

The Single Plan for Student Achievement

School: Chico Junior High School
CDS Code: 04-61424-6057137
District: Chico Unified School District
Principal: Pedro A. Caldera
Revision Date: 12-2-15

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

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

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

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
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 Junior High School's Vision and Mission Statements

Chico Junior High Vision:

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

Chico Junior High Mission:

To graduate 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 learning Spanish continue their language acquisition in Dual Immersion Classes which are provided in both science and history.

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 program and a STEM program recommended for middle schools and students may participate in an engaging art program.

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, during the school day, and after school.

We have a small theater, three computer labs, and technology in every classroom. The majority of classrooms have LCD projectors, document cameras, and IBeams. Our school has a swimming pool, a rock climbing wall, and a activity course available for use by the physical education classes.

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.

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).

District surveys were given to all staff members, parents and students. In addition, our school has administered informal surveys. The results from these surveys help us examine the educational program at Chico Junior High. This data shows that all stake holders are generally happy and approve of the current practices. Areas which score more to the middle range of satisfaction are ones that will be examined.

Classroom Observations

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

New teachers are provided support via their departments and collaboration. Temporary and Probationary Teachers are observed and evaluated every year. Unless a teacher is working on an Assistance Plan, tenured teachers with ten or more years of teaching experience are evaluated every five years. Alternate evaluations may be done if both the administrator and the teacher agree.

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)

For the 2015-16 school year we will use common formative and formative assessments to modify instruction in efforts to improve student achievement within the new common core standards. In addition, we monitor student grades progress on a weekly basis to provide interventions for students. These interventions include: Center for Success(CFS), Saturday Academy, and Intervention Classes.

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

Using Aeries to identify assignment completion and grade progress.

Staffing and Professional Development

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

All teachers except 1 Math teacher are currently high qualified under NCLB. The teacher in question is taking the CSET in the math area in December 2015.

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

All teachers are credentialed.

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

All subject matter teachers have engaged in Common Core teaching strategies workshops.. In addition, two of our Science teachers have attended NGSS related conferences in 2015.

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

No full-time coaches available, but teachers are scheduled to visit their colleagues' classroom to improve teaching practices for both involved.

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

Teachers collaborating using PLC strategies every Wednesday.

Teaching and Learning

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

All core areas have aligned instruction to standards and Common Core.

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

Students receive an 1 hour of Reading and Language Arts and Math instruction per day.

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

Pacing guides are in place for all Math, English, History, and Science 8.

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

All students have access to state-adopted materials.

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)

All materials are State-Adopted in core areas.

Opportunity and Equal Educational Access

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

All our English Language Development classes are funded by the regular program. .

14. Research-based educational practices to raise student achievement

Currently implementing Common Core teaching strategies to improve student performance in all core content areas.

Parental Involvement

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

Working together with CSU-Chico to develop more connections to serve our students.

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

All stakeholder groups represented through SSC, ELAC and PTSA. Students also have voice through Student Leadership.

Funding

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

Funds being utilized to provide aides to increase student performance through the Center For Success and classroom help.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Barrier 1

The Chico Junior School Site Council and the Instructional leadership team have analyzed the grades and attendance rates of all sub groups. It was determined that there are areas of growth in our sub populations. Specifically within our English Language learners and our Socio-Economically Disadvantaged groups. The students (32) failing 1 or more classes within these sub groups are in need of additional math support, however the current schedule does not allow for additional math support class in the students schedule. These students are taking an Intervention class for core subject support or are taking an English Language Development class.

Goal: Departments will focus on Smart Goals as they relate to the Common Core. They will also implement Common Core teaching strategies in preparation for the Cal mapp. In addition, we want to create a math support class and a Reading Intervention class in the Spring of 2016.

Barrier 2

Chico Junior High School's diversity is both a strength and a challenge. Although the student body at the school is healthy in terms of representing a "real world" population, we have a high number of students with special needs.

Goal: Utilize our Interventions (Center For Success, Intervention English, and BLAST) to improve student academic achievement.

Barrier 3

Chico Junior High School has a number of families in the Socio-Economically Disadvantaged group, and we have many students in foster or group homes, single parent homes, and homes where both parents work long hours.

Goal: Provide academic support and experiences for these students without financial support from parents.

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 7	314	306	97.5	305	2543.4	13	33	27	26
Grade 8	317	310	97.8	310	2562.7	13	35	34	19
All Grades	631	616	97.6	615		13	34	30	23

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 7	20	50	30	27	46	27	13	70	16	24	51	25
Grade 8	23	50	27	19	56	25	12	68	19	21	64	15
All Grades	21	50	29	23	51	26	13	69	18	22	57	20

Conclusions based on this data:

1.

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 7	314	302	96.2	298	2546.4	23	24	28	24
Grade 8	317	310	97.8	309	2556.6	23	22	20	35
All Grades	631	612	97.0	607		23	23	24	29

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 7	32	36	32	23	60	16	24	60	15
Grade 8	29	33	39	21	57	22	27	44	29
All Grades	30	34	35	22	58	19	25	52	23

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
	#	%	#	%	#	%	#	%	#	%	#
7	4	12	19	58	9	27			1	3	33
8	1	7	6	40	4	27	2	13	2	13	15
Total	5	10	25	52	13	27	2	4	3	6	48

Conclusions based on this data:

1. Of the 71 students tested on the CELDT test 44 of them (both 7th and 8th) scored above Early Advanced and above.

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
	#	%	#	%	#	%	#	%	#	%	#
7	5	14	19	51	9	24			4	11	37
8	1	6	7	39	5	28	2	11	3	17	18
Total	6	11	26	47	14	25	2	4	7	13	55

Conclusions based on this data:

1. 42 Students met the CELDT test criteria for re-designation.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	71	55	48
Percent with Prior Year Data	100.0%	98.2%	100%
Number in Cohort	71	54	48
Number Met	52	46	35
Percent Met	73.2%	85.2%	72.9%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	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	8	63	8	51	6	46
Number Met	--	40	--	39	--	28
Percent Met	--	63.5%	--	76.5%	--	60.9%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	Yes	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

- 52 of the 71 students (73.2%) met the NCLB target.

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. Our ELLs in CUSD have met the NCLB targets the last 2 years.

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
Pedro Caldera	X				
Jessica Kamph			X		
Patty Standley			X		
Chase Redkey		X			
Michael Emmons		X			
Andy Wahl		X			
Lupe Arim-Law				X	
Rodrigo Garcia				X	
Micki Rodstrom				X	
Natalie Ernandes					X
Sophie Purser					X
Sophie Hanf					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
X	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 Leadership Team	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 November 18, 2015.

Attested:

<u>Pedro A. Caldera</u>		
Typed Name of School Principal	Signature of School Principal	Date

<u>Michael Emmons</u>		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

<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 Goal: Chico Junior will decrease the device student ratio from 2.2:1 to 1.65:1 by June 1st.</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>Review credentials and assignments.</p>	<ul style="list-style-type: none"> Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments 	<p>- HR Data- Number of teachers with appropriate credential and teaching in correct subject area</p> <p>- Williams Act Report</p>	<p>All</p>	<p>HR</p>	<p>LCFF-Base</p>	
<p>Purchase the following to ensure students, including students in the identified subgroups, have instructional materials:</p> <ul style="list-style-type: none"> Textbooks and supplemental materials Educational software: Illuminate and 	<ul style="list-style-type: none"> Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning 	<p>Williams Act Report</p>	<p>All</p>	<p>Renaissance Place (Total District Cost)</p> <p>Illuminate (Total District Cost)</p>	<p>LCFF-District Supplemental</p> <p>LCFF-Base</p>	<p>84,000.00</p> <p>64,000.00</p>

Renaissance						
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> Facilitate a CUSD M&O site inspection to help identify and prioritize site facility repair needs 	Williams Act Report	All	M&O	LCFF-Base	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	<ul style="list-style-type: none"> Replace technology such as: smart boards with e-beam, hardware, software, projectors, teacher and tech lab computers that reflect new technology, as needed. Two new chromebooks carts added to the site, for a total of six 	Site Student to Computer Device Ratio Site Student to Computer Device Ratio	All All	Chromebook Carts 2 (80) Chromebooks (120) and Carts (3)	Common Core Funds Title 1 C.O. Site	\$44,309 \$66,464.00
To ensure access to on-line resources, employ: <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 	<ul style="list-style-type: none"> Libraries will be maintained and available for student use. 	Chico Junior Library Media Teacher- .33 FTE Library Media Assistants staffed at .75 FTE per day IT Tech Aide- .5 FTE per day	All	Librarians & Library Media Assistants (Total District Cost) Tech Aides (Total District Cost)	LCFF- District Supplemental LCFF-District LCAP	794,091.00 184,764.00
Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> Computers for Classrooms Comcast Internet Access 	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		

	<ul style="list-style-type: none"> ● All certificated personnel will meet weekly in PLC groups to: <ul style="list-style-type: none"> ○ build student literacy through instructional practices aligned with CSCS ○ plan instruction with a minimum of 8 of those times to analyze student achievement data ○ develop one common assessment each semester ● Send teachers to: <ul style="list-style-type: none"> ○ ELA/ELD Framework Rollout ○ STEM Conference ○ State NGSS Rollout in Red Bluff ○ Google PD ○ Language Star trainings (ELD teachers) 	<p>SBIT meetings. Students Served.</p> <p>PLC Notes</p> <p>Common Assessments developed</p> <p>Staff Meeting Agendas with overview from attendees</p>		<p>No Funding Needed</p> <p>Conference/ Training Costs</p>	<p>Title II Site</p> <p>Title II Site Title II District</p>	<p>23,161.00</p>
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) 	<p>District-wide ELA Rubric for Argumentative Writing</p> <p>DLC Meetings</p>	All	TOSAs (Total District Cost) See Goal 3		
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> ● Interested teachers will participate in long-term professional development opportunities 	ABEO Participation Rate	All	ABEO	District Title II	

<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: Chico Junior will decrease the number of Ds and Fs in all subjects by 20% each semester. (444 Ds/Fs to 379 Ds/Fs by end of 1st semester)</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>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"> Develop a list of additional electives aligned with high school college and/or career pathways 	<p>A-G Course Enrollment (Math and Foreign Language)</p>	<p>All</p>	<p>.4 Additional Counselor Time</p>	<p>Title 1</p>	<p>41,379</p>

		Percent of students enrolling in Career Pathways				
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> Maintain or reduce non-promoting student numbers from <u>4 students in 2014-15 school year to 4 or less in 2015-16</u> 	Number of Students with Ds or Fs	All	Additional IA Tech	Title 1	36,199.62
	<ul style="list-style-type: none"> Increase the support for all students with D and F grades through: <ul style="list-style-type: none"> Center For Success (CFS) Lunch time After School Support Reading and Math Support Class Saturday School academic support 	Number of Students with Ds or Fs		Staff	LCFF Site Supplementa	12,918.61
	<ul style="list-style-type: none"> Saturday School 	Student Attendance via sign in sheets		Certificated Staff	Title 1 C.O.	5,000.00 35,048.00
	<ul style="list-style-type: none"> (3) IRI classes 	Retention at CJHS by semester.		IA Computer Aide	LCFF BASE	
	<ul style="list-style-type: none"> Peer Tutoring 	Student Attendance via sign in sheets		Certificated Staff (.6)	Title 1 (.4) LCFF Site Supplemental (.2)	29,356.82 12,706.85
	<ul style="list-style-type: none"> Intervention Coordinator (.6 day a week TOSA) 	Number of Students with Ds or Fs		No Funding Needed		
	<ul style="list-style-type: none"> (.2) day of additional School Psychologist to work with Trauma Students 	Number of students on	ALL	Certificated Staff (.6 Position as TOSA)	Title 1 C.O. (.2) LCFF-Site Supplemental (.4)	16,500.00 33,500.00
	<ul style="list-style-type: none"> Purchase Multicultural Books for the library 	Circultion of books	ALL	.2 Additional School Psychologist	Title 1 C.O.	21,456.93
			ALL	Additional books for Library	Title 1	2,000.00
Provide the following services to improve instruction: <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.6 FTE) 			All	Targeted Case Managers (Total District Cost)	LCFF-District Supplemental	357,353.00

<ul style="list-style-type: none"> ● Guidance Aides ● Bilingual Aides ● TK Instructional Aides 	<ul style="list-style-type: none"> ● Increase ELD aide support from two hours a day to four hours a day ● 20% of ELD students will meet the reclassification criteria. (14 students in ELD Class at least reclassify 4 students.) 	Percent Making Progress towards English Proficiency (CELDT) EL Reclassification Rate		Bilingual Aides (Total District Cost) Bilingual Aides (Total District Cost)	LCFF-District Supplemental	452,158.00
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	Not Applicable					

<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: Chico Junior will increase the number of parents enrolled and active on Aeries from 473 Student parents to 523 Student parents by 3/25/2016.</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>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 Junior High Remind staff of timely responses to parent inquiries in staff notes and at staff meetings 	<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>10,000.00</p>
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> Parent Portal feature in Aeries and Illuminate Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, 	<ul style="list-style-type: none"> Parent Portal information sent 	<p>Percent of parents accessing Remind</p>	<p>All</p>	<p>No Funding Needed</p>		

etc.	<p>home in packet pickup, BTSN, and phone calls via the dialer</p> <ul style="list-style-type: none"> ● Post directions for signing up for Remind on site website. ● Share directions to parents and staff via PTSO and staff meetings for signing up on Remind. ● Post school information to students and parents on electronic marquee and site webpage 	and Aeries				
<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● Continue to employ TCM at site 	Sign in Sheets at site ELAC meetings	All	See Goal 3		
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> ● Parent Information/BTSN ● SSC ● Site ELAC/DELAC ● PTSA 	<ul style="list-style-type: none"> ● Offer a minimum of 4 ELAC Meetings and 2 Aeries parent trainings. 	Number of parents attending BTSN, SSC, and ELAC meetings,	All	<p>Parent Liaison</p> <p>Bilingual Aide</p>	<p>LCFF-Site Supplemental</p> <p>LCFF-Site Supplemental</p>	<p>21,288.92</p> <p>4,563.62</p>

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: We will increase the number of (Caught Being Kind) tickets on a monthly basis from an average of 60 per month to an average of 80 by the end of 1st semester and then to 90 by June 1st.						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> All staff will be provided information that clearly outlines student behavioral expectations and procedures for addressing student behavior concerns. All staff will have professional development on Trauma Informed by Matt Reddam, de-escalation training from Andy Duch, Nurtured Heart approach, and Mindset training. Every other staff meeting will be a Student support staff meeting to discuss our At- Risk and LCAP students' progress. All campus supervisors will receive training that has a focus of working with students in a positive manner. 	Staff Meeting Agendas and Notes	All	Matt Reddam	Title II Site	250.00
Provide parent, education/training classes to improve student attendance.	<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. 	Daily Mid-day and End of Day Attendance Notes	All			

	<ul style="list-style-type: none"> 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 	<p>List of Weekly and Monthly Awards</p> <p>School Newsletter</p> <p>Attendance at Saturday School Site Attendance Rate</p>		Certificated Staff	LCFF Base	
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> Opportunity Programs (CAL and Chapman) Out of School suspension alternatives (e.g. Reset/ISS) Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> Use AFC for In-School suspensions 	ISS Rate	All	AFC Staff	LCFF District Supplemental	142,845.00
Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> EMHI/PIP Guidance Aides Nurses Health Aides Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> Employ EMHI, PIP, Guidance Aides- See Goal 3 Employ Nurses Employ Health Assistants Provide MNI Services as needed 	Site Attendance Rate	All	<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>107,044.00</p> <p>496,363.00</p> <p>336,250.00</p>
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> Employ campus supervisors 	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCFF District Supplemental	616,831.00
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.			All			

Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> ● Provide numerous sports opportunities 	Student Participation Rate	All	Coaching Stipends (Total District Cost)	LCFF District Supplemental	367,825.00
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Categorical Expenditures in this plan approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I - \$120,987 Title 1 Carryover- \$152,309 Total \$273,296	Chromebook Carts - 3 Title I Coordinator .4 Counselor Additional IA Intervention Staff Certificated Intervention Staff IRI Class .6 TOSA .2 Psychologist .2 Library Books	\$66,464- \$19,894- \$41,379- \$36,199- \$5,000- \$35,048- \$29,356- \$16,500- \$21,456- \$2,000- \$273,296
Title II- \$10,157 Title II Carryover- \$13,254 Total \$23,411	Conference /Training Matt Reddam	\$23,161 \$250 23,411
Safe Schools- \$7,000 Safe Schools Carryover- \$7,209 Total \$14,209	1hr. Additional Campus Supervisor Strobe intercom alert systems Safety Conference Additional Cameras	\$3,000 \$1,000 \$5,000 \$5,209 \$14,209

LCAP Budget - Developed with Community/SSC Input		
Funding Source	Funding Allocation	Cost
15-16 Total- \$ 79,296 LCAP Carryover- \$ 5,682	Intervention Staff IA Computer IRI Class .2 TOSA .4 Parent Liaison Bilingual aide	\$12,918 District LCAP \$12,706 \$33,500 \$21,288 \$4,563
Total= \$84,978		Total= \$84,975