

School Year: **2021-22**

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	3/12/2021
Schoolsite Council (SSC) Approval Date	4/14/2021
Local Board Approval Date	

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 and 7th grade 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. All classrooms have View Sonics and document cameras. 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.

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 2nd Wednesday of the month at 3:30 via Zoom. Our Instructional Leadership Team, comprised of teacher department representatives meet on the 1st Monday of the month at 3:00 in room 305. ELAC meetings are held monthly on the 3 Thursday of the month. Our annual Title 1 meeting/video presentation was held September 4th, 2020 via link on our Website.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.68%	1.82%	1.32%	14	16	12
African American	2.40%	2.85%	2.53%	20	25	23
Asian	5.15%	4.44%	4.07%	43	39	37
Filipino	0.36%	0.34%	0.11%	3	3	1
Hispanic/Latino	36.29%	37.47%	38.33%	303	329	348
Pacific Islander	0.60%	0.23%	0.33%	5	2	3
White	49.10%	48.41%	47.91%	410	425	435
Multiple/No Response	1.20%	0.68%	4.3%	10	6	10
Total Enrollment				835	878	908

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	291	297	301
Grade 7	258	319	295
Grade 8	286	262	312
Total Enrollment	835	878	908

Conclusions based on this data:

1. Chico Junior is experiencing increased enrollment.
2. Chico Junior Latino population has increased from 36.29% in 17-19 to 38.33% in 19-20.
3. Chico Junior student groups did not change significantly from the 18-19 school year to the 19-20 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	50	43	65	6.0%	4.9%	7.2%
Fluent English Proficient (FEP)	135	141	131	16.2%	16.1%	14.4%
Reclassified Fluent English Proficient (RFEP)	25	25	7	30.5%	50.0%	16.3%

Conclusions based on this data:

1. The number of EL students changed from 6.0% in 17-18 to 7.2% in 19-20.
2. The number of (FEPS) did not change significantly from 17-18 to 19-20.
3. CJHS reclassification rate declined from 50% in 18-19 to 16.3% in 19-20. Note that Chico Junior went to Distance learning in March 2020 and many students did not finish their ELPAC tests.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	242	289	294	234	283	288	233	283	288	96.7	97.9	98
Grade 7	258	259	304	253	249	289	253	249	289	98.1	96.1	95.1
Grade 8	287	269	246	281	258	237	281	258	237	97.9	95.9	96.3
All Grades	787	817	844	768	790	814	767	790	814	97.6	96.7	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2499.	2498.	2517.	9.01	11.31	18.40	27.90	28.62	32.29	30.47	27.21	22.22	32.62	32.86	27.08
Grade 7	2537.	2553.	2564.	11.07	14.86	21.11	36.36	38.96	38.75	26.09	27.31	18.34	26.48	18.88	21.80
Grade 8	2541.	2566.	2569.	12.81	12.02	18.99	29.89	41.09	36.71	25.62	24.81	24.05	31.67	22.09	20.25
All Grades	N/A	N/A	N/A	11.08	12.66	19.53	31.42	35.95	35.87	27.25	26.46	21.38	30.25	24.94	23.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.30	19.79	24.31	53.65	42.76	45.14	33.05	37.46	30.56
Grade 7	19.37	24.50	28.37	50.59	48.19	45.33	30.04	27.31	26.30
Grade 8	18.15	20.16	25.32	43.06	52.33	47.68	38.79	27.52	27.00
All Grades	17.08	21.39	26.04	48.76	47.59	45.95	34.16	31.01	28.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.45	16.61	21.53	44.64	39.22	43.75	42.92	44.17	34.72
Grade 7	22.92	28.11	35.64	47.43	53.41	45.33	29.64	18.47	19.03
Grade 8	21.15	25.19	27.97	40.86	49.22	45.34	37.99	25.58	26.69
All Grades	19.08	23.04	28.41	44.18	46.96	44.77	36.73	30.00	26.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.45	14.13	18.40	70.82	64.31	62.15	16.74	21.55	19.44
Grade 7	15.42	15.26	18.69	62.85	69.48	64.01	21.74	15.26	17.30
Grade 8	11.39	18.60	12.24	69.75	69.77	71.73	18.86	11.63	16.03
All Grades	13.04	15.95	16.71	67.80	67.72	65.60	19.17	16.33	17.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.88	17.67	27.43	54.08	50.88	46.18	30.04	31.45	26.39
Grade 7	21.34	25.70	31.14	53.36	56.63	49.83	25.30	17.67	19.03
Grade 8	19.93	29.46	28.27	46.98	53.10	52.74	33.10	17.44	18.99
All Grades	19.17	24.05	28.99	51.24	53.42	49.39	29.60	22.53	21.62

Conclusions based on this data:

1. In Reading, Writing, and Listening all 6th, 7th, and 8th graders the %Above standard has improved from 16-17 to 18-19. The CAASPP was not given in 19-20 due to COVID-19.
2. In Research/Inquiry all 6th and 7th graders the %Above standard improved the past three years. 8th grades dropped by 1.19 percent in the %Above standard.
3. The CAASPP will be given in the 20-21 School Year.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	242	288	293	233	280	281	233	280	280	96.3	97.2	95.9
Grade 7	258	258	304	253	245	285	253	244	285	98.1	95	93.8
Grade 8	287	267	246	278	249	232	277	249	230	96.9	93.3	94.3
All Grades	787	813	843	764	774	798	763	773	795	97.1	95.2	94.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2483.	2482.	2494.	10.30	12.50	13.21	13.73	13.93	22.14	33.48	27.14	25.00	42.49	46.43	39.64
Grade 7	2533.	2546.	2534.	19.37	24.59	20.00	18.97	19.67	22.46	30.04	29.10	24.21	31.62	26.64	33.33
Grade 8	2540.	2544.	2566.	21.66	18.47	26.96	15.88	21.69	19.13	19.86	25.30	24.35	42.60	34.54	29.57
All Grades	N/A	N/A	N/A	17.43	18.24	19.62	16.25	18.24	21.38	27.39	27.17	24.53	38.93	36.35	34.47

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	13.79	15.71	20.36	27.59	26.43	35.00	58.62	57.86	44.64	
Grade 7	25.69	32.92	26.67	35.97	29.22	29.47	38.34	37.86	43.86	
Grade 8	27.08	25.70	33.48	25.99	37.35	36.52	46.93	36.95	30.00	
All Grades	22.57	24.35	26.42	29.79	30.83	33.46	47.64	44.82	40.13	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.59	12.14	13.21	38.20	36.07	42.86	50.21	51.79	43.93
Grade 7	21.74	30.04	22.11	49.01	44.03	47.02	29.25	25.93	30.88
Grade 8	24.91	17.27	27.39	36.10	53.41	39.13	38.99	29.32	33.48
All Grades	19.79	19.43	20.50	41.02	44.17	43.27	39.19	36.40	36.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.02	14.29	18.21	44.64	40.00	41.07	43.35	45.71	40.71
Grade 7	16.60	25.10	21.75	53.75	54.32	53.33	29.64	20.58	24.91
Grade 8	22.74	22.89	29.57	40.07	46.18	42.61	37.18	30.92	27.83
All Grades	17.43	20.47	22.77	46.00	46.50	45.91	36.57	33.03	31.32

Conclusions based on this data:

1. We may want to continue to do team teaching in Math A and Math B, supported by Title 1 funds.
2. The CAASPP was not given in 19-20 due to COVID-19.
3. The CAASPP will be given in the 20-21 School Year.

School and Student Performance Data

ELPAC Results 2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1523.8	1521.7	1519.3	1507.2	1527.8	1535.7	16	19
Grade 7	1546.0	1542.1	1533.4	1525.0	1558.5	1558.9	11	14
Grade 8	*	*	*	*	*	*	*	8
All Grades							36	41

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.32	*	31.58	*	26.32	*	15.79	16	19
7	*	21.43	*	50.00	*	14.29		14.29	11	14
8	*	*	*	*	*	*		*	*	*
All Grades	*	26.83	55.56	41.46	*	19.51	*	12.20	36	41

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.32	*	42.11	*	10.53	*	21.05	16	19
7	*	42.86	*	28.57	*	7.14		21.43	11	14
8	*	*	*	*	*	*		*	*	*
All Grades	47.22	36.59	44.44	36.59	*	9.76	*	17.07	36	41

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	10.53	*	36.84	*	26.32	*	26.32	16	19
7	*	14.29	*	42.86	*	35.71	*	7.14	11	14
8	*	*	*	*		*		*	*	*
All Grades	*	12.20	44.44	39.02	*	31.71	*	17.07	36	41

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	15.79	*	57.89	*	26.32	16	19
7	*	14.29	*	57.14	*	28.57	11	14
All Grades	36.11	17.07	55.56	58.54	*	24.39	36	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	36.84	*	47.37	*	15.79	16	19
7	*	71.43	*	14.29		14.29	11	14
All Grades	63.89	51.22	33.33	36.59	*	12.20	36	41

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	10.53	*	52.63	*	36.84	16	19
7	*	14.29	*	57.14	*	28.57	11	14
8	*	*	*	*	*	*	*	*
All Grades	*	14.63	38.89	53.66	38.89	31.71	36	41

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	42.11	68.75	47.37	*	10.53	16	19
7	*	21.43	*	78.57		0.00	11	14
All Grades	*	26.83	72.22	68.29	*	4.88	36	41

Conclusions based on this data:

1. Reading should be a focus as EL students who took the ELPAC scored lower in the reading domain. Many EL students did not take the ELPAC in 19-20 due to COVID -19.
2. Possibly consider supporting EL summer program or after school program using Title 1 funds to support.
3. The ELPAC will be given in the 20-21 School year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
878	61.5	4.9	1.4

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	4.9
Foster Youth	12	1.4
Homeless	22	2.5
Socioeconomically Disadvantaged	540	61.5
Students with Disabilities	159	18.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	2.8
American Indian	16	1.8
Asian	39	4.4
Filipino	3	0.3
Hispanic	329	37.5
Two or More Races	33	3.8
Pacific Islander	2	0.2
White	425	48.4





Conclusions based on this data:

1. Chico Junior has a high percentage of Socioeconomically Disadvantaged students (61.5%).
2. Chico Junior has a high percentage Student with Disabilities at 18.1% State average is 12.5%

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 508 852 535">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 508 1331 535">Orange</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 707 368 735">Yellow</p>		

Conclusions based on this data:

1. Chico Junior has a population of students that are Chronically Absent.
2. Chico Junior suspension rate is a concern. Continue to seek out different alternatives to suspensions.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 3.1 points above standard Increased ++11.9 points 779	<p>English Learners</p>  Orange 46.4 points below standard Maintained ++2.4 points 151	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p>Homeless</p>  No Performance Color 21.7 points below standard Increased Significantly ++75.9 points 27	<p>Socioeconomically Disadvantaged</p>  Yellow 23.7 points below standard Increased Significantly ++17.3 points 494	<p>Students with Disabilities</p>  Orange 92.6 points below standard Increased Significantly ++16.8 points 142

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 50 points below standard Maintained -1.9 points 21	 No Performance Color 26.4 points below standard Declined Significantly -22.1 points 14	 Orange 18.1 points below standard Maintained ++0.1 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27.3 points below standard Increased ++8.8 points 298	 No Performance Color 3.7 points below standard Increased Significantly ++11.7 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 33.4 points above standard Increased Significantly ++10 points 373

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.2 points below standard Declined -7.1 points 40	19.8 points below standard Increased ++10.7 points 111	13.5 points above standard Increased ++14.1 points 605

Conclusions based on this data:

- Our current English Learners declined. Once again consider adding an after school ELD class and possibly a summer school program supported by Title 1 funds.

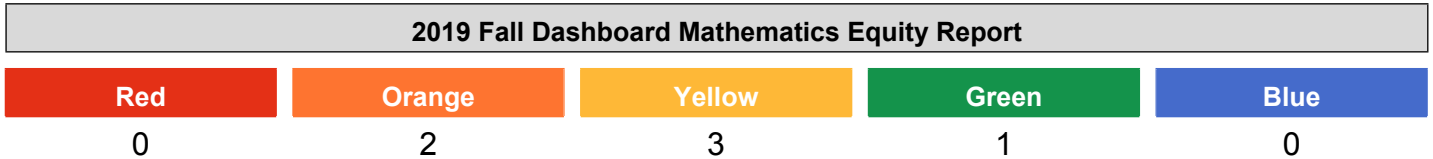
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 34.6 points below standard Increased ++7.6 points 762	<p>English Learners</p>  Orange 89.9 points below standard Maintained ++2.1 points 152	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color 85.4 points below standard Increased Significantly ++67.4 points 27	<p>Socioeconomically Disadvantaged</p>  Yellow 67.6 points below standard Increased ++12.2 points 483	<p>Students with Disabilities</p>  Orange 144.4 points below standard Increased Significantly ++18.6 points 138

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 131.2 points below standard Declined Significantly -47.7 points 20	 No Performance Color 68.1 points below standard Declined Significantly -39.1 points 14	 Yellow 48.8 points below standard Increased ++9.2 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 62.6 points below standard Increased ++8.6 points 289	 No Performance Color 53.7 points below standard Increased ++4 points 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 3.9 points below standard Increased ++14.2 points 366

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
161.6 points below standard Declined Significantly -15.3 points 40	64.3 points below standard Increased ++11.6 points 112	22.3 points below standard Increased ++9.2 points 588

Conclusions based on this data:

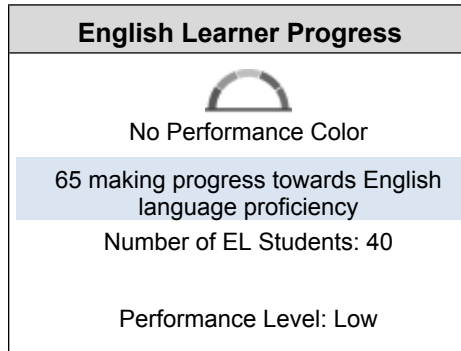
1. Our current EL, African American, and American Indian students declined significantly. Consider continue supporting Math A and B with Team Teaching via Title 1 Funds.

School and Student Performance Data

Academic Performance English Learner Progress

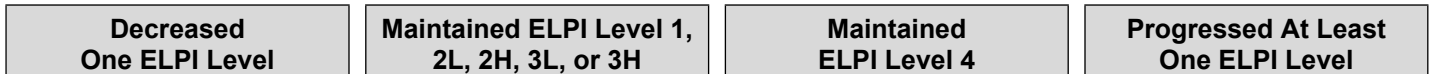
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. There is a need to continue to support our ELD classes with Bilingual Aide time, funded through LCAP.

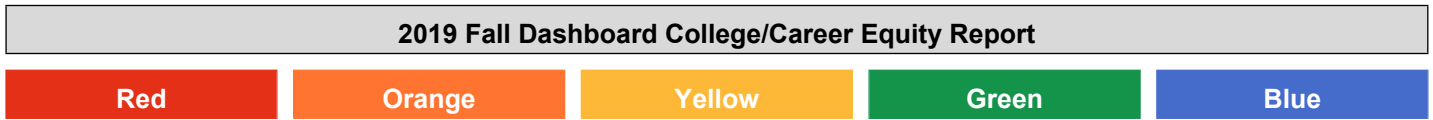
School and Student Performance Data

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.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

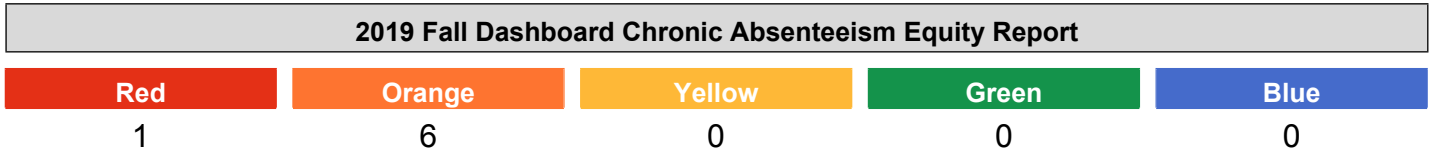
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 13 Increased +1.3 932	<p>English Learners</p>  Orange 8.3 Increased +2.6 60	<p>Foster Youth</p>  No Performance Color 35 Increased +10 20
<p>Homeless</p>  No Performance Color 43.3 Increased +4.2 60	<p>Socioeconomically Disadvantaged</p>  Orange 16.7 Maintained +0.2 615	<p>Students with Disabilities</p>  Orange 19.9 Increased +1.1 181

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.4 Declined -10.6 28	 No Performance Color 23.5 Increased +9.2 17	 Orange 7.7 Increased +7.7 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12 Maintained +0.2 342	 Red 30 Increased +6.2 50	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 11.5 Increased +1.1 451

Conclusions based on this data:

- Overall CJHS has 6 subgroups in Orange and 1 subgroup (Two or More Races) in Red.
- Continue to support PBIS, WEB and Targeted Case Manager.

School and Student Performance Data

Academic Engagement Graduation Rate

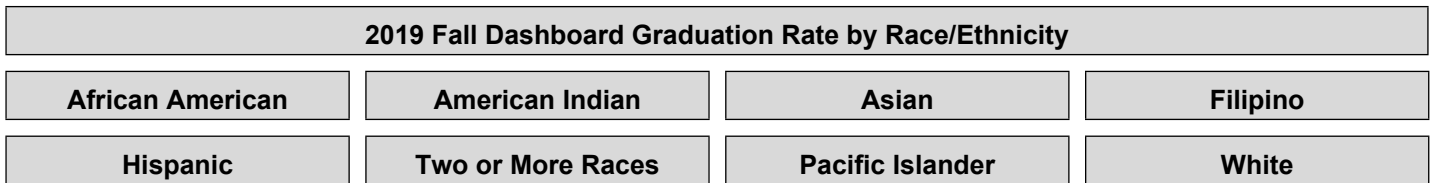
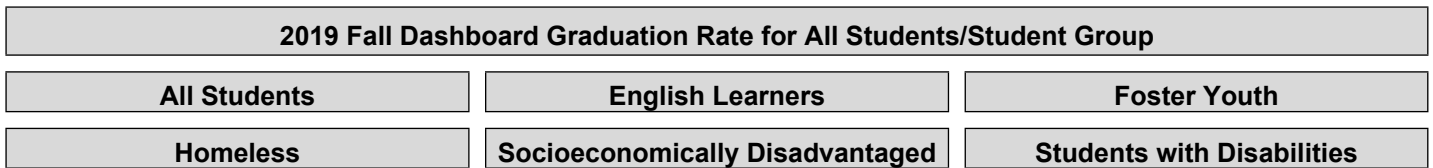
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

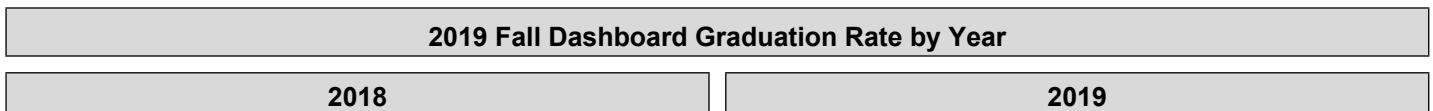
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. N/A

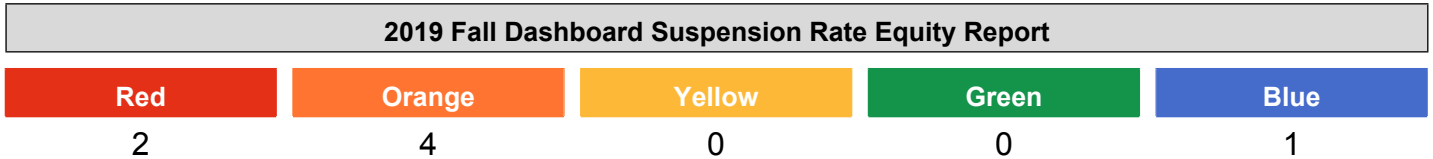
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 8.2 Increased +2.4 969	<p>English Learners</p>  Blue 0 Declined -1.9 62	<p>Foster Youth</p>  No Performance Color 22.7 Increased +12.2 22
<p>Homeless</p>  No Performance Color 25 Increased +11.2 68	<p>Socioeconomically Disadvantaged</p>  Orange 10 Increased +2.2 643	<p>Students with Disabilities</p>  Red 15.3 Increased Significantly +15.3 190

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 19.4 Increased +7.8 31	 No Performance Color 11.8 Declined -2.5 17	 Orange 2.6 Increased +0.3 39	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.7 Increased +2.3 352	 Red 19.2 Increased +5.9 52	 No Performance Color Less than 11 Students - Data 2	 Orange 7 Increased +1.9 473

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.7	8.2

Conclusions based on this data:

1. Chico Junior has 4 subgroups in Orange and 1 (Two or More Races) in the Red. Our overall suspension rate increased from 2018-2019 by 2.5%.
2. Continue supporting PBIS and WEB.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials, and Facilities

Goal Statement

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

LCAP Goal

CUSD LCAP Goal 1: Quality Teacher, Materials, and Facilities

Chico Junior Site Goals:

1. CJHS will have access to curriculum, instructional materials and technology to support student achievement. By June 1, 2022, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS. (One of the four training sessions will address equity and bias.)
2. Teachers will be trained in Bias and Equity practices: MTSS tier one all subsections
3. During the 2021- 2022, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.
4. Teachers will be trained in PBIS: MTSS tier one behavioral and social-emotional support subsection

Basis for this Goal

Research indicates that teacher effectiveness has one of the greatest effects on student achievement. Students need and deserve access to highly-qualified teachers who are willing to engage in continuous learning. Chico Junior, as part of the Chico Unified School District, is committed to attracting and retaining highly-qualified teachers. Additionally, we are committed to maintaining and beautifying our facilities in order for students, families, and staff members to have a sense of pride in our school. The safety of our facilities is consistently monitored by our Maintenance and Operations Department. Chico Junior students have access to appropriate instructional materials and the necessary technology to ensure that they are ready and prepared for their educational experience.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Williams Compliance	All teachers are 100% appropriately assigned and credentialed.	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Facilities Inspection Tool (FIT) indicates "good".
State Priority 1: Basic Instructional Materials	100% of Chico Junior classrooms have sufficient instructional materials as verified by a CUSD School Board Resolution and the Williams Report.	Chico Junior classrooms will continue to have sufficient instructional materials as verified by the Williams Report.

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Instructional Materials	Chico Junior has a 1:1 device to student ratio for their chromebooks. Chico Junior students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Chico Junior will maintain a 1:1 device to student ratio for their chromebooks. Chico Junior students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.

Planned Strategies/Activities

Strategy/Activity 1

Chico Junior will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Chico Junior will prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure

Amount	176,000
Source	LCFF - District Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Renaissance Place, iReady (Total District Cost)
Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Educational Software (Total District Cost)
Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure
Amount	725,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Description	Restricted Lottery Textbook Fund

Strategy/Activity 3

Chico Junior will facilitate communicate with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	4,000,000
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Maintenance and Operations

Strategy/Activity 4

Chico Junior will facilitate the home and school usage of student Chromebooks including device management, and will ensure student access to emerging technologies.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	385,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	IT Support Staff - Total District Cost

Strategy/Activity 5

Libraries will be maintained and available for student use.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,100,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Librarians and Library Media Assistants

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

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Description

No Site Expenditures

Strategy/Activity 7

Chico Junior will support BTSA professional development by providing a mentor teacher and providing release time for collaboration.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Fully Align Curriculum and Assessments with California State Standards

Goal Statement

Chico Junior will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

LCAP Goal

CUSD LCAP Goal 2: Fully align Curriculum and Assessment with State Standards

Chico Junior Site Goals:

1. By June 1, 2022, English and Math will continue to refine, administer, and analyze the results of at least three common assessments per grade level.
2. By June 1, 2022 Science and History will refine, administer, and analyze 1 common writing assessment per semester that addresses CAASPP Writing and Reading Standards
3. By June 1, 2022 PE and Electives will create and administer 1 common assessment tied to CAASPP Writing and Reading Standards

Basis for this Goal

Chico Junior staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the California State Content Standards and Next Generation Science Standards (NGSS), and administer assessments that align with state standardized assessments (SBAC). Grades 6-8 have a comprehensive local assessment plan in place for both English Language Arts and Math. In order to improve teacher engagement in systematic formative assessment practices, ensure the most effective use of technology for assessment, and to improve the effectiveness of the assessments, it is necessary to constantly revise this plan. Chico Junior has a teacher representative on the District Leadership Committee who regularly attends meetings and reports back to staff.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	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.
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 CJHS teachers attend one or more CSCS training in Math, English Language Arts, English

Metric/Indicator	Baseline	Expected Outcome
		Language Arts, ELD, and the and/or NGSS.

Planned Strategies/Activities

Strategy/Activity 1

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 2020-21 school year.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	375,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District Leadership Council Instructional Teachers on Special Assignment (TOSA)
Amount	116,000
Source	Title I - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Illuminate/Data Teacher on Special Assignment (TOSA)
Amount	101,000
Source	Title II - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DLC Instructional TOSAs
Amount	430,000
Source	Title II - District

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Professional Development
Amount	99,000
Source	Title II - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Technology Professional Development
Amount	140,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	English Language Development (ELD) Teachers on Special Assignment (TOSA)

Strategy/Activity 2

All staff will use Wednesday Collaboration Time to address Learner Outcomes.
 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.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Description	Collaboration Days- No Funding Needed
Amount	12,879
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PD Opportunity Summer/ After School Collaboration/ PLCs/ Peer Observations / Teacher Release Time

Strategy/Activity 3

Continue to refine district common assessments in English and Math,

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Description	TOSAs (Total District Cost) See Goal 3
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Strategy/Activity 4

Interested teachers will participate in long-term professional development opportunities

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	13,689.00
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site PD Summer School PD After School- PD PLCs Peer- Observation Conferences. Teacher Release Time Conferences PD Preparation/ Release Time to provide PD

Amount	430,000
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Source	Title II - District
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	Professional Development
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Amount	99,000
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Source	Title II - District
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Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology Professional Development

Strategy/Activity 5

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	176,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	iReady and Renaissance Place

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

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

Goal Statement

Chico Junior will increase overall student achievement in English Language Arts and Mathematics. Chico Junior teachers will utilize the NGSS curriculum to support high levels of student achievement in science.

LCAP Goal

Chico Junior Site Goals:

1. 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. MTSS academic subsection
2. 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. MTSS academic subsection
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. MTSS academic subsection

Basis for this Goal

To improve student attainment of learning standards.

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

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	1,750,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Secondary Counselors (Total Cost for all Secondary Sites)

Strategy/Activity 2

Increase the support for all students with D and F grades through:			
(.2) IRI class (TBD)	Title 1		
(.2) IMI Class (TBD)	Title 1		
(1hr.)Additional Library aide	Title 1		
(1hr.)Additional Library aide School academic support			LCAP/LCFF Site Supp.
(.4)Team Teaching in Math (TBD)	Title 1		
Field Trips (career and College)	Title 1		
Intervention Coordinator (1.0) (F.D.)	Title 1		
(.3) day of additional School Counselor work with Social Groups			Title 1
Purchase Multicultural Books for the library	Title 1		
Staff Supports (CFS/ After School/ Summer School) TBD			Title 1
Staff Interventions and Parent Supports			LCAP/LCFF Site Supp.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	26,868.83
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	(.2) IRI class (S.H.)

Amount	26,868.83
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	(.2) IMI Class (M.P.)

Amount	10,000.00
Source	Title I - Site

Budget Reference	0000: Unrestricted
Description	Field Trips (career and College)
Amount	117,829.17
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Coordinator (1.0) (F.D.)
Amount	8,563.71
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	(1hr.)Additional Library aide School academic support
Amount	19,427.33
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	(.2) day of additional School Counselor work with Social Groups
Amount	8,563.71
Source	LCFF - Site Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	(1hr.)Additional Library aide School academic support
Amount	37,769.78
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	(.4)TBD
Amount	2,000.00
Source	Title I - Site
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Multicultural Books for the library
Amount	19,567.35
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff Supports (CFS/ After School/ Summer School) TBD

Strategy/Activity 3

continued from above

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	36,439.74
Source	LCFF - Site Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff Interventions and Parent Supports
Amount	1,372,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site Allocated Funds - Intervention/Instruction

Strategy/Activity 4

Utilize Medically Necessary Instruction if necessary

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	MNI if necessary

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide Opportunities for Meaningful Parent Involvement and Input

Goal Statement

Chico Junior will continuously seek ways to provide opportunities for meaningful parent involvement and input.

LCAP Goal

CUSD LCAP Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

Chico Junior Site Goals:

1. CJHS will have teachers update Aeries Gradebook in a timely manner.MTSS academic subsection
2. CJHS will have 90% or more of the parents signed up with Aeries portal accounts. MTSS tier one all subsections
3. CJHS will have 90% or more of the students signed up with Aeries portal accounts.MTSS tier one all subsections
4. CJHS will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar. SSC agendas and Minutes will also be posted to the CJHS Website. MTSS tier one all subsections

Basis for this Goal

According to the National Coalition for Parent Involvement in Education, parent/guardian involvement is crucial. No matter their income or background, students with involved parents and guardians are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (2006). According to the National PTA, the most accurate predictor of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high, yet reasonable expectations for the child's achievement and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent/guardian involvement.

Through the COVID-19 pandemic, parent involvement was not only crucial, but necessary, as our students navigated online learning. The communication between our schools and families continues to be imperative.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager	Chico Junior has a Targeted Case Manager (TCM) to support families to ensure academic, social, and emotional success and maintain baseline parent contact as a minimum.	Continue Targeted Case Manger parent contact to support families to ensure academic, social, and emotional success. Maintain or increase the number of parent contacts.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Parent Involvement with Chico Junior social media will be tracked to establish a baseline level.	Parent engagement with Chico Junior social media will increase from baseline level.

Metric/Indicator	Baseline	Expected Outcome
Parent Engagement with Chico Junior Social Media		
Priority 3: Parent Involvement	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn-out is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement.

Planned Strategies/Activities

Strategy/Activity 1

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

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to employ Targeted Case Manager (TCM) at site to:
 *increase parent participation as demonstrated by logging instances of parent contact in Aeries
 *support parents during Parent-Teacher Conferences
 *conduct home visits as needed

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	570,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

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

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Description

No Funding Needed

Strategy/Activity 4

Communication with all parents via Aeries Communication. Training parents in multiple languages on how to use Aeries. Communication with parents to gain parent input and involvement in school activities.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

26,906.41

Source

LCFF - Site Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Office Assistant

Amount

5,882.15

Source

LCFF - Site Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Bilingual Aide

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve School Climate

Goal Statement

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

LCAP Goal

CUSD LCAP Goal 5: Improve School Climate

Chico Junior Site Goals:

1. CJHS will reduce Chronic Absenteeism by 2% annually. MTSS all subsections
2. CJHS will maintain a 96% or better ADA. MTSS all subsections
3. Incorporate school mental health into the already established PBIS framework by Fall 2021: MTSS tier one behavioral and social-emotional support subsection
4. Reduce Suspension Rate by 3% compared to the suspension rate from the 18-19 school year. MTSS all subsections
5. Create an Equity Alliance team made of students and educators that meet monthly and provide input to ILT and School Site council by Fall 2021. MTSS all subsections

Basis for this Goal

The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success but chronic student absence/suspensions reduces even the teacher's ability to provide learning opportunities to students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or better.	Maintain student attendance rate of 95.6% or higher.
Priority 5: Pupil Engagement Chronic Absenteeism Rate		
Priority 6: School Climate Suspension Rate		
Priority 8: Other Pupil Outcomes Physical Fitness Test		
Priority 6: School Climate Parent Survey		

Metric/Indicator	Baseline	Expected Outcome
Priority 6: Local Indicator/Local tool for school climate PBIS		

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.
- 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
- Ovation Bullying Program

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administration/staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Site Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	WEB Training
Amount	17,500.00
Source	LCFF - Site Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS/ PBIS Support Staff
Amount	6000.00
Source	LCFF - Site Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Ovation Anti Bullying Program
Amount	9,302.20
Source	LCFF - Site Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervisor (Additional)
Amount	7000.00
Source	Safe Schools
Budget Reference	4000-4999: Books And Supplies
Description	Supervision/Radios/Safety Equipment
Amount	2000.00
Source	Grant Funding
Budget Reference	None Specified
Description	Equity Alliance Coordinator

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

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

CUSD will support student needs by employing the following staff:

- Nurses
- Health Assistants

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	800,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nurses, Health Assistants, LVNs (Total District Cost)

Strategy/Activity 5

Employ campus supervisors to ensure adequate student supervision during unstructured times of the day (ie: recess)
 Maintain walkie-talkie radios and ensure that all staff carry them at all times

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	1,185,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervision (Total District Cost)

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

District Goal 1: All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

Chico Junior Site Goals:

1. CJHS will have access to curriculum, instructional materials and technology to support student achievement.
2. During the 2020- 2021, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.
3. By June 1, 2021, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	
State Priority 1: Basic Instructional Materials	Chico Junior classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	
State Priority 1: Basic Instructional Materials	Chico Junior will maintain a 1:1 device to student ration for chromebooks. Chico Junior students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments	Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments		
Prioritize and submit curriculum and instructional materials	Prioritize and submit curriculum and instructional materials	Instructional Materials - textbooks 4000-4999:	Instructional Materials - textbooks 4000-4999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
purchases including technology to support classroom learning	purchases including technology to support classroom learning	Books And Supplies LCFF - District Supplemental 1,000,000	Books And Supplies LCFF - District Supplemental 750,000
Chico Junior will communicate with CUSD M&O department to help identify and prioritize site facility repair needs.	Chico Junior will communicate with CUSD M&O department to help identify and prioritize site facility repair needs.	MandO 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000	MandO 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,500,000
Chico Junior will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	Chico Junior will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	Chromebook Carts - IT Dept 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Chromebook Carts - IT Dept 4000-4999: Books And Supplies LCFF - District Supplemental 850,000
Libraries will be maintained and available for student use.	Libraries will be maintained and available for student use.	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,061,000
Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	No Site Expenditures	
Utilize Instructional Technology Aides	Utilize Instructional Technology Aides	Instructional Technology Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000	Instructional Technology Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000
Educational Software - Renaissance Learning/iReady	Educational Software - Renaissance Learning/iReady	Educational Software - Renaissance Learning/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000	Educational Software - Renaissance Learning/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000
Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity 5000-	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity 5000-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5999: Services And Other Operating Expenditures LCFF - District Supplemental 200,000	5999: Services And Other Operating Expenditures LCFF - District Supplemental 875,000

Analysis

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

1. CJHS will have access to curriculum, instructional materials and technology to support student achievement.
 - Chromebooks were given to all students who did not have a functioning Chromebook. In Addition, students who were in need of Wifi hot spots were provided with them. This was done to help Distance Learning students who did not have wifi access.
2. During the 2020- 2021, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.
 - Chromebooks were given to all students who did not have a functioning Chromebook. In Addition, students who were in need of Wifi hot spots were provided with them. This was done to help Distance Learning students who did not have wifi access.
3. By June 1, 2021, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS.
 - Teachers were trained in using new technology and how to teach via distance learning. Teachers also were trained in PBIS/SEL practices.

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

1. CJHS will have access to curriculum, instructional materials and technology to support student achievement.
 - All students attending in-person or online received access to curriculum, instructional materials and needed technology.
2. During the 2020- 2021, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.
 - All students received functioning Chromebooks.
3. By June 1, 2021, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS.
 - Teachers were trained in using new technology and how to teach via distance learning. Teachers also were trained in PBIS/SEL practices.

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

-None

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.

- Changes have been done to reflect training in Equity and Bias and teacher training in PBIS.
1. CJHS will have access to curriculum, instructional materials and technology to support student achievement. By June 1, 2022, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS. (One of the four training sessions will address equity and bias.)
 2. Teachers will be trained in Bias and Equity practices:
 3. During the 2021- 2022, all 6th, 7th and 8th grade students will continue to be 1:1 with functioning Chromebooks.

4. Teachers will be trained in PBIS:

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

District Goal 2: Continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

Chico Junior Site Goals:

1. By June 1, 2021, English and Math will continue to refine, administer, and analyze the results of at least three common assessments per grade level.

2. By June 1, 2021 Science and History will refine, administer, and analyze 1 common writing assessment per semester that addresses CAASPP Writing and Reading Standards.

3. By June 1, 2021 PE and Electives will create and administer 1 common assessment tied to CAASPP Writing and Reading Standards

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results.	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	Continued implementation of standards. ELD Coaches will continue to monitor ELD standards being implemented during the instructional day.	
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	More than 85% of CJHS teachers attend one or more CSCS training in Math, English Language Arts, English Language Arts, ELD, and the and/or NGSS.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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)	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)	District Leadership Council Instructional Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Instructional Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 349,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 2020-21 school year.</p>	<p>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 2020-21 school year.</p>		
<ul style="list-style-type: none"> • All staff will use Wednesday Collaboration Time to address Learner Outcomes. • 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>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to refine district common assessments in English and Math,	Continue to refine district common assessments in English and Math,	TOSAs (Total District Cost) See Goal 3	TOSAs (Total District Cost) See Goal 3
Interested teachers will participate in long-term professional development opportunities		Site PD Summer School PD After School- PD PLCs Peer- Observation Conferences. Teacher Release Time Conferences PD Preparation/ Release Time to provide PD 1000-1999: Certificated Personnel Salaries Title II - Site 13,689.00	
Utilize an Illuminate TOSA	Utilize an Illuminate TOSA	Illuminate/Data TOSA 1000-1999: Certificated Personnel Salaries Title I - District 116,000	Illuminate/Data TOSA 1000-1999: Certificated Personnel Salaries Title I - District 115,000
Utilize English Language Development TOSAs	Utilize English Language Development TOSAs	English Language Development TOSAs 1000-1999: Certificated Personnel Salaries Title I - District 140,000	English Language Development TOSAs 1000-1999: Certificated Personnel Salaries Title I - District 119,000
Utilize a TOSA Technology/TOSA DLC	Utilize a TOSA Technology/TOSA DLC	TOSA Technology/TOSA DLC 1000-1999: Certificated Personnel Salaries Title II - District 99,000	TOSA Technology/TOSA DLC 1000-1999: Certificated Personnel Salaries Title II - District 151,000
Utilize District PD Opportunities	Utilize District PD Opportunities	District PD Opportunities 1000-1999: Certificated Personnel Salaries Title II - District 430,000	District PD Opportunities 1000-1999: Certificated Personnel Salaries Title II - District 0.00
Technology Professional Development	Technology Professional Development	Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 99,000	Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 0.00

Analysis

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

Chico Junior Site Goals:

1. By June 1, 2021, English and Math will continue to refine, administer, and analyze the results of at least three common assessments per grade level.
 - This did not take place and Professional development was focused on Distance Learning and implementing Edgenuity during COVID.
2. By June 1, 2021 Science and History will refine, administer, and analyze 1 common writing assessment per semester that addresses CAASPP Writing and Reading Standards.
 - This did not take place and Professional development was focused on Distance Learning and implementing Edgenuity during COVID.
3. By June 1, 2021 PE and Electives will create and administer 1 common assessment tied to CAASPP Writing and Reading Standards.
 - This did not take place and Professional development was focused on Distance Learning and implementing Edgenuity during COVID.

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

Chico Junior Site Goals:

1. By June 1, 2021, English and Math will continue to refine, administer, and analyze the results of at least three common assessments per grade level.
 - This did not take place and Professional development was focused on Distance Learning and implementing Edgenuity during COVID.
2. By June 1, 2021 Science and History will refine, administer, and analyze 1 common writing assessment per semester that addresses CAASPP Writing and Reading Standards.
 - This did not take place and Professional development was focused on Distance Learning and implementing Edgenuity during COVID.
3. By June 1, 2021 PE and Electives will create and administer 1 common assessment tied to CAASPP Writing and Reading Standards.
 - This did not take place and Professional development was focused on Distance Learning and implementing Edgenuity during COVID.

Explain any 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.

We will be keeping this goals and using the 2018-19 SBAC scores as a base line.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

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

Chico Junior Site Goals:

1. 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.
2. 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.
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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard change in ELA.	Continue to increase in ELA.	
State Dashboard in Math	Continue to increase in Math.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement an Early Warning System to identify and support students in danger of not graduating.	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) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,750,000	Secondary Counselors (Total Cost for all Secondary Sites) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,765,000
Increase the support for all students with D and F grades through: (.2) IRI class (S.H.) Title 1 (.2) IMI Class (M.P.) Title 1 (1hr.)Additional Library aide Title 1		(.2) IRI class (S.H.) 1000-1999: Certificated Personnel Salaries Title I - Site 26,565.83	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(1hr.)Additional Library aide School academic support LCAP/LCFF Site Supp.</p> <p>(.4)Team Teaching in Math (V.Q) Title 1</p> <p>Field Trips (career and College) Title 1</p> <p>Intervention Coordinator (1.0) (F.D.) Title 1</p> <p>(.3) day of additional School Counselor work with Social Groups Title 1</p> <p>Purchase Multicultural Books for the library Title 1</p> <p>Staff Supports (CFS/ After School/ Summer School) TBD Title 1</p> <p>Staff Interventions and Parent Supports LCAP/LCFF Site Supp.</p>			
continued from above		<p>Staff Interventions and Parent Supports 1000-1999: Certificated Personnel Salaries LCFF - Site Supplemental 36,920.92</p>	
Utilize Bilingual Aides	Utilize Bilingual Aides	<p>Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000</p>	<p>Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000</p>
Provide Medically Necessary Instruction if needed	Provide Medically Necessary Instruction if needed	<p>MNI 1000-1999: Certificated Personnel</p>	<p>MNI 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salaries LCFF - District Supplemental 200,000	Salaries LCFF - District Supplemental 37,300

Analysis

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

1. 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.
 - This became a great challenge as we had at least 40% of our students with 1 or more failing grades. Distance learning students had difficulty learning. There was a shift in focus in trying to bring onto campus all as many DL students who were failing. Our 8th grade students also became a focus as many of them, were in danger of not promoting. Our staff created interventions to assist failing students earn credits by staying in school during asynchronous times.
2. 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.
 - There were no SBAC scores as there was no test given during the 19-20 School Year.
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.
 - - There were no SBAC scores as there was no test given during the 19-20 School Year.

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

1. 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.
This proved to be difficult as students grades were more static than in years past. This could be attributed to moving in and out of distance learning and using Edgenuity.
2. 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.
 - There were no SBAC scores as there was no test given during the 19-20 School Year.
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.
 - There were no SBAC scores as there was no test given during the 19-20 School Year.

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

-None

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.

We adjusted Goal# 3 to read: 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 Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

District Goal 4: Provide opportunities for meaningful parent involvement and input.

Chico Junior Site Goal:

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase Aeries parent portal use	90% or higher	
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Targeted Case Manager	Continue Targeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts.	
Priority 6: Local Indicator/Parent Involvement/Local Evaluation Tool	Parent engagement with Chico Junior via social media will increase from the baseline level.	
Priority 3: Parent Involvement	Increase or maintain opportunities for parent involvement and stakeholder engagement.	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Remind staff of timely responses to parent inquiries in staff notes and at staff meetings		
Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries	Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English Learner Advisory Committee	*support parents during Parent-Teacher 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	
Communication with all parents via Aeries Communication. Training parents in multiple languages on how to use Aeries. Communication with parents to gain parent input and involvement in school activities.		Parent Liaison 2000-2999: Classified Personnel Salaries LCFF - Site Supplemental 26,906.41	

Analysis

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

- CJHS will have teachers update Aeries Gradebook in a timely manner.
 - Due to COVID, this did not happen as much as we would have liked. We also used Edgenuity and and the it did not interface with Aeries.
- CJHS will have 90% or more of the parents signed up with Aeries portal accounts.
 - Over 90% of our parents logged into Aeries. However, due to Edgenuity use many parents did not utilize Aeries for grade monitoring.

3. CJHS will have 90% or more of the students signed up with Aeries portal accounts.
 - All 6th grade classes were taught how to use their Aeries accounts in their History classes

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

1. CJHS will have teachers update Aeries Gradebook in a timely manner.
 - We will you this goal for next year, as we hope to be back to normal school year.
2. CJHS will have 90% or more of the parents signed up with Aeries portal accounts.
 - We will continue with this goal, as it an effective resource for to have to monitor their students grades and to receive communication from the school.
3. CJHS will have 90% or more of the students signed up with Aeries portal accounts
 - Over 98% students were signed up with the Aeries Portal Accounts.

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

-None

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.

We will continue to use these same goals for the 2021-22 School year. We will be adding goal: CJHS will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar. SSC agendas and Minutes will also be posted to the CJHS Website.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

District Goal 5: Improve School Climate; Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.

Chico Junior Site Goals:

1. CJHS will reduce Chronic Absenteeism by 2% annually.
2. CJHS will maintain a 96% or better ADA.
3. Reduce Suspension Rate by 3% from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6 or better.	This did not happen do to COVID-19.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Decrease chronic absenteeism rate for All Students by 0.5%.	Absenteeism increased.
Priority 6: School Climate Suspension Rate		
Priority 8: Other Pupil Outcomes Physical Fitness Test		
Priority 6: School Climate Parent Survey		

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • All staff will be provided information that clearly outlines student behavioral expectations and procedures for addressing 		WEB Training 5000-5999: Services And Other Operating Expenditures LCFF - Site Supplemental 2,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>student behavior concerns.</p> <ul style="list-style-type: none"> • 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 • Ovation Bullying Program 			
<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, semester and annual attendance awards that include: end of the year drawing for students with 			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>perfect attendance (students get their name in a drawing for every month they have perfect attendance.)</p> <ul style="list-style-type: none"> • Include informational research about the importance of daily school attendance in the school video newsletter. • Utilize Saturday school for ADA recoup days. • Adhere to CUSD attendance/SAR B policies and procedures 			
<p>Notify staff of benefits of ISS vs. Out-of-School Suspension</p>			
<p>CUSD will employ:</p> <ul style="list-style-type: none"> • Employ Nurses and Health Assistants 	<p>CUSD will employ:</p> <ul style="list-style-type: none"> • Employ Nurses and Health Assistants 	<p>Nurses, Health Assistants, LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 800,000</p>	<p>Nurses, Health Assistants, LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 778,000</p>
<ul style="list-style-type: none"> • Employ campus supervisors • Radio Maintenance/Purchase 	<ul style="list-style-type: none"> • Employ campus supervisors • Radio Maintenance/Purchase 	<p>Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000</p>	<p>Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000</p>

Analysis

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

While we were in COVID, Chico Junior utilized our WEB, our Targeted Case Manager, PBIS, Intervention Specialist, and Counseling to increase the participation rate of In-person classes and distance classes.

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

Student attending in-person classes albeit 3 periods a day faired better than students on Distance Learning. Thus, effort was placed on moving students from Distance learning to in person. Of the 380 students that were online by the end of the 1st semester, that total as of 4/1/21 has now gone down to 172.

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

No difference

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.

Chico Junior will still be using the same goals, however will using the 18-19 data as a baseline. In addition, we will be adding an a goal for creating an Equity Alliance team that will seek to gather input of our BIPOC students and community on improving our school.

Budget Summary and Consolidation

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

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	258,895
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

Allocations by Funding Source

Funding Source	Amount	Balance
Site LCAP	112,594	41,163
Title II - Site	12,879	10,920
Safe Schools	7,000	2,207
Title I - Site	258,895	92,179

Expenditures by Funding Source

Funding Source	Amount
Safe Schools-Site	7,000
LCFF - Base	103,202,840
LCAP - District	14,504,597
LCAP - Site	113,153
Title 1 - District	2,981,080
Title 1 - Site	390,829
Title II- District	411,111
Title II- Site	12,896
Title III - District	79,735

Expenditures by Budget Reference

Budget Reference

Amount

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

Kenneth Berry, Melanie Perrin, Chase Redkey Classroom Teachers

Lynn Rappa, Jessica Capen Other School Staff

Sonia CentenoGutierrez, Mathew Bentley, Jessica Melchor Parent or Community Members

Laney Santa Ana, Jane Hull, Shrawani Thapa Secondary Students

Name of Members	Role
Pedro A. Caldera	Principal
Kenneth Berry	Classroom Teacher
Melanie Perrin	Classroom Teacher
Alexander Erwin	Classroom Teacher
Lynn Rappa	Other School Staff
Sonia Centeno-Gutierrez	Parent or Community Member
Mathew Bently	Parent or Community Member
Jessica Melchor	Parent or Community Member
Laney Santa Ana	Secondary Student
Jane Hull	Secondary Student
Shrawani Thapa	Secondary Student

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 04/13/2021.

Attested:



Principal, Pedro A. Caldera on 4/13/21



SSC Chairperson, Kenneth Berry on 4/13/21

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 measurable 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