.8 points	
18 students		433 students		118 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 51 points below standard Increased 16.2 points 16 students	American Indian  No Performance Color 4.3 points below standard Increased 8.7 points 13 students	Asian  Yellow 18.1 points below standard Increased 4 points 41 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Yellow 35.8 points below standard Increased 15.2 points 277 students	Two or More Races  No Performance Color 43.5 points below standard Increased 65.9 points 19 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	White  Green 14.7 points above standard Increased 14.3 points 375 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 114.3 points below standard Declined -21.7 points 32 students	Reclassified English Learners 30.5 points below standard Increased 25.9 points 116 students	English Only 0.2 points below standard Increased 14 points 582 students
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Conclusions based on this data:

1. Our students with disabilities are scoring below standard.

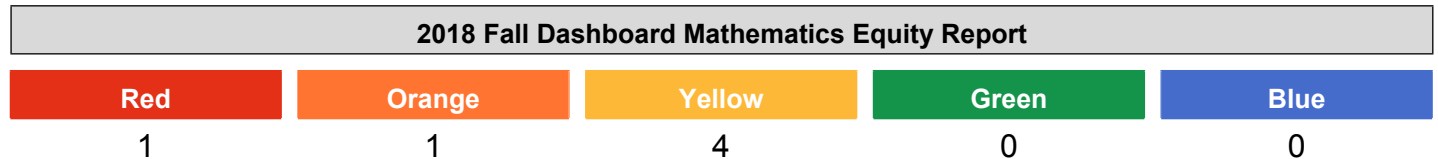
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 41.8 points below standard Increased 4.7 points 734 students	English Learners  Yellow 92.1 points below standard Increased 17.5 points 143 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless  No Performance Color 152.8 points below standard Maintained 0.9 points 18 students	Socioeconomically Disadvantaged  Yellow 79.8 points below standard Increased 9.6 points 422 students	Students with Disabilities  Red 159.5 points below standard Maintained 0.8 points 115 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 83.5 points below standard Increased 31.3 points 16 students	American Indian  No Performance Color 29 points below standard Increased 19.3 points 13 students	Asian  Orange 58 points below standard Declined -8.4 points 41 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Yellow 71 points below standard Increased 10.2 points 266 students	Two or More Races  No Performance Color 56.3 points below standard Increased 109.5 points 18 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	White  Yellow 18 points below standard Maintained -2.2 points 369 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 148.3 points below standard Declined -8.2 points 32 students	Reclassified English Learners 75.9 points below standard Increased 18.6 points 111 students	English Only 31.1 points below standard Maintained 2 points 569 students
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Conclusions based on this data:

1. Our students with disabilities are scoring way below standard in math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
36	27.8%	55.6%	13.9%	2.8%

Conclusions based on this data:

1. 83.4% of our EL students are in level 3 and 4.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

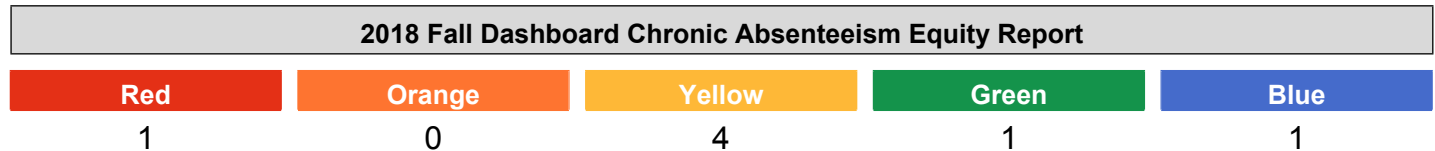
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 11.6% chronically absent Maintained 0.2% 876 students	English Learners  Green 5.8% chronically absent Declined 4.6% 52 students	Foster Youth  No Performance Color 25% chronically absent 16 students
Homeless  No Performance Color 39.1% chronically absent Increased 9.1% 23 students	Socioeconomically Disadvantaged  Yellow 16.5% chronically absent Declined 0.8% 527 students	Students with Disabilities  Yellow 18.8% chronically absent Declined 2.8% 154 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 32% chronically absent Increased 8.7% 25 students	American Indian  No Performance Color 14.3% chronically absent Increased 0.6% 14 students	Asian  Blue 0% chronically absent Declined 2.3% 43 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Yellow 11.8% chronically absent Declined 0.8% 314 students	Two or More Races  Red 23.8% chronically absent Increased 7.1% 42 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	White  Yellow 10.5% chronically absent Declined 0.9% 430 students

Conclusions based on this data:

1. Chico Junior has 42 students who are chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

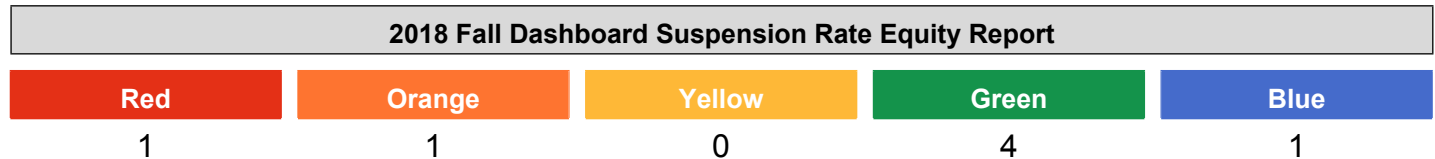
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 5.7% suspended at least once Declined -0.8% 893 students	English Learners  Green 1.9% suspended at least once Declined -0.4% 53 students	Foster Youth  No Performance Color 10.5% suspended at least once Increased 2.8% 19 students
Homeless  No Performance Color 13.8% suspended at least once Increased 9.2% 29 students	Socioeconomically Disadvantaged  Green 7.7% suspended at least once Declined -1.7% 542 students	Students with Disabilities  Blue 0% suspended at least once Declined -3.9% 155 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 11.5% suspended at least once Declined -4.1% 26 students	American Indian  No Performance Color 14.3% suspended at least once Increased 14.3% 14 students	Asian  Green 2.3% suspended at least once Declined -2.3% 44 students	Filipino  No Performance Color Less than 11 Students - Data 3 students
Hispanic  Green 5.3% suspended at least once Declined -3.4% 319 students	Two or More Races  Red 13.3% suspended at least once Increased 3.3% 45 students	Pacific Islander  No Performance Color Less than 11 Students - Data 5 students	White  Orange 5% suspended at least once Increased 0.4% 437 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
14.9% suspended at least once	6.5% suspended at least once	5.7% suspended at least once

Conclusions based on this data:

- Chico Junior has 45 students of (Two or More Races) that have been suspended at least once.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials, and Facilities

Goal Statement

District 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 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

LCAP Goal

Chico Junior Site Goal:

- CJHS 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, certificated staff will have participated in at least 8 professional learning workshops targeting High Impact Practices and PBIS.

Basis for this Goal

Chico Unified School District's Goal 1, *Quality Teachers, Materials, and Facilities* aligns with State Priority 1, *Basic Conditions of Learning*. These conditions support the following:

- *Teachers who are assigned and fully credentialed for the students they are teaching.
- *Students have access to the standards-aligned instructional materials resources.
- *School facilities are in good repair.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Conditions of Learning Maintain compliance with Williams Act requirement 100% of Chico Jr.'s teachers are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	100%	100%

Metric/Indicator	Baseline	Expected Outcome
<p>State Priority 1: Local Indicator/Instructional Materials</p> <p>Chico Jr.'s 6-8 classrooms will continue to have sufficient instructional materials as verified by the Williams Report.</p>	100%	100%
<p>State Priority 1: Local Indicator/Facilities in Good Repair</p> <p>Chico Jr. will continue to rate as "good" or "exemplary" as measured by the Facility Inspection Tool (FIT).</p>	100%	100%
<p>State Priority 1: Local Indicator/Instructional Materials</p> <p>Chico Jr. students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.</p>	100%	100%

Planned Strategies/Activities

Strategy/Activity 1

Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount 400,000

Source LCFF - Base

Description Instructional Materials

Amount 350,000

Source Lottery

Description Instructional Materials

Amount 70,500

Source LCFF - District Supplemental

Description Renaissance Place

Amount 84,000

Source LCFF - Base

Description Illuminate

Amount 64,000

Strategy/Activity 3

- Facilitate a CUSD M&O site inspection to help identify and prioritize site facility repair needs
- Utilize current work order system for completion of repair projects
- Organize campus beautification projects
-

Timeline: August-June

Students to be Served by this Strategy/Activity

All

Timeline

2018-2019

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	4,000,000
Source	LCFF - Base

Strategy/Activity 4

- Facilitate the home and school usage of student Chromebooks including device management
- Site will ensure that Chromebook carts are maintained in good working order.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	350,000
Source	LCFF - District Supplemental
Description	Chromebook Carts
Source	LCFF - Base

Strategy/Activity 5

Libraries will be maintained and available for student use.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,056,738
Source	LCFF - District Supplemental
Description	Librarians & Library Media Assistants
Amount	390,468

Source

LCAP Supplemental

Description

Tech Aides

Strategy/Activity 6

- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity**Description**

No Funding Needed

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Fully Align Curriculum and Assessments with California State Standards

Goal Statement

District 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.

LCAP Goal

Site Goal:

- By June 1, 2020, 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, 2020, CJHS certificated personnel will move to Stage 4 or higher on the CSCS Implementation Rubric.

Basis for this Goal

Chico Unified School District's Goal 2, *Fully Align Curriculum and Assessments with California State Content Standards* aligns with State Priority 2: State Standards (Conditions of Learning). These conditions support the following:

- *Assessment
- *Curriculum
- *Equity
- *Instruction
- *Professional Learning

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results.	Grades 6-8 developed a plan and have implemented the plan.	Grades 6-8 implemented and continued to refine as assessment plan focuses on ELA and Math.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation tool	Majority of teachers are at a Level 3 with some moving into Level 4 as per teacher and administrator input. ELD instructional scope and sequence updated to align the ELA standards and instruction.	Continued implementation of standards. ELD Coaches will continue to monitor ELD standards being implemented during the instructional day.

Metric/Indicator	Baseline	Expected Outcome
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	80% of CJHS teachers attended one or more CSCS trainings in Math and/or Next Generation Science Standards.	More than 85% of BJHS teachers attend one or more CSCS training in Math, English Language Arts, English Language Arts, ELD, and the and/or NGSS.

Planned Strategies/Activities

Strategy/Activity 1

<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.

Students to be Served by this Strategy/Activity

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	291,830
Source	LCAP Supplemental
Description	Teachers on Special Assignment (TOSA)
Amount	148,000
Source	Title II - District
Amount	315,555
Description	Funding source - CA Career Pathway Trust
Amount	199,284
Source	Title I - District
Amount	45,357
Description	Funding source - Other

Amount	37,698
Source	Title III

Strategy/Activity 2

- All staff will use Wednesday Collaboration Time to address the Collaborative Student Viking Learner Outcome
- Monitor the ELD standards in the instructional day across a variety of subject areas.
- Math teachers will use Collaboration Time to develop common assessments
- English teachers will use Collaboration Time to develop horizontal articulation (pacing, assessments)
- Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE (G-Suite).
-

85% of the teachers will attend one or more trainings in CSCO, NGSS, ELD or CTE during the school year.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Description	Collaboration Days- No Funding Needed
Amount	5,000
Source	Title II - Site
Description	PD Opportunity Summer/ After School Collaboration
Amount	200,000
Source	Title II - District
Description	District PD Opportunities
Amount	39,000
Source	Title III
Description	District PD Opportunities
Amount	179,000
Description	District PD Opportunities Educator Effectiveness Funds

Strategy/Activity 3

Continue to refine district common assessments in English and Math,

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Description

TOSAs (Total District Cost)
See Goal 3

Strategy/Activity 4

Interested teachers will participate in long-term professional development opportunities

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

8,642

Source

Title II - Site

Description

Site PD
After School- PD
PLCs
Peer- Observation Conferences. Teacher Release Time

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support High Levels of Student Achievement in a Broad Range of Courses

Goal Statement

District 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 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.

LCAP Goal

Site Goal:

- CJHS 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.
- CJHS 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.
- CJHS will increase the number of EL students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.

Basis for this Goal

Chico Unified School District's Goal 3, *Support High Levels of Student Achievement in a Broad Range of Courses*, aligns with the following State Priorities:

State Priority 4: Pupil Achievement (Pupil Outcomes) - Performance on standardized tests, share of pupils that are college and career ready, share of English Learners that become English proficient, English Learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

State Priority 7: Course Access (Conditions of Learning) - Pupil enrollment in a broad course of study that includes all of the subject areas as relates to curriculum, equity, and professional learning.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes) - Pupil outcomes in subject areas as relates to curriculum, equity, and professional learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Dashboard change in ELA.	Increased in ELA.	Continue to increase in ELA.
State Dashboard in Math	Increased in Math	Continue to increase in Math.

Planned Strategies/Activities

Strategy/Activity 1

Continue to implement an Early Warning System to identify and support students in danger of not graduating.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	1,741,419
Source	LCFF - District Supplemental
Description	Secondary Counselors (Total Cost for all Secondary Sites)
Amount	49,519
Source	Grant Funding
Description	.5 Grant Funded Counselor Funding source - Career Pathways Grant

Strategy/Activity 2

-

Increase the support for all students with D and F grades through:

- Center For Success (CFS) Lunch time
- After School Support
- Saturday School academic support

-
- Saturday School
- (.2) i-Ready Intervention (C.M)
- (.2) IRI class (S.H.)
- (.4) Team Teaching Model (V.Q.)
- (.2) IMI Class (S.K.)
- (1hr.)Additional Library aide
-
- (1hr.)Additional Library aide
- (.6)Team Teaching (TBD)
- Additional Counseling/ Beh. Sp. (TBD)
- Headphones/ Tech for i-Ready
-
- Field Trips (career and College)
-
- Intervention Coordinator (1.0TOSA)

○

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	69,645.73
Source	Title I - Site
Description	Certificated Staff
Amount	7523.93

Source	LCFF - Base
Description	IA Computer Aide
Amount	33,777.25
Source	Title I - Site
Description	Cert. Staff (.4)
Amount	7524.00
Source	Title I - Site
Description	1hr. Lib. Aide
Amount	7,523.93
Source	LCFF - Site Supplemental
Description	1hr. Lib. Aide

Strategy/Activity 3

continued from above

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	109,158.25
Source	Title I - Site
Description	Certificated 1.0 Intervention Coordinator (TOSA)

Strategy/Activity 4

(.3) day of additional School Counselor work with Social Groups

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	24,789.84
Source	Title I - Site
Description	.3 Additional School Counselor

Strategy/Activity 5

Purchase Multicultural Books for the library

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I - Site
Description	Additional books for Library

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide Opportunities for Meaningful Parent Involvement and Input

Goal Statement

District 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.

LCAP Goal

Site Goal:

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

Basis for this Goal

Chico Unified School District's Goal 4, *Provide Opportunities for Meaningful Parent Involvement and Input* aligns with the following State Priorities:

State Priority 3: Parental Involvement and Engagement. This priority seeks parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.

State Priority 6: School Climate and Engagement. This priority includes pupil suspension rates, pupil expulsion rates, and other local measures including surveys of pupils, parents and teachers in regard to safety and school connectedness as relates to culture and climate, equity, and family and community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase Aeries parent portal use	90%	90% or higher

Planned Strategies/Activities

Strategy/Activity 1

- Not applicable to Junior High School

-

Remind staff of timely responses to parent inquiries in staff notes and at staff meetings

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF - Base
Description	No Funding Needed
Description	Education for the Future Survey

Strategy/Activity 2

Continue to employ TCM at site

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	357,353
Source	LCFF - District Supplemental
Description	Targeted Case Managers (Total District Cost)

Strategy/Activity 3

- Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school
- Begin discussions of requiring Aeries usage in Instructional Council
- Survey student and staff groups to identify additional activities

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity**Description**

No Funding Needed

Strategy/Activity 4

Advertise activities in multiple languages

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity**Amount**

25,976.78

Source

LCFF - Site Supplemental

Description

Parent Liaison

Amount

5,441.86

Source

LCFF - Site Supplemental

Description

Bilingual Aide

Amount

55478.26

Source

LCFF - Site Supplemental

Description

Certificated Staff

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve School Climate

Goal Statement

District 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.

LCAP Goal

Site Goal:

-

CJHS will reduce Chronic Absenteeism by 2% annually.

-

CJHS will maintain a 96% or better ADA.

-

Reduce Suspension Rate by 3% from the previous year.

Basis for this Goal

Chico Unified School District's Goal 5, *Improve School Climate*, aligns with the following State Priorities:

State Priority 5: Pupil Engagement (Engagement), which includes school attendance rates, chronic absenteeism rates, middle school dropout rates, and high school graduation rates as relates to culture and climate, equity, and family and community.

State Priority 6: School Climate (Engagement), which includes pupil suspension rates, pupil expulsion rates, other measures including surveys of pupils, parents, and teachers on safety and school connectedness as relates to culture and climate, equity, and family and community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reduce Chronic Absenteeism by 2% annually	95.6% attendance	95.6% attendance rate or higher

Planned Strategies/Activities

Strategy/Activity 1

-

All staff will be provided information that clearly outlines student behavioral expectations and procedures for addressing student behavior concerns.

-

All staff will have professional development on Trauma Informed by Matt Reddam, de-escalation training from Andy Duch, Nurtured Heart approach, and Mindset training.

- Every other staff meeting will be a Student support staff meeting to discuss our At- Risk and LCAP students' progress.
- All campus supervisors will receive training that has a focus of working with students in a positive manner.

-

WEB Program for incoming 6th graders

-

PBIS Support Staff and Incentives

-

CAL Support Staff

-

Ovation

-

Anti Bullying 7th Grade Presentation

-

Ovation Bullying Program

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration/staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Site Supplemental
Description	WEB Training
Amount	16,400.14
Source	LCFF - Site Supplemental

Amount	12,966.74
Source	LCFF - Site Supplemental
Description	Credit Recovery
Amount	6,000
Source	LCFF - Site Supplemental
Amount	2,647
Source	Safe Schools
Description	Anti Bullying Presentation
Amount	10,000
Source	Title I - Site
Description	Anti-Bullying Presentation for all grades Funding source - Title 1/LCAP

Strategy/Activity 2

- Chico Junior 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: end of the year drawing for students with perfect attendance (students get their name in a drawing for every month they have perfect attendance.)
- Include informational research about the importance of daily school attendance in the school video newsletter.
- Utilize Saturday school for ADA recoup days.
- Adhere to CUSD attendance/SARB policies and procedures

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Source

LCFF - Base

Description

Certificated Staff

Strategy/Activity 3

Notify staff of benefits of ISS vs. Out-of-School Suspension

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

-

Employ Nurses

-

Employ Health Assistants

-

Provide MNI Services as needed

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	107,044
Source	LCFF - District Supplemental
Description	Nurses (Total District Cost)
Amount	496,363
Source	LCFF - District Supplemental
Description	Health Assistants (Total District Cost)
Amount	336,250
Source	LCFF - District Supplemental
Description	MNI (Total District Cost)

Strategy/Activity 5

- Campus Supervisor (Additional)
- Surveillance System Maintenance
- Radio Maintenance
-
- Employ campus supervisors

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	616,831
Source	LCFF - District Supplemental
Description	Campus Supervision (Total District Cost)
Amount	3,417.32
Source	LCFF - Site Supplemental
Description	Campus Supervision (Total District Cost)
Amount	2,390

Source	Safe Schools
Description	Additional Cameras (MPR, Quad) Safety Radios
Amount	2,855
Source	Safe Schools
Description	Safety Conferences/ Additional Supervision

Strategy/Activity 6

Not applicable

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

District 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 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The metric Indicators are student access to curriculum, instructional materials, and technology to include Chromebooks. In addition, amount of certificated staff participation in professional workshops.	100%	100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review credentials and assignments	Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments		
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none">• Textbooks and supplemental materials	Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning	Instructional Materials LCFF - Base 400,000	
		Instructional Materials Lottery 350,000	
		Renaissance Place	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Educational software: Illuminate and Renaissance 		LCFF - District Supplemental Illuminate Funding source - LCFF-Base (Total District Cost) 84,000 64,000	
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 Utilize current work order system for completion of repair projects Organize campus beautification projects Timeline: August-June	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"> Facilitate the home and school usage of student Chromebooks including device management Site will ensure that Chromebook carts are maintained in good working order.	Chromebook Carts LCFF - District Supplemental 350,000	
To ensure access to online resources, employ:	Libraries will be maintained and available for student use.	Librarians & Library Media Assistants LCFF - District Supplemental 1,056,738 Tech Aides LCAP Supplemental 390,468	
<ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 		No Funding Needed	
	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Site Goal 1: CJHS will have access to curriculum, instructional materials and technology to support student achievement. Verified by district and state.

Site Goal 2: By June 1, 2018, all 6th, 7th and 8th grade students will be 1:1 with Chromebooks.- All 6th Grade students were issued Chromebooks in August of 2018. 7th and 8th Graders already had Chromebooks from the previous year. New students who enrolled were given Chromebooks as they enrolled during the school year.

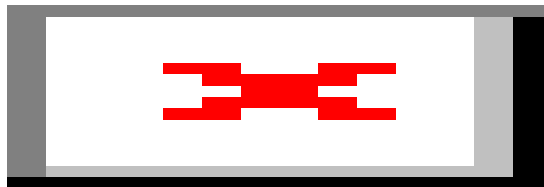
Site Goal 3: By June 1, 2018, certificated staff will have participated in at least 8 professional learning workshops targeting High Impact Practices and PBIS. Staff attended District and School site workshops. The PBIS team also created PBIS Curriculum and videos. Please go to <http://cjhs.chicousd.org/The-Cougar-Way/index.html> for products.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

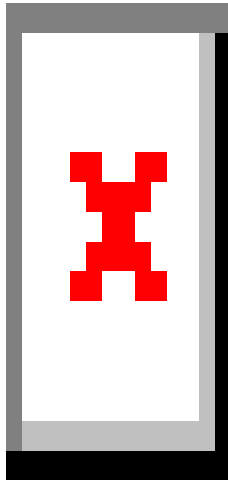
Site Goal 1: All students had access to curriculum, instructional materials, technology.

Site Goal 2: All students were given Chromebooks

Site Goal 3: Chico Junior met their end of the year WIG. 2017 School year is also below for comparison purposes.



Chico Junior also saw a reduction in Suspensions: Please see below:



Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Site Goal 1: No difference in expenditures

Site Goal 2: No difference in expenditures

Site Goal 3: No difference in expenditures

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Site Goal 1: Continue to provide students with access to curriculum, instructional materials and technology to support student achievement. This will extend to purchasing new Social Science Curriculum for the 19-20 School year, and previewing Science curriculum for purchase during the 20-21 School year.

Site Goal 2: Continue to provide Chromebooks to all students

Site Goal 3: Continue to have certificated staff participated in professional learning workshops targeting High Impact Practices and PBIS.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

District 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.

-

-

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Scores. See below in Analysis Section	100%	All goals met

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<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	Teachers on Special Assignment (TOSA) LCAP Supplemental 291,830 Title II - District 148,000 CA Career Pathway Trust 315,555 Title I - Site 199,284 Funding source - Other 45,357 Title III 37,698	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	plan that is in place during the 2017-18 school year.		
<ul style="list-style-type: none"> District Summer Offerings District Wide PD in August District Wide Staff Development 4 xs per year <p>Provide professional development before and after school in:</p> <ul style="list-style-type: none"> California State Content Standards English Language Development Instructional Technology Co-teaching models 	<ul style="list-style-type: none"> All staff will use Wednesday Collaboration Time to address the Collaborative Student Viking Learner Outcome Monitor the ELD standards in the instructional day across a variety of subject areas. Math teachers will use Collaboration Time to develop common assessments English teachers will use Collaboration Time to develop horizontal articulation (pacing, assessments) Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE (G-Suite). 85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD or CTE during the school year. 	<p>Collaboration Days- No Funding Needed</p> <p>PD Opportunity Summer/ After School Collaboration Title II - Site 5,000</p> <p>District PD Opportunities Title II - District 200,000</p> <p>District PD Opportunities Title III 39,000</p> <p>Funding source - Educator Effectiveness Funds 179,000</p>	
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	Continue to refine district common assessments in English and Math,	TOSAs (Total District Cost) See Goal 3	
<p>Provide K-12 TOSAs to support Instruction, assessment development, and instructional feedback:</p> <ul style="list-style-type: none"> Secondary Instructional Specialists Elementary Instructional Specialists CTEIG Illuminate/Data 			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD <ul style="list-style-type: none"> • CUSD Triad • PD, PBIS • ASP Intervention			
Release time for peer rounds observations and debrief.	Interested teachers will participate in long-term professional development opportunities	Site PD After School- PD PLCs Peer- Observation Conferences. Teacher Release Time Title II - Site 8,642	

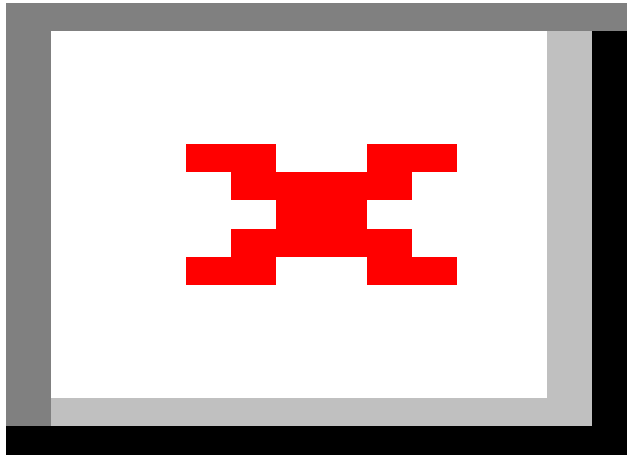
Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Site Goals 1 and 2: English, Math, Science, History, and PE departments developed, refined, administer, and analyzed the results of at least three common assessments per grade level. This was driven by the District Leadership Council and our Instructional Leadership Team (ILT). ILT team members would then go back to their departments who would meet during Wednesday late start collaboration and analyze assessment data to improve instruction and learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Site Goals 1 and 2: Our CAASPP scores increased from last year. We increased 14.8 points in English Language Arts and 4.7 points in Math.



Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Site Goals 1 and 2: There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Site Goal 1

:

English and Math, will continue to refine, administer, and analyze the results of at least three common assessments per grade level.

Science and History, will develop 1 common writing assessment per semester that addresses Common Core ELA Standards . See below

Science:

Standards in this strand:[CCSS.ELA-LITERACY.RST.6-8.1](#)[CCSS.ELA-LITERACY.RST.6-8.2](#)[CCSS.ELA-LITERACY.RST.6-8.3](#)[CCSS.ELA-LITERACY.RST.6-8.4](#)[CCSS.ELA-LITERACY.RST.6-8.5](#)[CCSS.ELA-LITERACY.RST.6-8.6](#)[CCSS.ELA-LITERACY.RST.6-8.7](#)[CCSS.ELA-LITERACY.RST.6-8.8](#)[CCSS.ELA-LITERACY.RST.6-8.9](#)[CCSS.ELA-LITERACY.RST.6-8.10](#)Key Ideas and Details:[CCSS.ELA-LITERACY.RST.6-8.1](#)

Cite specific textual evidence to support analysis of science and technical texts.

[CCSS.ELA-LITERACY.RST.6-8.2](#)

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RST.6-8.3](#)

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.Craft and Structure:

[CCSS.ELA-LITERACY.RST.6-8.4](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to

grades 6-8 texts and topics

[CCSS.ELA-LITERACY.RST.6-8.5](#)

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

[CCSS.ELA-LITERACY.RST.6-8.6](#)

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RST.6-8.7](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

[CCSS.ELA-LITERACY.RST.6-8.8](#)

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

[CCSS.ELA-LITERACY.RST.6-8.9](#)

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RST.6-8.10](#)

By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

School Goal 2:

CJHS History, Science, English, and Math will maintain Stage 4 or higher on the CSCS Implementation Rubric.

History:

Standards in this strand:[CCSS.ELA-LITERACY.RH.6-8.1](#)[CCSS.ELA-LITERACY.RH.6-8.2](#)[CCSS.ELA-LITERACY.RH.6-8.3](#)[CCSS.ELA-LITERACY.RH.6-8.4](#)[CCSS.ELA-LITERACY.RH.6-8.5](#)[CCSS.ELA-LITERACY.RH.6-8.6](#)[CCSS.ELA-LITERACY.RH.6-8.7](#)[CCSS.ELA-LITERACY.RH.6-8.8](#)[CCSS.ELA-LITERACY.RH.6-8.9](#)[CCSS.ELA-LITERACY.RH.6-8.10](#)Key Ideas and Details:[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).Craft and Structure:

[CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-LITERACY.RH.6-8.6](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.RH.6-8.8](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[CCSS.ELA-LITERACY.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic.Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RH.6-8.10](#)

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Site Goal 2:

During 2019-20 School year CJHS Math, History, Science, and English will maintain a Stage 4 or higher on the CSCS Implementation Rubric.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

District 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 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.
- CJHS 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.
- CJHS 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.
- CJHS will increase the number of EL students who reach a "3" or "4" on the SBAC in ELA and Math by 3% over the previous year's scores.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
See CAASPP Reports Below in Analysis Section	100%	All goals met except EL scores in Math

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	Continue to implement an Early Warning System to identify and support students in danger of not graduating.	Secondary Counselors (Total Cost for all Secondary Sites) LCFF - District Supplemental 1,741,419	
		.5 Grant Funded Counselor	
		Career Pathways Grant	
		Grant Funding 49,519	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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"> Increase the support for all students with D and F grades through: <ul style="list-style-type: none"> Center For Success (CFS) Lunch time After School Support Saturday School academic support 	Certificated Staff Title I - Site 67,434.17	
	Saturday School	IA Computer Aide LCFF - Base	
	<ul style="list-style-type: none"> (.2) i-Ready Intervention (C.M) (.2) IRI class (S.H.) (.4) Team Teaching Model (V.Q.) (.2) IMI Class (S.K.) (1hr.)Additional Library aide (1hr.)Additional Library aide 	Cert. Staff (.2) Title I - Site 24,833.60 Cert. Staff (.2) Title I - Site 26,565.83 Cert. Staff (.4) Title I - Site 33,777.25 Cert. Staff (.2) Title I - Site 24,127.06 1hr. Lib. Aide Title I - Site 7,524 1hr. Lib. Aide LCFF - Site Supplemental 7,523.93	
	<ul style="list-style-type: none"> (.6)Team Teaching (TBD) Additional Counseling/ Beh. Sp. (TBD) Headphones/ Tech for i-Ready Field Trips (career and College) 	Cert. Staff (.2) Title I - Site 71,105 Title I - Site 20,000 Title I - Site 1,600 Title I - Site 9,400	
	Intervention Coordinator (1.0 TOSA)	Certificated Title I - Site 109,158.25	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide the following services to improve instruction: <ul style="list-style-type: none"> Bilingual Aides TK Instructional Aides All Day K Instructional Aides 	(.3) day of additional School Counselor work with Social Groups	.3 Additional School Counselor Title I - Site 24,789.84	
Provide after school homework support at Elementary and Secondary as per site's needs.	Purchase Multicultural Books for the library	Additional books for Library Title I - Site 2,000	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

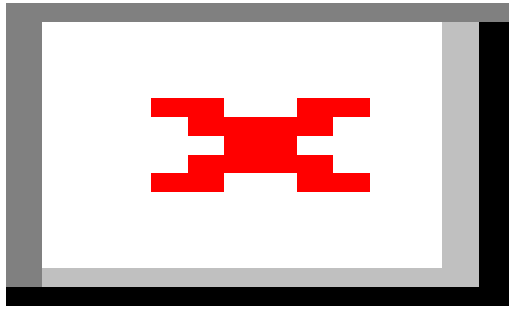
Site Goal 1: Our Intervention coordinator would run an AERIES report identifying all students failing a class on a weekly basis. Students that were identified were called in by their teachers during lunch for extra help and support. The intervention coordinator would also meet with the students and offered and or directed them to counseling. If need be he would also schedule Parent teacher conferences. Students who continued to struggle were directed to SBIT where additional in-class modifications were applied to the student. If students continued to struggle they were placed in an Intervention class for additional support. Team teaching were also provided support in some math classes in all 3 grade levels.

Site Goal 2: Teachers met in course alike and grade alike teams on Wednesday mornings during late start collaborations to identify the standards that needed to be addressed within pacing guides. They also reviewed the data from common assessments and sought out ways to improve student learning and teaching practices.

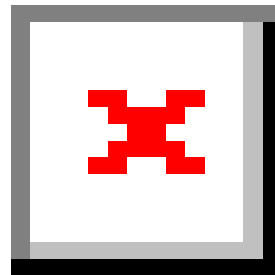
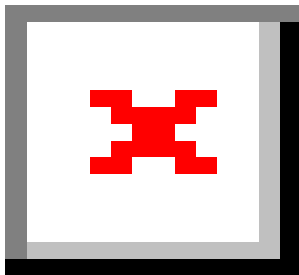
Site Goal 3: Our ELD teacher, Bilingual Support staff, and Targeted Case Manager worked with our EL students in English and Math Classes to support student learning. Students were also supported in our after school program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

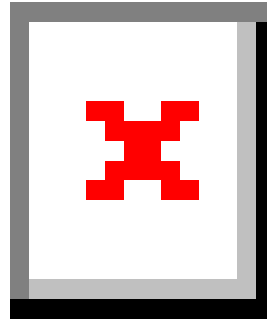
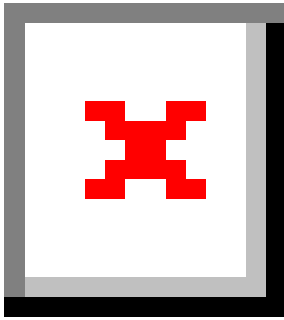
Site Goal 1: This is the 1st year we have ever met this goal.



Site Goal 2: In ELA the preliminary scores show an increase of 7%.

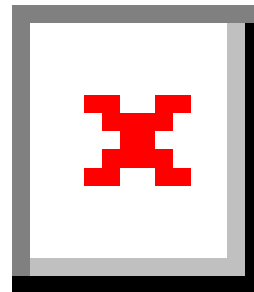
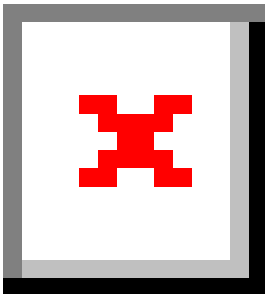


In Math the preliminary scores show an increase of 5%. Although not all the scores are in.

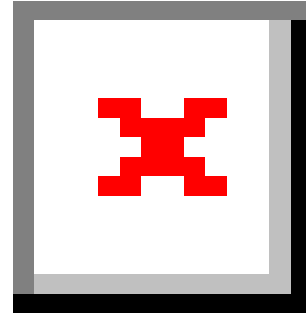
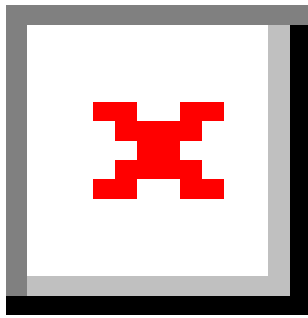


Site Goal 3: CJHS will increase the number of EL students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.

In ELA the preliminary results show a 3% increase



In Math the preliminary results show a drop of 6%.



Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Site Goal 1: There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures

Site Goal 2: There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures

Site Goal 3: There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Site Goal 1: CJHS will continue to reduce the number of students with at least one F grade by 10% from the first Progress Report to the end of the semester.

Site Goal 2: CJHS will continue to 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

Site Goal 3: CJHS will continue to increase the number of EL students who reach a "3" or "4" on the SBAC in ELA and Math by 3% over the previous year's scores.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

District 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.

Site Goal:

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
See Aeries report below in analysis section	90%	See below in Site Goal Analysis

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide teacher and staff training/information in: <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">• Not applicable to Junior High School• Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	No Funding Needed Funding source - LCFF Base 10,000 Education for the Future Survey	
Provide TCMs to: <ul style="list-style-type: none">• Increase parent participation as demonstrated by logging	Continue to employ TCM at site	Targeted Case Managers (Total District Cost) LCFF - District Supplemental 357,353	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instances of parent contact in Aeries <ul style="list-style-type: none"> Support parents during conferences Conduct home visits as needed Be a liaison to their site and the District English Learner Advisory Committee			
	<ul style="list-style-type: none"> Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school Begin discussions of requiring Aeries usage in Instructional Council Survey student and staff groups to identify additional activities	No Funding Needed	
Increase parent involvement as measured by: <ul style="list-style-type: none"> Attendance at Parent Teacher Conferences in TK-5 Parent Information/Back to School Nights Attendance at Family nights (Fall Festivals, Multi-Culture Nights, Math and Science nights, Movie Nights, etc)	Advertise activities in multiple languages	Parent Liaison LCFF - Site Supplemental 25,976.78	
		Bilingual Aide LCFF - Site Supplemental 5,441.86	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Site Goal 1: Teachers were encouraged to update their Aeries Gradebook in a timely manner at Monthly staff meetings. They were informed that doing so allowed us to provide supports to students in a timely manner.

Site Goal 2: An Aeries report was run on a weekly basis from the start of the school year. Our Targeted Case Manager and our parent Liaison would call and invite the parents on the report to come to CJHS. The parents would be taught how

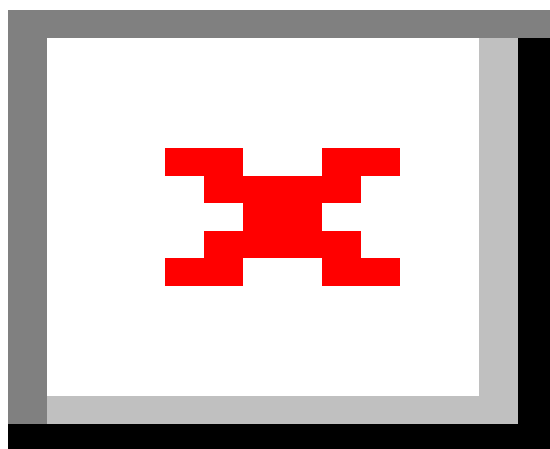
to log in and check their students grades.

Site Goal 3: All students in History classes were shown how to log into Aeries and check their grades. Next year the focus will only be in 6th grade History classes.

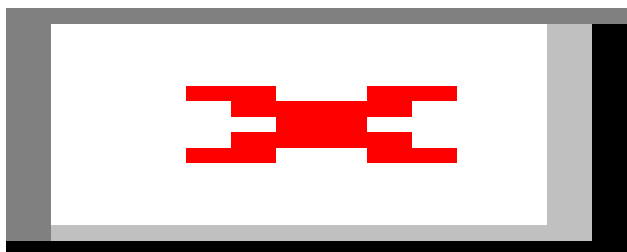
Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Site Goal 1: CJHS will have teachers update Aeries Gradebook in a timely manner.

Site Goal 2: CJHS had more than 97% of our parents signed up with Aeries portal accounts. Below are the parents who did not have accounts. 826 of 851 had accounts.



Site Goal 3: CJHS had 9 students without an Aeries accounts. 842 students out of 851 had Aeries accounts for a total of 98.9%. Below are the students who did not have accounts.



Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Site Goal 1: There were no material differences between the Proposed Expenditures and Estimated Expenditures

Site Goal 2: There were no material differences between the Proposed Expenditures and Estimated Expenditures

Site Goal 3: There were no material differences between the Proposed Expenditures and Estimated Expenditures

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Site Goal 1: CJHS will continue to have teachers update Aeries Gradebook in a timely manner.

Site Goal 2: CJHS will continue to have 90% or more of the parents signed up with Aeries portal accounts.

Site Goal 3: CJHS will continue to have 90% or more of the students signed up with Aeries portal accounts.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

District 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.

-

CJHS will reduce Chronic Absenteeism by 2% annually.

-

CJHS will maintain a 96% or better ADA.

-

Reduce Suspension Rate by 3% from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard and Aeries Attendance Reports	100%	Did not meet any of the 3 site goals.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development for all staff in:			
<ul style="list-style-type: none"> • becoming a trauma-informed district 	<ul style="list-style-type: none"> • All staff will be provided information that clearly outlines student behavioral expectations and procedures for addressing student behavior concerns. 	WEB Training LCFF - Site Supplemental 2,000	
<ul style="list-style-type: none"> • behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> • All staff will have professional development on Trauma Informed by Matt Reddam, de-escalation training from Andy Duch, Nurtured Heart approach, and Mindset training. 	PBIS LCFF - Site Supplemental 16,400.14	
		Credit Recovery LCFF - Site Supplemental 12,966.74	
		LCFF - Site Supplemental 6,000	
		TBD	
		Safe Schools 2,647	
	<ul style="list-style-type: none"> • Every other staff meeting will be a Student support staff meeting to discuss our 	Anti-Bullying Presentation for all grades	
		Funding source - Title 1/LCAP	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>At- Risk and LCAP students' progress.</p> <ul style="list-style-type: none"> All campus supervisors will receive training that has a focus of working with students in a positive manner. WEB Program for incoming 6th graders PBIS Support Staff and Incentives CAL Support Staff Ovation Anti Bullying 7th Grade Presentation Ovation Bullying Program 	Title I - Site 10,000	
	<ul style="list-style-type: none"> Chico Junior staff will consistently monitor daily school attendance and educate parents and students about the importance of regular attendance. Promote positive attendance through weekly, monthly, 	Certificated Staff LCFF - Base	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>semester and annual attendance awards that include: end of the year drawing for students with perfect attendance (students get their name in a drawing for every month they have perfect attendance.)</p> <ul style="list-style-type: none"> <p>Include informational research about the importance of daily school attendance in the school video newsletter.</p> <ul style="list-style-type: none"> <p>Utilize Saturday school for ADA recoup days.</p> <ul style="list-style-type: none"> <p>Adhere to CUSD attendance/SARB policies and procedures</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 	<p>Notify staff of benefits of ISS vs. Out-of-School Suspension</p>		
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> EMHI/PIP Guidance Aides Elementary Counselors Nurses 	<ul style="list-style-type: none"> Employ Nurses 	<p>Nurses (Total District Cost) LCFF - District Supplemental 107,044</p> <p>Health Assistants (Total District Cost) LCFF - District Supplemental 496,363</p> <p>MNI (Total District Cost)</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Health Aides Cal Safe Teen Parenting Program 	<ul style="list-style-type: none"> Employ Health Assistants Provide MNI Services as needed 	LCFF - District Supplemental 336,250	
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> Campus Supervisor (Additional) Surveillance System Maintenance Radio Maintenance Employ campus supervisors 	Campus Supervision (Total District Cost) LCFF - District Supplemental 616,831	
		Campus Supervision (Total District Cost) LCFF - Site Supplemental 3,417.32	
		Additional Cameras (MPR, Quad) Safety Radios Safe Schools 2,390	
		Safety Conferences/ Additional Supervision Safe Schools 2,855	
Support student engagement in Art, Music, and PE activities at the elementary schools.	Not applicable		

Analysis

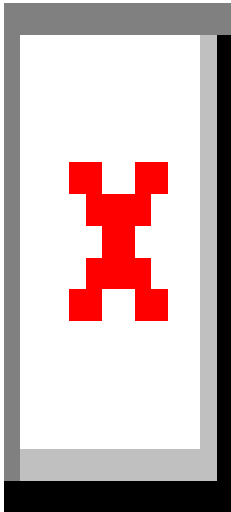
Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Site Goal 1: Our attendance personnel worked closely with our Intervention Specialist, Assistant Principal, Targeted Case Manager, and Counselors. Students attendance needs were assessed and staff would address the issues. In cases where attendance issues could not be remedied, students would be referred to the Student Attendance review Board.

Site Goal 2 and 3: CJHS created a positive PBIS culture. Students were rewarded for positive behaviors, to include attendance. They would earn Cougar bucks and be able to purchase items at our cougar store 2 times per week. Please see our website for all the PBIS process. <http://cjhs.chicousd.org/The-Cougar-Way/index.html> Tier 2 started implementation this year. Tier 3 is slated to start in the 2019-20 School year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Site Goal 1: CJHS did not reduce Chronic Absenteeism by 2% this year. However we maintained and did not see a significant change.



Site Goal 2: CJHS tried to maintain a 96% or better ADA. While we came close with our Regular education program, however we saw concerns with our Special Ed Population who saw a decline in attendance from the 1st semester to the second semester of 4.81% going from 96.22% to 91.41%.

For our Regular program we averaged 95.68%



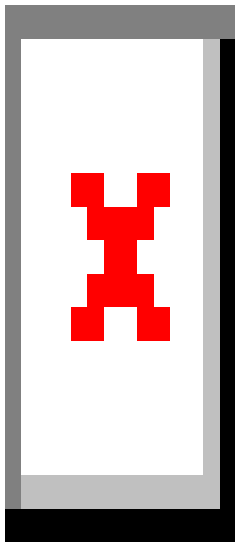
For Our Special Ed-SDC we averaged 92.46%



Not taken into account were students on MNI, although their attendance was at 75.86%



Site Goal 3: We did not reduce Suspension Rate by 3% from the previous year, however we did improve by .8% from the previous year.



Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Site Goal 1: There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures

Site Goal 2: There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures

Site Goal 3: There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Site Goal 1: CJHS will continue to reduce Chronic Absenteeism by 2% annually.

Site Goal 2: CJHS will continue maintain a 96% or better ADA

Site Goal 3: CJHS will continue to the Reduce Suspension Rate by 3% from the previous year.

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	103,202,840
LCAP - District	13,582,453
LCAP - Site	101,862
Title 1 - District	913,590
Title 1 - Site	246,895
Title II- District	229,494
Title II- Site	12,960
Title III - District	79,735

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

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:

- Pedro A. Caldera School Principal
- Chase Redkey, Kevin Wisdom, Alex Erwin Classroom Teachers
- Jay Nelson, Jessica Capen Other School Staff
- Patty Standley, Sylvia Accetta, Bianca Alvarado Parent or Community Members
- Isabella Valle Snyder, Sofia Alfaro, Samantha Knipsek Secondary Students

Name of Members	Role
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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

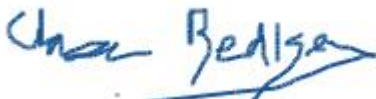
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/1/2019.

Attested:



Principal, Pedro A. Caldera on 5/01/19



SSC Chairperson, Chase Redkey on 5/01/19

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program