

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: 11/30/2017

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 .

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School Vision and Mission

Chico High School's Vision and Mission Statements

Chico High School Mission Statement

Through meaningful relationships with students, parents, and community Chico High prepares students to become independent self-sufficient adults who succeed and contribute responsibly in the global society.

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.

Chico High School Vision Statement:

We see all students as learners. We see each individual student with dignity and value. We see students developing mutual respect and valuing individual diversity. We see students who pursue truth and knowledge. We see students who meet high academic standards. We see a safe environment that encourages freedom to teach and learn.

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 School

We commit to engaging in the process of asking and answering the following four critical questions that drive our Mission and Vision statements:

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.

Chico High School-wide Learner Outcomes:

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

The 2017/2018 Gold Ribbon Award winning 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 High School recently celebrated it's 115th year of operation.

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 88000 in 2016. (<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 9% in the 2016 census

Chico High has a tradition of academic excellence and a reputation for being responsive to the student needs. The faculty built upon the work presented by Rick and Becky DuFour, and have moved into working with ABEO to insure instructional practices are sound, relevant, and in line with Common Core standards. . 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-alike 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 multiple learning centers in Math and English offer students a chance to explore specific interests or address specific needs in more depth with a smaller group of students and teachers.

in the 2016 year CHS was afforded a six year WASC accreditation. The 2018/2019 school year will have a mid-term visit from the WASC committee. Additionally and as provided by the latest CASSP testing, CHS was ranked in the top 1% of all similar schools in California.

Current CTE Pathways 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 an A-G series of UC aligned courses in AG science has been adopted and will be implemented beginning in the fall of the 2107-2018 school year.

~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?"

Results from most to least:

- Homework -
- Attendance -
- Participation -
- Skills -
- Content -
- Behavior -
- English Lang. -

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.

Recent Parent Survey regarding possible facilities enhancements at CHS was administered.

- Results were conclusive in that staff felt CHS had adequately facilities yet needed on-going maintenance.

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. CUSD and CHS have begun to use Aeries Analytics for real time data on grades, attendance, behavior, and even deeper data for various groups who are under-performing (e.g EL students, freshman, and homeless and foster care)

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 ESSA.

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. This movement has involved working with the ABEO corporation to further enhance instructional practices and refine targeted goals.

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 on-going transition to the Common Core presents challenges as teachers participate in training and developing relevant curriculum.

As CHS enters into the third year of their WASC cycle, 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, CTE pathway adherence and the Multiple Measures components. The emphasis on these areas will provide opportunities for our student to bridge the achievement gap and continually surface the issues of disparity in opportunity for our low SES population.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	415	415	439	390	396	424	389	395	424	94.0	95.4	96.6
All Grades	415	415	439	390	396	424	389	395	424	94.0	95.4	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2631.2	2619.8	2616.8	33	29	27.59	38	38	38.21	20	22	22.64	9	11	11.56
All Grades	N/A	N/A	N/A	33	29	27.59	38	38	38.21	20	22	22.64	9	11	11.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	42	35	37.50	46	52	50.00	13	13	12.50
All Grades	42	35	37.50	46	52	50.00	13	13	12.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	43	39	37.59	45	48	43.97	12	13	18.44
All Grades	43	39	37.59	45	48	43.97	12	13	18.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	20	21	24.06	66	68	65.80	14	12	10.14
All Grades	20	21	24.06	66	68	65.80	14	12	10.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	46	41	40.33	46	48	47.64	8	11	12.03
All Grades	46	41	40.33	46	48	47.64	8	11	12.03

Conclusions based on this data:

1. We are 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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	415	415	440	395	396	423	393	395	423	95.2	95.4	96.1
All Grades	415	415	440	395	396	423	393	395	423	95.2	95.4	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2603.4	2613.2	2599.3	15	17	13.48	29	30	30.50	26	28	27.19	30	25	28.84
All Grades	N/A	N/A	N/A	15	17	13.48	29	30	30.50	26	28	27.19	30	25	28.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	30	29.55	37	39	33.57	38	31	36.88
All Grades	25	30	29.55	37	39	33.57	38	31	36.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	22	24	18.91	58	53	50.12	21	23	30.97
All Grades	22	24	18.91	58	53	50.12	21	23	30.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	19	22	17.49	60	59	62.17	21	19	20.33
All Grades	19	22	17.49	60	59	62.17	21	19	20.33

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	17			42	37	17	21	42	58	21	5			16	25
10	12	5		46	57	44	27	19	38	15	19	13			6
11	28	4		48	39	40	16	39	20	8	9	20		9	20
12	20	7	7	53	67	29	13	20	36	7		21	7	7	7
Total	19	4	2	47	49	33	20	31	38	13	9	13	1	8	13

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	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	14	5	11	39	32	17	18	36	39	21	5		7	23	33
10	8	6		43	43	43	28	29	29	15	14	19	8	9	10
11	26	10	19	42	35	38	16	39	13	13	10	19	3	6	13
12	18	9	15	47	53	39	20	26	30	4	6	12	11	6	3
Total	16	7	11	43	42	35	21	32	28	13	9	13	8	10	13

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 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			
Keith Rollins		X			
Mary Sours				X	
Larry Baer				X	
Patti Willis				X	
Robin Carriere			X		
Luis Gonzalez			X		
K. Wion					X
Jenna Poog					X
Numbers of members of each category:	1	4	2	3	2

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)

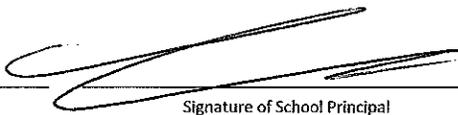
Signature

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 9/28/2017.

Attested:

Mark Beebe

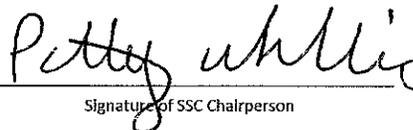
Typed Name of School Principal


Signature of School Principal

11/30/17
Date

Patty Willis

Typed Name of SSC Chairperson


Signature of SSC Chairperson

11/30/17
Date

CUSD
LCAP Goal 1: Quality Teachers, Materials, and Facilities
 All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:

- CHS will provide staff to be trained in the use of technology based instruction, to include: enhanced learning targets, student engagement, and formative assessment feedback, Attendance and participation of PD at 100%. 2017-2018.**
- By June 1, 2018, CHS students and staff will have 1:1 access to computer technology.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed 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	All	HR	LCAP-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 technology to supplement hard copy inventory Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning Instructional Materials that aide in best practices (e.g e-beams for math, white boards, E-books, reference materials, library licensing materials, technology enhancements, expanded training) 	Williams Act Report Purchase PO's, requests, licenses,A/V Technology Equipment and Supplies	All	Instructional Materials Renaissance Place (Total District Cost) Illuminate (Total District Cost) Site technology including supplemental Chromebook Carts/LCD Projectors/Infr astructure	LCAP Base Lottery Funds LCAP- Supplemental District LCAP - District Supplemental LCAP LCAP	\$400,000 \$350,000 \$70,289 \$61,303 \$20,000 \$8,000

<p>Regularly inspect and maintain facilities.</p>	<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 	<p>Williams Act Report</p>	<p>All</p>	<p>M&O</p>	<p>LCAP-Base</p>	<p>\$400,000</p>
<p>Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)</p>	<ul style="list-style-type: none"> Site will ensure that Chromebook carts are maintained in good working order Chromebook carts are available to all teachers everyday, every period. 	<p>Site Student to Computer Device Ratio 1:1 District Provided Chromebooks</p>	<p>All</p>	<p>Chromebook Carts</p>	<p>LCAP District Supplemental</p>	<p>\$350,000</p>
<p>To ensure access to online resources, employ:</p> <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 Explore the use of E-books in the library. 	<p>CHS Library Media Teacher- 1.0 FTE Library Media Assistants staffed at 1.35 FTE per day IT Tech Aide- 1.0 FTE per day</p>	<p>All</p>	<p>Librarians & Library Media Assistants (Total District Cost) Tech Aides (Total District Cost)</p>	<p>LCAP- District Supplemental LCAP -District Supplemental</p>	<p>\$1,056,738 \$390,468</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>		

CUSD

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.
- 2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goals:

- CHS ELA and Math will create, implement, align and analyze two common assessments per grade level each semester by June of-2018
- CHS will identify and target instructional offerings in connection with AP, Honors, and A-G classes to raise College Ready status 10% growth over a two year cycle (2017-2019), and decrease collegiate remedial placement (10% decrease) over 2 year cycles 2017-2019.
- CHS certificated personnel will progress a minimum of one stage level on the CSCS implementation plan.
- Using the baseline data from SBAC refine and adjust instructional practices and potential course offerings to improve ELA by 3% and Math by 3% globally, raise by 5% our low SES student population, and all groups raise scores by 5%. 2017-2018.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<ul style="list-style-type: none"> ● Staff will continue to work on ensuring that all students receive instruction in all areas fully aligned to the CSCS and NGSS and administer assessments that align with new state standardized assessments (SBAC) ● 9-12 will develop, refine and administer the ELA and math assessments in place and continue refining the assessment plan that is in place during the 2017-18 school year. 	<p>SBAC Data</p> <p>Administration of assessment data</p>	All	Teachers on Special Assignment (TOSA0)	<p>LCAP - District Supplemental</p> <p>Title II</p> <p>CA Career Pathway Trust</p> <p>Title I</p> <p>Title III</p> <p>Other</p>	<p>\$291,830</p> <p>\$148,000</p> <p>\$315,555</p> <p>\$199,284</p> <p>\$37,698</p> <p>\$45,357</p>
<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 student data and instruction. ● 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. 	<p>ILC notes</p> <p>Licenses for students</p> <p>Sign-in district PD Sheets</p> <p>District PD days twice a calendar year</p>	All	<p>Collaboration Days- No Funding Needed</p> <p>Site PD Opportunities</p> <p>District PD Opportunities</p>	<p>LCAP</p> <p>Title II District</p> <p>Title III</p>	<p>\$2,000</p> <p>\$200,000</p> <p>\$39,000</p> <p>\$179,000</p>

	<ul style="list-style-type: none"> • Provide release time for Peer Rounds DLC Protocol participation • Coordinate Peer Observation schedule with secondary DLC Representatives <p>All ELA and Math certificated personnel will meet weekly and in Collaboration, Departmental and outside PD groups to:</p> <ul style="list-style-type: none"> o build student literacy through instructional practices aligned with CSCS o plan instruction and intervention after an analysis of student achievement data o develop one common assessment each semester for each grade level ELA and Math course. o Math teachers will use Collaboration Time to develop common assessments o English teachers will use Collaboration Time to develop horizontal articulation (pacing, assessments) <ul style="list-style-type: none"> o Develop Common Math Assessments o Develop Common English pacing and assessments <p>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:</p> <ul style="list-style-type: none"> • Utilize release periods and collaboration time to aggregate and disaggregate student-achievement assessment data to identify challenges and strengths of current instructional practice • Continue to bridge English Department identified CCS for writing with other departments. • Identify PD needs to be met by on-site leaders through staff meeting collaboration, to be embedded in monthly whole-staff meeting. • Identify Strategies through PD to increase students' ability to access and convey 	<p>Shared google Doc, Survey of staff, and sign up sheets . DLC meetings Staff Meetings,</p> <p>Department and Collaboration meetings.</p> <p>Staff Meeting Agendas, Instructional Council and department Meeting</p> <p>Intervention strategies for best practices (ELA and Social Studies) Staff and Instructional council meetings Staff Meeting agendas</p> <p>SBAC Data, Common Assessment scores,</p> <p>Shared literacy and writing prompts with Social Studies and CTE. WASC</p>		<p>Site PD, After school PD, PLCs, Peer Observation Debrief</p> <p>Math common assessments into Illuminate ELA department to assess 11th grade common prompt.</p> <p>Site PD Opportunity Summer Collaboration</p> <p>Release for Professional Development (eg. peer rounds, cross site articulation release, data analysis)</p> <p>Mid-year report</p>	<p>Educator Effectiveness Funds</p> <p>Title II Site</p> <p>LCAP Funds</p> <p>LCAP Funds</p>	<p>\$7,000.0</p> <p>\$6,000</p> <p>\$4,000</p>
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	<p>information efficiently and effectively (CHS SLO's per WASC action Plan.</p> <ul style="list-style-type: none"> 85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD and/or CTE during the school year. 	<p>Travel requests, PO's generated,</p>		<p>Conferences and Release time</p>	<p>LCAP Funds</p>	<p>\$10,000</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<p>Continued development of common ELA Writing Rubric 9-12 (Argumentative)</p>	<p>District-wide ELA Rubric for Argumentative Writing</p> <p>DLC Meetings</p>	<p>All</p>	<p>TOSAs (Total District Cost) See Goal 3</p>	<p>LCAP Supplemental District</p>	<p>\$357,353</p>
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> Provide release time for Peer Rounds DLC Protocol participation 	<p>Peer Observation Rounds to support High Impact Practices Participation Rate</p>	<p>All</p>	<p>Site PD After School- PD PLCs Peer-Observation Conferences</p>	<p>Title II Site</p>	<p>\$7,000.0</p>

CUSD

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

- 3.1: Implement and refine a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.
- 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.
- 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.
- 3.4: Increase student achievement for English learners.
- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Site Goals:

- CHS will decrease D / F rates by 5% by the end of S1 and S2 in 2017-2018 in relationship to 2016-2017 data.**
 - **Create data profile to show positive growth of S1 frosh to S2 Sophomore. 2017-2018.**
- CHS will increase participation in AP classes by 5% across all student groups, SES, and grade levels. 2017-2018**
- CHS Increase participation on SAT / PSAT by 5 % across all demographic levels. 2017-2018.**
- CHS will increase A-G rates by 10% (2.5% a year) over the next 4 years (2016-2019) as determined by CSU / UC eligibility.**
- CHS will redesignate 5% of ELL students in 2017-2018.**
- CHS will increase percentage of students who are able to access College readiness Math and ELA at university level by 5% in 2017-2018.**
- CHS will increase the number of students who reach a "3" or "4" on the SBAC in ELA and Math by 3% over the previous year's scores.**
- CHS will continue to support, enlist, and increase current and potential CTE pathway offerings.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
<p>Secondary Counselors will implement and monitor college/career plans for all</p>	<ul style="list-style-type: none"> Research and implement an Early Warning System to identify and support students in danger of not graduating. 	<p>A-G Course Enrollment (Math</p>	<p>All</p>	<p>Secondary Counselors (Total Cost for</p>	<p>LCFF District Supplemental</p>	<p>\$1,741,419</p>

<p>students, especially those in the identified subgroups.</p>	<ul style="list-style-type: none"> 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 Guidance Counselor to identify, monitor, and support student participation in CTE Pathway completion and 4 year plans 	<p>and Foreign Language)</p> <p>Percent of students enrolling in Career Pathways</p> <p>4 year plans for each student in Aeries, Multiple measures results,</p>		<p>all Secondary Sites)</p> <p>.5 Grant Funded Counselor</p> <p>.15 FTE Secondary Counselor</p> <p>Counseling .10</p>	<p>Career Pathways Grant</p> <p>LCAP Site Discretionary</p> <p>LCAP Site Discretionary</p>	<p>\$49,519</p> <p>\$9,600</p> <p>\$6,965</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 Utilize Aeries Data Dashboards for all assessments disaggregated by subgroups Continue the development of CTE Pathways, resulting in six pathways embedded in master schedule. Increase number of AP courses by one course to provide more (i.e. World Cultures, Psychology) opportunities for college-readiness. Offer a Variety of AP courses with highly trained staff. Provide release time and/or extra assignment compensation for Core Academic Area staff to identify standards alignment and develop best practices /learning targets for each course: <ul style="list-style-type: none"> Utilize Peer Rounds data to drive on site DLC discussion Coordinate Peer Observation schedule with secondary DLC Representatives Continue to utilize Math Lab. sections to support struggling Math students Continue to use Learning Center to support struggling 9th graders ELD Team to meet and determine appropriate criteria for re-designation. EL and TCM monitoring Percent Making Progress towards English Proficiency according 	<p>Site visit dates</p> <p>Site discussions and Outcomes</p> <p>EAP College Ready Rates</p> <p>AP Course Enrollment Rate</p> <p>Rate of students scoring 3 or higher on AP Exams</p> <p>EL Reclassification Rate/Criteria</p> <p>Percent Making Progress towards English Proficiency</p> <p>EAP College Ready Rates</p>	<p>All</p> <p>All</p>	<p>LCAP Support Staff</p> <p>Instructional Staff sent to annual AP trainings.</p> <p>Provide support in order to address achievement Gap and ELD</p> <p>Bilingual Instructional Aide</p> <p>Butte-Glenn</p>	<p>LCAP Supplemental Site Funds</p> <p>Title II</p> <p>LCAP Instructors .2</p> <p>Title II site</p> <p>.75 BIA Secondary</p> <p>District Funded</p>	<p>\$164,518.00</p> <p>\$7867.00</p> <p>\$23,649</p> <p>\$7,000</p> <p>\$37,712.59</p> <p>\$5,000</p>

	<p>to CELDT</p> <ul style="list-style-type: none"> Utilize Read 180 Curriculum for struggling students. <p>Implementation of school-wide culture and climate plan coordinated by Activities Director in a collaborative effort from student government, panther pride, instructional staff, and community partnership to promote a positive climate at CHS.</p> <ul style="list-style-type: none"> Freshman adopted new careers class (Get Focused, Stay Focused). 	<p>EL Reclassification Rate based on CELDT, STAR, and teacher recommendation.</p> <p>Read 180 completers</p> <p>End of the year student survey, staff survey, Healthy Kids Survey, Panther Committed participation, freshman orientation.</p> <p>Number of Course sections, Aeries</p>		<p>Counties Career Pathways Consortium Grant</p> <p>Capturing Kids Heart Training</p>	<p>LCAP</p> <p>LCAP</p> <p>LCAP</p> <p>LCAP</p>	<p>\$2,000</p> <p>\$7,000</p> <p>\$2,000</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?</p> <p>Counselor Schedule</p>	All	<p>Bilingual Aides (Total District Cost)</p>	<p>LCAP-District Supplemental</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>Math Lab At risk students targeted by Math Department and enrolled in 8th period math support class</p>	<p>Aeries</p>	All	<p>Certificated Staff</p>	<p>Site FTE</p>	

CUSD

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

- 4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information.
- 4.2: At all levels, increase parent input and involvement in school activities.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal:

- **All (100%) of teachers will update Aeries gradebooks within 10 days of completion of assignment.**
- **CHS will have 90% of parents and students using Aeries and on-line registration by end of 2017-2018.**
- **CHS will update Panther Web-site, Master Calendar and Social Media platforms to ensure that our communication platforms are being utilized.**
 - **Goal of 1000 followers on Social Media platforms Twitter / Facebook at end of 2017-2018 academic year.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> ● using Parent Portal in Illuminate for 4th-6th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries 	<ul style="list-style-type: none"> ● Not applicable to High School ● Develop and update digital Teacher Handbook to outline communication responsibilities for staff 	Parent Feedback Regarding Timely Responses Spring Parent Survey Responses	All	No Funding Needed Education for the Future Survey	LCAP Base (Total District Cost)	\$10,000
Provide parent training in English and other languages addressing parent access to: <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, etc 	<ul style="list-style-type: none"> ● Refine Frosh Parent Orientation to include active email and Aeries Parent Portal registration ● Refine new student/parent orientation to include active email and Aeries Parent Portal registration ● Refine CHS Arena Opening week of School process to continue to streamline packet pick up and form submissions. ● Parent Restricted aides to assist with supplemental areas 	Percent of parents with Aeries accounts Instructional Materials, Lab preparation, media science,	All		LCAP Supplemental-Site? LCAP Supplemental Site? Parent Restricted Aides:	\$1000 \$1,000 .43 .21 \$10,737 \$7765.

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. Classified Staff: timely updates of web-site, Twitter, Facebook, and ALL-calls to families and students. 	Sign in Sheets at site ELAC meetings Parent Surveys, Booster interaction, CHS foundation.	All	Targeted Case Managers (Total District Cost) No Funding Needed	LCAP - District Supplemental	\$357,353
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		

CUSD 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: <ul style="list-style-type: none"> CHS will reduce the number of chronically truant students by 1% annually to meet the goal of 2.5%. CHS will reduce number of Out-of-School suspensions by 5%. 2017-2018. CHS Maintain or increase 96% attendance rate (ADA) by aligning course offerings and educational options to meet needs of all student groups. 						
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"> Administrator classroom visits at start of year to address safe school and school climate issues 	Number of Office Referrals	All	District PD Opportunity Site PD Opportunities (portion of total site Title II fund, does not include carryover currently)	Title II District Title II Site	\$4000.00
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> Continue to use Attendance Clerks to call all parents on every absence TCM contact parents 	Site Attendance Rate	All	TCM supplies and support	LCAP	\$5,000

	<ul style="list-style-type: none"> Notify parents and students of attendance violations via email,mail and in person (students) Leadership Team will discuss end of year data Include informational research about the importance of daily school attendance in the school newsletter, Website updates, Twitter, and Facebook. Develop Saturday School Attendance Incentive Plan. <ul style="list-style-type: none"> Utilize Saturday school for ADA attendance recovery Adhere to CUSD attendance/SARB policies and procedures 	<p>Chronic Absenteeism Rate Dropout Rate Graduation Rate Sign-in sheets</p> <p>Dropout & Graduation rate</p> <p>Number of students attending Saturday School</p>		<p>Certificated Staff</p> <p>Certificated Staff</p>	<p>None needed</p> <p>ADA re-coup driven</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 OSS Rate</p>	<p>All</p>	<p>AFC Staff (Total District Cost)</p>	<p>LCAP 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 Health Aides Medically Necessary/Off Campus Instruction. 	<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 Provide MNI Services as needed Annually provide funding to coordinate and implement "Link Crew" student support organization 	<p>Site Attendance Rate</p> <p>Expulsion Rates Suspension Attendance ED Code Violations</p>	<p>All</p>	<p>At-Risk Counselor</p> <p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p> <p>Link Crew</p>	<p>LCAP Supplemental site</p> <p>Safe School Money</p> <p>LCAP District Supplemental</p> <p>LCAP District Supplemental</p> <p>LCAP District Supplemental</p> <p>Title II</p>	<p>\$18,450.00</p> <p>\$10,3392.0</p> <p>\$107,044</p> <p>\$496,363</p> <p>\$336,250</p> <p>\$1,000</p>

<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> ● Safety and Security <ul style="list-style-type: none"> ○ Employ campus supervisors ○ Purchase and install additional cameras to CHS surveillance system ○ Safe Schools ○ Campus Supervisor ○ Golf Cart Maintenance ○ Safety Equipment 	<p>Number of Office Referrals</p>	<p>All</p>	<p>.3125 Additional Campus Supervisor Camera's, Golf cart maintenance, radio's, safety equipment Campus Supervision (Total District Cost) Cameras</p>	<p>Title II Safe Schools LCAP District Supplemental Safe Schools Past District Funded now</p>	<p>\$6965 \$9,000 \$616,831 \$1,3471</p>
<p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p>	<p>Not applicable</p>					
<p>Research availability of federal and state funds/grants for school resource officers.</p>	<p>Not applicable</p>					
<p>Support student engagement at the high schools by encouraging participation in sports teams.</p>	<ul style="list-style-type: none"> ● Provide numerous sports opportunities ● Annually fund "Athlete Committed" student support organization to promote teen healthy living. ● Implementation of school-wide culture and climate plan coordinated by Activities Director in a collaborative effort from student government, panther pride, instructional staff, and community partnership to promote a positive climate at CHS. ● Freshman adopted new careers class (Get Focused, Stay Focused). 	<p>Student Participation Rate Pre and Post Surveys End of the year student survey, staff survey, Healthy Kids Survey, Panther Committed participation, freshman orientation.</p>	<p>All</p>	<p>Coaching Stipends (Total District Cost) Athlete Committed Certificated and classified staff.</p>	<p>LCAP District Supplemental LCAP Supplemental Site LCAP LCAP</p>	<p>\$367,825 \$6,000 \$7,000</p>

		Capturing Kids Hearts Training		Certificated Staff		\$2,000
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Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$ 0 Title 1 Carryover-\$ 0		
Title II-\$ 24,867 Title II Carryover-\$ 0 Total \$ 24,867	Site Professional Development Support: <ul style="list-style-type: none"> • Summer Collaboration • Professional Development for Departmental requests. DLC Peer rounds release. • AP Training • Capturing Kids Hearts Training(Get Focused, Stay Focused 	\$6000.0 \$7,000 \$7,867.00

	<ul style="list-style-type: none"> training) • Staff Materials 	<p>\$2,000</p> <p>\$2,000</p>	
			Total \$ 24,867
<p>Safe Schools- \$ \$7,000</p> <p>Safe Schools Carryover- \$3,392.00</p> <p>Total \$10,300</p>	<p>CHS Safety, Climate, and Culture:</p> <ul style="list-style-type: none"> • Safety Equipment • Link Crew • Camera's, • Golf Cart Maintenance • Radio Maintenance 	<p>\$2000</p> <p>\$1000</p> <p>\$3000</p> <p>\$3000</p> <p>\$1392.0</p>	
			Total \$ 10,3392.00

LCAP Budget Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
<p>15-16 Total- \$164,518.00</p> <p>LCAP Carryover- \$ 0</p>	<ul style="list-style-type: none"> • ELA / Culture Intervention: <ul style="list-style-type: none"> ○ .2 FTE • Parent Restricted Aides: <ul style="list-style-type: none"> ○ .43750 ○ .21 • Counseling: 	<p>\$23,649.89</p> <p>\$10,737.02</p> <p>\$7765.67</p>

	<ul style="list-style-type: none"> ○ .10 FTE Secondary Counselor ● ELD Coordinator <ul style="list-style-type: none"> ○ 75 BIA Secondary ● Campus Supervisor: <ul style="list-style-type: none"> ○ .31250 ● Conference Release and Registration ● Athlete Committed ● Release for Professional Development (eg. peer rounds, cross site articulation release, data analysis) ● AV/ Technology and Equipment ● Climate and Culture ● EL services and Targeted Case Manager Support / Supplies ● Read 180 ● Classroom Supplies 	<p>\$6965.37</p> <p>\$37712.59</p> <p>\$15,594.76</p> <p>\$10033.70</p> <p>\$6,000</p> <p>\$4,059.00</p> <p>\$20,000</p> <p>\$7,000</p> <p>\$5,000</p> <p>\$2,000</p> <p>\$8,000</p>
		<p>Total= \$164,</p>