

The Single Plan for Student Achievement

School: Chico High School
CDS Code: 04-61424-0431676
District: Chico Unified School District
Principal: Mark Beebe
Revision Date: 3-23-16

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

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

Contact Person: Mark Beebe
Position: Principal
Phone Number: (530) 891-3027
Address: 901 Esplanade
Chico, CA 95926
E-mail Address: mark.beebe@chicousd.org

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

Table of Contents

School Vision and Mission	3
School Profile.....	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	9
School and Student Performance Data	10
CAASPP Results (All Students)	10
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Title III Accountability (School Data)	14
Title III Accountability (District Data).....	15
School Site Council Membership.....	16
Recommendations and Assurances.....	17

School Vision and Mission

Chico High School's Vision and Mission Statements

Chico High School Vision

We commit to engaging in the process of asking and answering the following four critical questions:

1. What do we want students to learn?
2. How are we going to know when they have learned it?
3. What are we going to do when they don't learn it?
4. What are we going to do when they do learn it?

We will continue to modify our practices in an effort to support high levels of learning for all students.

Mission Statement

CHS Mission:

We will provide a safe and enriched student-centered learning environment where each student can:

- Realize his/her academic and creative potential.
- Nurture his/her individual talents and abilities.
- Develop respect for self and others.
- Become an involved, responsible citizen.
- Be connected to Chico High School.

Beliefs

- ~ We believe that all students can learn.
- ~ We believe in the worth and the dignity of the individual student.
- ~ We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect.
- ~ We believe in the importance of pursuing truth and knowledge, in commitment to excellence, and in the nurturing of responsible citizenship.
- ~ We believe that students should meet high academic standards in order to graduate from high school.
- ~ We believe in providing a safe school environment, which encourages the freedom to teach, and the freedom to learn.
- ~ We believe in and support diverse teaching styles within the context of common learning standards and graduation requirements.
- ~ We believe in teacher camaraderie where there is time to talk, explore, and plan together.
- ~ We believe in the democratic process in that we involve students, staff, and parents in the decision making process, constantly striving to achieve the mission statement and learning expectations established for our students, school, and district.

Chico High Expected Schoolwide Learning Results

1. Educated Individuals Who:

~ Possess and apply a broad body of knowledge, and attain subject area learning standards including, but not limited to, Applied Arts, English/Language Arts, Foreign Language, Health, History/Social Science, Mathematics, Physical Education, Science, and Visual and Performing Arts.

2. Critical, Reflective Thinkers and Problem Solvers Who:

- ~ Effectively access, analyze, evaluate and use information from a variety of sources.
- ~ Organize relevant information, make connections, and draw conclusions.
- ~ Work independently and cooperatively toward effective solutions.
- ~ Participate effectively in a team setting.

~ Set, prioritize, and revise personal goals.

3. Effective Communicators Who:

~ Understand and convey written, oral, and visual ideas and information, using a variety of media.

~ Listen and ask relevant questions.

~ Communicate and work well with people from diverse backgrounds in a variety of situations.

~ Effectively resolve differences.

4. Effective Users of Technology Who:

~ Choose appropriate procedures, tools, software, or equipment including computers and other technologies.

~ Demonstrate proficiency in: keyboarding, word processing, information retrieval, database, spreadsheet, and general computer knowledge.

~ Use technologies appropriately to gather, select, and present information.

~ Understand the overall intent and apply proper procedures for set-up and operation of equipment and software.

School Profile

Chico High School is a grade nine through twelve comprehensive high school located in Chico, California, a university town located 175 miles northeast of San Francisco in the Sacramento Valley. Agriculture has historically been Chico's major industry; more recently, retail trade and tourism have played larger roles in the area economy. Health care and education remain major employers: Chico is home to Enloe Medical Center, as well as to California State University, Chico (CSUC) and to Butte Community College. A lively arts scene, including theater, music, drama, and dance, led to Chico's designation in 2002 as one of the the 100 Best Art Towns in America.

Chico is typical of many California communities in its rapid growth over the past fifteen years. As housing prices and the cost of living in California's metropolitan areas soars, Chico's population exploded from 40,079 in 1990 to 67,509 in 2000 to 86,107 in 2010. (<http://www.citypopulation.de>). Within the unincorporated areas immediately adjacent to the city limits, another 28,562 live, bringing the population currently served by the Chico Unified School District (CUSD) to 114,669. Average income per household is \$36,205 per year; our unemployment rate was 12.1% in June 2010.

Chico High has a tradition of academic excellence and a reputation for being responsive to the student needs. The last six years faculty has adopted the Professional Learning Community (PLC) model based upon work presented by Rick and Becky DuFour. This model entails asking and answering four essential questions about teaching and learning. Weekly collaboration time has been created for teachers to work in course-like teams to identify essential standards, develop learning targets and common assessments. All Chico High students take courses within the traditional program, and may participate in any of Chico High's extracurricular activities, AP and honors courses, two smaller learning communities (Ag and CAD+), or Butte College Connection and California Scholars Program in conjunction with CSU, Chico. Programs, clubs, and activities help individual students feel a sense of belonging at the school. These include athletics, cheer leading, dance, music (both instrumental and choral), theater, and other programs through the various ASB clubs.

All Chico High students take courses within the traditional program, and may participate in any of Chico High's extracurricular activities, AP courses, or college partnerships. In addition, two Smaller Learning Communities (SLCs) offer students a chance to explore specific interests or address specific needs in more depth with a smaller group of students and teachers. Modeled on the same philosophy as cluster colleges, SLCs combine the advantages of a large high school with the personalized attention of a small one.

Current SLCs include:

~ CAD+ integrates architectural design/engineering with mathematics with the intent of preparing students for post secondary training in their selected field. Coordinated with on-the-job opportunities through the ROP program, many students are placed in industry internships/apprenticeships prior to graduation.

~ Chico High's Agriculture program, with a long-standing tradition of excellence, offers both college prep and career pathway programs in animal science, plant science, horticulture, and welding. Ag/FFA students develop leadership skills and confidence while acquiring academic skills for graduation and post-secondary work.

Recently Chico High School has been fortunate to offer the following multiple pathways to our students through a partnership with BCOE and Butte College: Manufacturing, Health / Medical, Digital Arts, Robotics, and Engineering. These pathways provide opportunities for our students that are consistent with Common Core and state mandates for increased participation in CTE programs.

Parents actively participate in the decision-making process through committees including School Site Council, Parent Teacher Student Association (PTSA), Administrative Council, Ag Advisory Council and the Agricultural Advisory Committee. Parents also support the school by participating in athletic and music booster groups.

Local businesses provide sponsorship for a variety of campus activities, from music and the performing arts to sports and clubs. Architects and builders take architectural design students under their wings. CSU, Chico and Butte College also provide a wealth of support and partnerships. The Ag Program has a business advisory committee, as well as partners in local business including CSU Chico and Butte College.

Chico High has benefited from a good working relationship with the North Valley Community Foundation. Most recently, in the wake of continued state funding cutbacks, the NVCF has helped Chico High to create a Chico High Foundation. The Chico High Foundation began operation in October of 2003, with a mission to support educational, curricular, and co-curricular programs at Chico High School. The advisory board of this foundation includes many respected community members. The Chico High Foundation currently operates under the auspices of the NVCF.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A survey of staff indicates that the most common reason for student failure is the lack of homework completion. Below are the responses of the CHS staff when asked "What are the reason(s) for each student in you class that received an "F" grade?"

- Homework - 359
- Attendance - 289
- Participation - 194
- Skills - 109
- Content - 113
- Behavior - 47
- English Lang. - 19.

Student surveys of Senior level students that failed classes as Freshmen yielded interesting and useful feedback. Students revealed that the main reasons for failure included the following:

- Not doing the work.
- Teacher moved too fast before all students understood the material.
- Not going to class.
- Not enough help from the teacher...too many students in the class.
- Teacher not available for extra help.

A secondary survey was taken of the staff regarding school environment and opinions regarding implementation of the new schoolwide Tardy System. Results indicated near unified support for the system among staff and has seen remarkable results with over 99% of students in class on time.

Classroom Observations

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

The teachers at Chico High School work very hard to ensure that all students at CHS learn. Nevertheless, there are always some students who fail to learn in any given class. The teacher is then put in the situation of choosing between the needs of the many and the needs of the few. Inevitably, the needs of the many win over and any additional support provided to the failing student is dependent on the teacher's time, skill level, motivation and instructional strategies.

Therefore, the CHS Learning Center was created and is now in its 7th year. The mission of the Learning Center is to support 9th and 10th graders that are failing their Math or English class. Students are required to attend a lunch tutorial for three-week sessions. Results have been extremely positive and have shown remarkable student progress in both Math and English. Over 90% of all participating students show a significant increase in the course grade from entry to exit of the Learning Center. First year results with regards to failure rates for Pre-Algebra and Algebra students have dropped from 26% to just over 11%. Subsequent years have shown similar results as have results in English.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Meeting Performance Goals. CAASP / Benchmark Assessments results are discussed during Staff Meetings, Instructional Council (Department Chairs) and Department Meetings as appropriate. It is our goal to narrow and then eliminate the achievement gap between all demographic groups.

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

Meeting Performance Goals. We have developed common assessments within our course alike collaborative groups. All course alike groups are continuing to develop common assessments at this time.

Staffing and Professional Development

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

Exceeding Performance Goals - All of our staff is highly qualified as per No Child Left Behind.

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

Meeting Performance Goals. All CHS teachers are appropriately credentialed and eligible teachers have been provided the opportunity to attend AB 466 training.

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

Meeting Performance Goals. Since the 2006-07 school year, all staff development has been approved (by the Principal) only if it directly meets the requirements of the California State Standards/Common Core, collaboration and student intervention issues. Staff development funding from SBCP also must meet this requirement.

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

N/A

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

Exceeding Performance Goals. The Chico High School staff adopted a contract waiver (93% approval) for the 7th consecutive year to meet weekly for 45 minutes for teacher collaboration. Collaboration groups are made up of course-alike members (not grade level which is more typical of elementary teachers).

Teaching and Learning

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

Meeting Performance Goals. Core teachers have been provided release time via SBCP funding to align curriculum, instruction and materials to meet NCLB performance standards and the California State Standards. Teachers have continued this process during the weekly collaboration time and have completed work over the past two summers to achieve these goals..

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

N/A

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

N/A

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

Meeting Performance Goals. All SBE adopted instructional materials meet NCLB requirements.

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

Meeting Performance Goals. All SBE adopted instructional materials have been SBE adopted and are aligned with California State Standards.

Opportunity and Equal Educational Access

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

Meeting Performance Goals. CHS requires an intervention Math and English class for any senior student that has failed to pass the respective parts of the CAHSEE by the beginning of the senior year. At the start of the 2008-09 school year we implemented a Freshmen Learning Center where attendance is required for any freshmen or sophomore failing Algebra or English.

14. Research-based educational practices to raise student achievement

Exceeding Performance Goals. Chico High School is closely linked to the research of Rick DeFour (as well as other educational researcher/practitioners Stiggins, Marzano, Fullen, Schmoker, Reeves and Eaker) to raise student achievement. We continue to move in the direction of the collaboration-intervention model for improved school-wide achievement.

Parental Involvement

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

Exceeding Performance Goals. CHS has various programs and resources to assist student academic development including the Smaller Learning Communities (CAD+ and Ag Program), READ 180 Intervention Program, Learning Center, Peer Tutoring and Peer Mediation.

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

Meeting Performance Goals - Parents, classroom teachers, office staff and students participated in the planning and implementation of the Consolidated Application Program plan.

Funding

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

Meeting Performance Goals. Categorical funds fund a 5-hour teacher aide, as well as additional resources for supplementary materials.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Past school culture has been that teachers have been essentially "independent contractors" experiencing substantial autonomy with regards to the curriculum they are teaching. This is no longer the case as teacher teams (collaboration groups) have determined what is necessary for all students to learn. The teaching staff has made great strides as they shift from working as individuals into collaborative teams over the past 7 years. Teachers have identified critical standards for each content area. There is a continual need for more frequent common assessments to measure student learning and additional time for teachers to discuss the results so that they can adjust and improve instruction. Additionally the transition to the Common Core this year will be an ongoing challenge as teachers participate in training and develop curriculum.

As this particular year is our WASC year, it is important to note that the CHS staff has done a remarkable job of sifting through data to determine where our achievement gaps lie and how to navigate the course of A-G completion, Graduation Rates, Chronic Truants, the Trauma classroom, EL re-designation, and the disparity in opportunity for our low SES population.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	415	390	94.0	389	2631.2	33	38	20	9
All Grades	415	390	94.0	389		33	38	20	9

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	42	46	13	43	45	12	20	66	14	46	46	8
All Grades	42	46	13	43	45	12	20	66	14	46	46	8

Conclusions based on this data:

1. We are genuinely encouraged by the ELA data as it compares to other like schools state-wide and nationwide. We are attempting to analyze our data for Math, like many others, to determine our next steps.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	415	395	95.2	393	2603.4	15	29	26	30
All Grades	415	395	95.2	393		15	29	26	30

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	25	37	38	22	58	21	19	60	21
All Grades	25	37	38	22	58	21	19	60	21

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	17	10	42	5	21	5	21			24
10	3	12	12	46	7	27	4	15			26
11	7	28	12	48	4	16	2	8			25
12	3	20	8	53	2	13	1	7	1	7	15
Total	17	19	42	47	18	20	12	13	1	1	90

Conclusions based on this data:

1. As this data does not include 2015.2016 data from multiple measures (CELDT, STAR, Parent Recommendation, and Teacher recommendation) the data shows from here and recent data that ELL re-designation has grown significantly and at a rate of almost 30%.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	14	11	39	5	18	6	21	2	7	28
10	3	8	17	43	11	28	6	15	3	8	40
11	8	26	13	42	5	16	4	13	1	3	31
12	8	18	21	47	9	20	2	4	5	11	45
Total	23	16	62	43	30	21	18	13	11	8	144

Conclusions based on this data:

1. As this data does not include 2015.2016 data from multiple measures (CELDT, STAR, Parent Recommendation, and Teacher recommendation) the data shows from here and recent data that ELL re-designation has grown significantly and at a rate of almost 30%.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	118	114	90
Percent with Prior Year Data	99.2%	100.0%	100%
Number in Cohort	117	114	90
Number Met	68	67	67
Percent Met	58.1%	58.8%	74.4%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	35	104	31	102	25	83
Number Met	3	50	4	51	3	54
Percent Met	8.6%	48.1%	12.9%	50.0%	12.0%	65.1%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

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

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

1.

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mark Beebe	X				
Jason Alvistur		X			
Nancy Skadal		X			
Abe Simmons		X			
Gino Fiori				X	
Matt Thorpe				X	
Larry Baer				X	
K. Wion					X
Olivia Richardson					X
Manting Xiong					X
Robin Carriere			X		
Mary Sours			X		
Numbers of members of each category:	1	3	2	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

- Instructional Council
- PTSA (Parent-Teacher-Student Association)

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/01/15.

Attested:

Mark Beebe

Typed Name of School Principal

Signature of School Principal

Date

Nancy Skadal-Teacher

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2015 Single Plan For Student Achievement	2016-03-21		View	View	27

[Previous Section](#) [Current Section](#) [Next Section](#)
[School Site Council Membership](#) **Recommendations and Assurances**

2 updated data fields saved successfully.

All data saved.

Recommendations and Assurances

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

- 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 Single 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 (Check those that apply):

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Petty White

Signature

John M. Chy

Signature

- 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 10/01/15

Attested:

Mark Beebe _____ *[Signature]* _____ 3/20/15
Typed Name of School Principal Signature of School Principal Date

Nancy Skadal-Teacher _____ *[Signature]* _____ 3/20/15
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

[Previous Section](#) [Current Section](#) [Next Section](#)
[School Site Council Membership](#) **Recommendations and Assurances**

HOW TO USE - DOCUMENT TRACKING SERVICES

- Click on the # under 'Edit By Sections' for the document you want to work with
- Click each Section Name (e.g. "Section 1.") to edit your document data
- To update your data make changes in the appropriate fields and click 'Save Data'.
- To view the updated document, click 'View Current Document'.

<p>LCAP Goal 1: Quality Teachers, Materials, and Facilities All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> • 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. • 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment. 						
<p>Site Goals: CHS will decrease the device student ratio from 2.2:1 to 1.65:1. CHS will provide and encourage multiple opportunities for staff to be trained in the use of technology based instruction, flipped classrooms, co-teaching, and blended learning. Attendance and participation of PD at 90%. 2015-2016 (WIG)</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable</p>	<p>Proposed</p>		

Chico High School LCAP/SPSA Goals

Year: 2015-16

			Subgroups	Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments 	- HR Data- Number of teachers with appropriate credential and teaching in content area - Williams Act Report	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> Textbooks and supplemental materials Educational software: Illuminate and Renaissance 	<ul style="list-style-type: none"> Monitor textbook inventory and purchase additional resources as inventory need arises Research use of eBook (Nook, Kindle, etc.) technology to supplement hard copy inventory 	Williams Act Report	All	Instructional Materials Renaissance Place (Total District Cost) Illuminate (Total District Cost)	LCFF Base LCFF Supplemental District LCFF-Base	\$84,000 \$64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> Facilitate a CUSD M&O site inspection to help identify and prioritize site facility repair needs Utilize current work order system for completion of repair projects Organize campus beautification projects Timeline: August-June 	Williams Act Report	All	M&O	LCFF-Base	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	<ul style="list-style-type: none"> Assess number of students using Chromebooks in an instructional setting (by tracking percentage of teachers requesting use of Chromebook carts) to help determine needs for GATE staff/professional development. Site will ensure that Chromebook carts are maintained in good working order CHS will upgrade the cabling infrastructure to support devices Additional Chromebook carts 	Site Student to Computer Device Ratio	All	IT Dept Tech Infrastructure Upgrades Chromebook carts - 4 160 chromebooks	LCFF Base One Time District Funding Common Core Funds	\$100,000 \$86,000
To ensure access to online resources, employ:	<ul style="list-style-type: none"> Libraries will be maintained and available for student use 	CHS Library Media Teacher- 1.0 FTE	All	Librarians & Library Media Assistants	LCFF- District Supplemental	\$794,091

Chico High School LCAP/SPSA Goals

Year: 2015-16

<ul style="list-style-type: none"> • Librarians and Library Media Assistants • Instructional Technology Aides 	<ul style="list-style-type: none"> • Explore the use of E-books in the library 	<p>Library Media Assistants staffed at 1.35 FTE per day</p> <p>IT Tech Aide- 1.0 FTE per day</p>		<p>(Total District Cost)</p> <p>Tech Aides (Total District Cost)</p>	<p>LCFF-District LCAP</p>	<p>\$184,764</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> • Computers for Classrooms • Comcast Internet Access 	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		

Chico High School LCAP/SPSA Goals

Year: 2015-16

<p>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</p> <ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP. 						
<p>Site Goals: CHS certificated personnel will move from stage 2 to stage 3 or higher on the CSCS implementation plan. Site Goal #2: Create, implement, and align two common assessments per grade level in each department by 2016-2017. Create and introduce one common assessment per grade level in all classes by end of 2015-2016.</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather 	<p>CSCS Survey</p>	<p>All</p>	<p>No Funding Needed</p>		

Chico High School LCAP/SPSA Goals

Year: 2015-16

	and analyze staff feedback with Leadership team and modify site PD opportunities.					
<p>Provide professional development in:</p> <ul style="list-style-type: none"> ● California State Content Standards ● Before school and school-year PD in English Language Development ● Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). 	<ul style="list-style-type: none"> ● All staff will use Wednesday Collaboration Time to address the Collaborative Student Panther Learner Outcome ● 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 ● Provide Professional Development (PD) opportunities in Read 180 and Language Star (LS) ● Provide PD in Google.docs for all staff ● Provide PD in Illuminate and Aeries to support assessment, inform instruction, and access curriculum. ● Provide release time and/or extra assignment compensation for Core Academic Area staff to identify standards alignment and develop pacing guides/learning targets for each course ● Utilize CUSD Staff Dev. time to vertically align standards-based curriculum in CCSS Core areas ● Utilize PD time to analyze SBAC ELA and Math Performance Task specs, rubrics, and scoring guide to identify both explicit and implicit skills required for successful task completion 	<p>Common Math Assessments</p> <p>Common English pacing and assessments</p> <p>11th Grade SBAC Results</p> <p>Licenses for 30 students</p> <p>Sign-in PD Sheets</p> <p>District PD days twice a calendar year</p> <p>Focus groups based on content specific area to meet each quarter</p> <p>With ABEO professionals develop common global instructional goals based on walk-throughs</p> <p>Collaborative ELA department to assess 11th grade write with common prompt.</p> <p>On-site common assessment.</p>	All	<p>Collaboration Days- No Funding Needed</p> <p>Site PD Opportunities</p> <p>District PD Opportunities</p>	<p>Title II Site</p> <p>Title II District</p>	<p>\$26,278</p>

Chico High School LCAP/SPSA Goals

Year: 2015-16

	<ul style="list-style-type: none"> Utilize release periods to aggregate and disaggregate student-achievement assessment data to identify challenges and strengths of current instructional practice Coordinate Peer Observation schedule with secondary English Coach. Continue to bridge English Department identified CCS for writing with other departments. Identify PD needs to be met by on-site professionals through staff meeting collaboration, to be embedded in every monthly whole-staff meeting. Identify strategies and PD to increase academic relevance in every discipline, resulting in increased student engagement levels CHS SLO - Critical Thinker) Identify Strategies through PD to increase students' ability to access and convey information efficiently and effectively (CHS SLO - Communicators) 	Intervention strategies for best practices				
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> Develop common ELA Writing Rubric TK-12 (Argumentative) 	District-wide ELA Rubric for Argumentative Writing DLC Meetings	All	TOSAs (Total District Cost) See Goal 3	LCFF Supplemental District	\$357,353
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> Provide release time for ABEO Protocol participation 	ABEO Participation Rate	All	ABEO	District Title II	

Chico High School LCAP/SPSA Goals

Year: 2015-16

<p>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</p> <ul style="list-style-type: none"> • 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. • 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. • 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. • 3.4: Increase student achievement for English learners. • 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers. 						
<p>Site Goal: CHS will decrease the number of Ds and Fs in all subjects by 20% each semester. (ex. 220 Ds/Fs to 180 Ds/Fs by end of 1st semester)</p> <p>CHS will increase participation in AP classes by 5% across all student groups, SES, and grade levels. 2017-2018</p> <p>CHS will increase A-G rates by 10% (2.5% a year) over the next 4 years. 2017-2018</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>

Chico High School LCAP/SPSA Goals

Year: 2015-16

<p>Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.</p>	<ul style="list-style-type: none"> ● Research and implement an Early Warning System to identify and support students in danger of not graduating. ● Utilize counselor to identify intervention strategies for struggling underclassmen and track academic achievement ● Utilize Guidance Counselor to identify struggling students in CCSS areas and develop intervention options with parents 	<p>A-G Course Enrollment (Math and Foreign Language)</p> <p>Percent of students enrolling in Career Pathways</p>	<p>All</p>	<p>Secondary Counselors (Total Cost for all Secondary Sites)</p> <p>.15 FTE Secondary Counselor</p>	<p>LCFF District Supplemental</p> <p>LCAP Site Discretionary</p>	<p>1,488,000</p> <p>\$9,600</p>
<p>Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide K-12 students with the academic support to achieve at grade level as funding allows.</p>	<ul style="list-style-type: none"> ● Visit similar schools to identify options for scheduling ● Develop Data Dashboards for all assessments disaggregated by subgroups ● Offer a variety of AP courses ● ELD Team to meet and determine appropriate criteria for re-designation ● Continue to explore and develop BGCCSC Pathways, resulting in three pathways embedded in master schedule by 2015-16 ● Increase number of AP courses by one course to provide more (i.e. World Cultures, Psychology) opportunities for college-readiness ● Continue to utilize Math 	<p>Site visit dates</p> <p>Site discussions and Outcomes</p> <p>EAP College Ready Rates</p> <p>AP course Enrollment Data</p> <p>EL Reclassification Rate/Criteria Percent Making Progress towards English Proficiency</p> <p>AP Course Enrollment Rate</p> <p>Rate of students scoring 3 or higher on AP Exams</p> <p>EAP College Ready Rates</p>	<p>All</p> <p>All</p>	<p>LCAP Support Teachers</p> <p>Instructors funded to provide support in order to address achievement Gap and ELD</p> <p>Butte-Glenn Counties Career Pathways Consortium Grant</p>	<p>LCFF Supplemental Site Funds</p> <p>LCAP Instructors</p> <p>.4 ELD</p> <p>.4 Math LC</p> <p>.2 ELA LC</p>	<p>\$164,764.00</p> <p>\$38,228</p> <p>\$22,746</p> <p>\$20,664</p>

Chico High School LCAP/SPSA Goals

Year: 2015-16

	<p>Lab. sections to support struggling Math students</p> <ul style="list-style-type: none"> Continue to use Learning Center to support struggling 9th graders Support Research Team collaboration to identify means of strengthening systematic intervention strategies Improve ELD instructional practice through additional PD, resulting in improved CELDT scores 	<p>EL Reclassification Rate</p> <p>Percent Making Progress towards English Proficiency according to CELDT</p>		<p>Bilingual Instructional Aide</p>	<p>.75 BIA Secondary</p>	<p>\$33,168</p>
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.6 FTE) Guidance Aides Bilingual Aides TK Instructional Aides 	<ul style="list-style-type: none"> Continue to expand role of Targeted Case Manager position to include all cultural backgrounds, Low-SES subgroups and foster youth Utilize Instructional Aides to communicate with targeted sub-groups to track progress 	<p>Conference Schedule? Counselor Schedule</p>	<p>All</p>	<p>Targeted Case Managers (Total District Cost)</p> <p>Bilingual Aides (Total District Cost)</p>	<p>LCFF-District Supplemental</p> <p>LCFF-District Supplemental</p>	<p>\$357,353</p> <p>\$452,158</p>
<p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p>	<p>Not Applicable</p>					
<p>Provide after school homework support at Elementary and Secondary as per site's needs.</p>			<p>All</p>			

Chico High School LCAP/SPSA Goals

Year: 2015-16

<p>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</p> <ul style="list-style-type: none"> 4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information. 4.2: At all levels, increase parent input and involvement in school activities. 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student 						
<p>Site Goal: CHS will move from 0% to 50% of parents registered on Remind text messaging. CHS will reach 100% of parents using Aeries and on-line registration by 2016-2017</p>						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable Subgroups</p>	<p>Proposed Expenditures</p>		
				<p>Description</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> using Parent Portal in Illuminate for 4th-6th grade teachers expectations for timely response (3 day maximum) to parent inquiries 	<ul style="list-style-type: none"> Not applicable to High School Develop and update digital Teacher Handbook to outline communication responsibilities for staff 	<p>Parent Feedback Regarding Timely Responses</p> <p>Spring Parent Survey Responses</p>	<p>All</p>	<p>No Funding Needed</p> <p>Education for the Future Survey</p>	<p>LCFF Base (Total District Cost)</p>	<p>\$10,000</p>
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> Parent Portal feature in Aeries and Illuminate Academic programs to support student learning, such 	<ul style="list-style-type: none"> Refine Frosh Parent Orientation to include active email and Aeries 	<p>Percent of parents</p>	<p>All</p>		<p>LCFF</p>	

Chico High School LCAP/SPSA Goals

Year: 2015-16

as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc.	<ul style="list-style-type: none"> Parent Portal registration Refine new student/parent orientation to include active email and Aeries Parent Portal registration Refine CHS Round-up Opening week of School process to continue to streamline packet pick up and form submissions. Parent Restricted aides to assist with supplemental areas 	with Aeries accounts Instructional Materials, Lab preparation, media science,		Parent Restricted Aides: .43 .875	Supplemental-Site LCFF Supplemental Site	\$1000 \$8,759 \$21,646
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> increasing parent participation District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> Utilize Targeted Case Manager to make inquiring calls to targeted sub-groups 	Sign in Sheets at site ELAC meetings	All	See Goal 3		
Establish baseline for parent involvement in: <ul style="list-style-type: none"> Parent Information/BTSN SSC Site ELAC/DELAC 	<ul style="list-style-type: none"> Advertise activities in multiple languages 	Percent of parent attending BTSN, SSC, and ELAC meetings	All	No Funding Needed		

Goal 5: Improve School Climate <ul style="list-style-type: none"> 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion. 						
Site Goal: CHS will reduce the number of chronically truant students by 2% annually. CHS will reduce number of Out-of-School suspensions by 5%. 2014-2015						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount

Chico High School LCAP/SPSA Goals

Year: 2015-16

<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> ● becoming a trauma-informed district ● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> ● Administrator classroom visits at start of year to address safe school and school climate issues 	<p>Number of Office Referrals</p>	<p>All</p>	<p>District PD Opportunity</p> <p>Site PD Opportunities (portion of total site Title II fund, does not include carryover currently)</p>	<p>Title II District</p> <p>Title II Site</p>	<p>\$4000.00</p>
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> ● Continue to use Attendance Clerks to call all parents on every absence ● Notify parents and students of attendance violations via email, mail and in person (students) ● Host monthly parent seminars for disenfranchised parents ● Develop Saturday School Attendance Incentive Plan (similar to Marsh) ● Leadership Team will discuss end of year data 	<p>Site Attendance Rate</p> <p>Chronic Absenteeism Rate</p> <p>Dropout Rate</p> <p>Graduation Rate</p> <p>Sign-in sheets</p> <p>Number of students attending Saturday School Dropout & Graduation rate</p>	<p>All</p>	<p>Certificated Staff</p>	<p>LCFF Base</p>	
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> ● Opportunity Programs (CAL and Chapman) ● Out of School Suspension alternatives (e.g. Reset/ISS) ● Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> ● Reduce out-of-school suspension rates through alternative options such as on-site ISS or AFC ISS. 	<p>ISS Rate</p> <p>OSS Rate</p>	<p>All</p>	<p>AFC Staff (Total District Cost)</p>	<p>LCFF District Supplemental</p>	<p>\$142,845</p>
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> ● EMHI/PIP ● Guidance Aides ● Nurses <p>● Health Aides</p>	<ul style="list-style-type: none"> ● Utilize At-Risk Intervention Counselor for drug/alcohol issues, stress, anger management, etc. ● Safe Schools ● Employ nurses ● Employ Health Assistants 	<p>Site Attendance Rate</p> <p>Expulsion Rates</p> <p>Suspension</p> <p>Attendance</p> <p>ED Code</p> <p>Violations</p>	<p>All</p>	<p>At-Risk Counselor</p> <p>Camera's, Golf cart for CS</p> <p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCFF Supplemental site</p> <p>Safe School Money</p> <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>\$18,450.00</p> <p>\$14,209</p> <p>\$107,044</p> <p>\$496,363</p>

Chico High School LCAP/SPSA Goals

Year: 2015-16

<ul style="list-style-type: none"> Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> Provide MNI Services as needed Annually provide funding to coordinate and implement "Link Crew" student support organization 			Link Crew	LCFF District Supplemental	\$336,250
					LCFF Supplemental Site	\$500
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> Employ campus supervisors Purchase and install 20 additional cameras to CHS surveillance system Safe Schools 	Number of Office Referrals	All	Campus Supervision (Total District Cost) Cameras	LCFF District Supplemental	\$616,831
					Safe Schools Past District Funded now	\$1,3471
Support student engagement in Art, Music, and PE activities at the elementary schools.	Not applicable					
Research availability of federal and state funds/grants for school resource officers.	Not applicable					
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> Provide numerous sports opportunities Annually fund "Athlete Committed" student support organization to promote healthy living 	Student Participation Rate	All	Coaching Stipends (Total District Cost) Athlete Committed	LCFF District Supplemental	\$367,825
					LCFF Supplemental Site	\$1,000

Chico High School LCAP/SPSA Goals

Year: 2015-16

Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I - \$ 0 Title 1 Carryover- \$ 0		
Title II- \$ 26,278 Title II Carryover- \$ 0 Total \$ 26,278	Professional Development Release Days for Peer Observations ABEO professional Professional Development per department for conferences WASC release	\$8000.00 \$4000.00 \$2000.0 \$10000.00 \$1278.00 Total \$ 26,278
Safe Schools- \$ 7,000 Safe Schools Carryover- \$ 7,209 Total \$ 14,209	Safety Equipment Athlete Committed Link Crew Encumbering funds for future allocations: Camera's, De-escalation training, Keyless Locks on critical needs areas, Privatize fencing for student safety	\$1429.00 \$1000.00 \$500.00 \$11500.00 Total \$ 14,209

Chico High School LCAP/SPSA Goals

Year: 2015-16

--	--	--

LCAP Budget Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
15-16 Total- \$164,764.00 LCAP Carryover- \$ 0	LCAP Instructors .4 ELD .4 Math LC .2 ELA LC Parent Restricted Aides: .43 .875 .15 FTE Secondary Counselor .75 BIA Secondary Will adjust after March 31, 2016 due to Retirement and adjustment of Parent Restricted Aide. Prevention and Intervention Counselor	\$38,228 \$22,746 \$20,664 \$8,759 \$21,646 \$9,600 \$33,168 as of 2/23/2016 Total \$145,307. 18,450.00
		Total= \$164,764