

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: 12-2-17

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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Position: Principal
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The District Governing Board approved this revision of the SPSA on .

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	6
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
School Site Council Membership.....	14

School Vision and Mission

Chico Junior High School's Vision and Mission Statements

Chico Junior High Vision:

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

Chico Junior High Mission:

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

School Profile

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

The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. Special opportunities are available for students who struggle with academics in tiered interventions. Second language learners benefit from enrollment in English Language Development classes. Students who are 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, two computer labs, and technology in every classroom. The majority of classrooms have LCD projectors, document cameras, and IBeams/ Smartboards. Our school has a rock climbing wall, and an activity course available for use by the physical education classes. The school underwent a major remodel starting in the Fall of 2015 and ending the Summer of 2016. A new science wing was constructed containing 3 classrooms. All previous existing science classrooms were remodeled and a STEM Lab was added. All the boys and girls bathrooms and staff bathrooms in the main hallway were remodeled. The school was also painted inside and out. The library was updated to include new lighting, new ceiling fans, and new floor coverings. A new projection system was added to the library in the Fall of 2017. All of the older heating and cooling units were replaced. Both parking lots were updated and the front entry of the school was made ADA compliant. Last, a fence was put up on the west side of the school. In the summer of 2013, the walkway overhangs/roofs were replaced. In the fall of 2007, bathroom facilities were built for the gymnasium .

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

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 2017-18 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. We also use i-Ready diagnostics (3 per year) and do the STAR reading assessment 4 times a year.

Staffing and Professional Development

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

All teachers are currently high qualified.

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 2016 and two went in 2017.

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 additional teacher support 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 (75) failing 2 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 CAASPP. In addition, created a math support class and a Reading Intervention class in the Spring of 2016 to be ready for the 2016 -17 School year and we also added a Mind-Set class for the 17-18 school year.

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 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 6			242			234			233			96.7
Grade 7	314	291	258	306	282	253	305	280	253	97.5	96.9	98.1
Grade 8	317	308	287	310	298	281	310	296	281	97.8	96.8	97.9
All Grades	631	599	787	616	580	768	615	576	767	97.6	96.8	97.6

* 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 6			2499.6			9.01			27.90			30.47			32.62
Grade 7	2543.4	2541.7	2537.2	13	13	11.07	33	36	36.36	27	26	26.09	26	25	26.48
Grade 8	2562.7	2552.8	2541.3	13	13	12.81	35	32	29.89	34	30	25.62	19	25	31.67
All Grades	N/A	N/A	N/A	13	13	11.08	34	34	31.42	30	28	27.25	23	25	30.25

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 6			13.30			53.65			33.05	
Grade 7	20	20	19.37	50	48	50.59	30	32	30.04	
Grade 8	23	24	18.15	50	42	43.06	27	34	38.79	
All Grades	21	22	17.08	50	45	48.76	29	33	34.16	

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 6			12.45			44.64			42.92
Grade 7	27	26	22.92	46	48	47.43	27	27	29.64
Grade 8	19	18	21.15	56	54	40.86	25	28	37.99
All Grades	23	22	19.08	51	51	44.18	26	27	36.73

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 6			12.45			70.82			16.74
Grade 7	13	18	15.42	70	66	62.85	16	16	21.74
Grade 8	12	15	11.39	68	71	69.75	19	15	18.86
All Grades	13	17	13.04	69	68	67.80	18	15	19.17

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 6			15.88			54.08			30.04
Grade 7	24	23	21.34	51	54	53.36	25	23	25.30
Grade 8	21	23	19.93	64	54	46.98	15	23	33.10
All Grades	22	23	19.17	57	54	51.24	20	23	29.60

Conclusions based on this data:

1.

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 6			242			233			233			96.3
Grade 7	314	291	258	302	282	253	298	279	253	96.2	96.9	98.1
Grade 8	317	304	287	310	290	278	309	289	277	97.8	95.4	96.9
All Grades	631	595	787	612	572	764	607	568	763	97.0	96.1	97.1

* 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 6			2483.7			10.30			13.73			33.48			42.49
Grade 7	2546.4	2537.2	2533.7	23	26	19.37	24	20	18.97	28	21	30.04	24	33	31.62
Grade 8	2556.6	2556.6	2540.5	23	26	21.66	22	20	15.88	20	17	19.86	35	37	42.60
All Grades	N/A	N/A	N/A	23	26	17.43	23	20	16.25	24	19	27.39	29	35	38.93

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 6			13.79			27.59			58.62	
Grade 7	32	33	25.69	36	27	35.97	32	41	38.34	
Grade 8	29	36	27.08	33	22	25.99	39	42	46.93	
All Grades	30	35	22.57	34	24	29.79	35	41	47.64	

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 6			11.59			38.20			50.21
Grade 7	23	29	21.74	60	44	49.01	16	27	29.25
Grade 8	21	23	24.91	57	50	36.10	22	27	38.99
All Grades	22	26	19.79	58	47	41.02	19	27	39.19

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 6			12.02			44.64			43.35
Grade 7	24	29	16.60	60	42	53.75	15	30	29.64
Grade 8	27	25	22.74	44	46	40.07	29	29	37.18
All Grades	25	27	17.43	52	44	46.00	23	29	36.57

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
6						45			50						5
7	12	11		58	44	58	27	41	29		4	13	3		
8	7	14		40	66	21	27	14	79	13	3		13	3	
Total	10	13		52	55	45	27	27	48	4	4	5	6	2	2

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	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
6						39			52						9
7	14	10		51	43	58	24	40	29		3	13	11	3	
8	6	14		39	66	19	28	14	75	11	3		17	3	6
Total	11	12		47	54	41	25	27	49	4	3	5	13	3	5

Conclusions based on this data:

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

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 Capen			X		
Jay Nelson			X		
Chase Redkey		X			
Vanessa Quevedo		X			
Kevin Wisdom		X			
Kim Hull				X	
Araceli Rangel				X	
Sylvia Accetta				X	
Lily Peck					X
Alexa Agnew					X
Taylor Dever					X
Numbers of members of each category:	1	3	2	3	3

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

Recommendations and Assurances

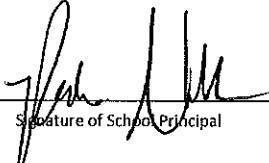

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee		_____ Signature
English Learner Advisory Committee	↘	_____ Signature
Special Education Advisory Committee	→	Araceli Rangel _____ 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):		_____ Signature
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 1st, 2017.

Attested:

Pedro A. Caldera		11/1/17
_____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date
Chase Redkey		11/1/17
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

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.

Chico Junior Site Goal:

- CJHS will have access to curriculum, instructional materials and technology to support student achievement.
- By June 1, 2018, all 6th, 7th and 8th grade students will be 1:1 with Chromebooks.
- By June 1, 2018, certificated staff will have participated in at least 8 professional learning workshops targeting High Impact Practices and PBIS.

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 the correct subject area - Williams Act Report	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> • Textbooks and supplemental materials • Educational software: Illuminate and Renaissance 	<ul style="list-style-type: none"> • Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning 	Williams Act Report	All	Renaissance Place (Total District Cost) Illuminate (Total District Cost)	LCFF-District Supplemental LCFF-Base	84,000.00 64,000.00
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)	Common Core Funds	\$44,309
To ensure access to on-line resources, employ: <ul style="list-style-type: none"> • Librarians and Library Media Assistants 	<ul style="list-style-type: none"> • Libraries will be maintained and available for student use. 	Chico Junior Library Media Teacher- .33 FTE	All	Librarians & Library Media Assistants	LCFF- District Supplemental	794,091.00

<ul style="list-style-type: none"> Instructional Technology Aides 		<p>Library Media Assistants staffed at .75 FTE per day</p> <p>IT Tech Aide- .5 FTE per day</p>		<p>(Total District Cost)</p> <p>Tech Aides (Total District Cost)</p>	<p>LCFF-District LCAP</p>	<p>184,764.00</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>		

EVALUATION OF GOAL

Goal 1: Quality Teachers, Materials, and Facilities

Chico Junior Site Goal:

- CJHS will have access to curriculum, instructional materials and technology to support student achievement.
- By June 1, 2018, all 6th, 7th and 8th grade students will be 1:1 with Chromebooks.
- By June 1, 2018, certificated staff will have participated in at least 8 professional learning workshops targeting High Impact Practices and PBIS.

Degree of Goal Attainment:

NEEDS IMPROVEMENT Made limited progress toward goal attainment Self_____ Supervisor_____	MEETS EXPECTATIONS Goal attained Self_____ Supervisor_____	EXCEEDS EXPECTATIONS Goal exceeded Self_____ Supervisor_____
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Actions Implemented to Attain Goal:

Evidence Validating Goal Attainment:

Future Goals/Next Steps Leading to Goal Attainment:

CUSD Student Access to Devices as of 9/22/2017

School	Enrollment	Student Count Gr.			Student Chromebooks	Student iPads	Total	Ratio STU:DEV	Student PCs		Ratio STU:DEV
		2-5	6-12	2-5					Total	Total	
Bidwell	972		972	972	1,232	20	1,252	0.8 : 1	69	1,321	0.7 : 1
Chapman	296	186		186	350	20	370	0.5 : 1	30	400	0.5 : 1
Chico High	1,842		1,842	1,842	1,633	40	1,673	1.1 : 1	274	1,947	0.9 : 1
Chico Jr	837		837	837	1,065		1,065	0.8 : 1	175	1,240	0.7 : 1
Citrus	293	179		179	301	24	325	0.6 : 1	73	398	0.4 : 1
Emma Wilson	621	371		371	405	80	485	0.8 : 1	165	650	0.6 : 1
Fair View	296		296	296	350		350	0.8 : 1	66	416	0.7 : 1
Hooker Oak	329	202		202	360	30	390	0.5 : 1	21	411	0.5 : 1
LCC	466	293		293	371	60	431	0.7 : 1	113	544	0.5 : 1
Loma Vista	26			-		15	15	1.7 : 1	8	23	0.0 : 1
Marigold	489	346		346	264	50	314	1.1 : 1	101	415	0.8 : 1
Marsh	920		920	920	877		877	1.0 : 1	162	1,039	0.9 : 1
McManus	430	261		261	448	20	468	0.6 : 1	137	605	0.4 : 1
Neal Dow	334	233		233	335	20	355	0.7 : 1	81	436	0.5 : 1
Parkview	356	249		249	315	65	380	0.7 : 1	137	517	0.5 : 1
PV	1,980		1,980	1,980	1,608		1,608	1.2 : 1	349	1,957	1.0 : 1
Rosedale	540	348		348	475	26	501	0.7 : 1	128	629	0.6 : 1
Shasta	651	447		447	419	64	483	0.9 : 1	54	537	0.8 : 1
Sierra View	578	385		385	281	30	311	1.2 : 1	178	489	0.8 : 1
District	12,256	3,500	6,847	10,347	11,089	564	11,653	0.9 : 1	2,321	13,974	0.7 : 1

Total Devices: 13,974

Overall Ratio of 2-12 Students to Devices: 0.7 : 1

Notes: Junior High quantities include purchased devices to be deployed this fall
 Junior High quantities include purchased devices to be deployed this fall
 Data provided by CUSD IT Department.

CUSD New Chromebooks - District Funded 2017-2018

School	Enrollment	To Reach 1:1	Carts of 40	Devices	Carts of 35	Devices
Bidwell	972	832				
Chapman	296					
Chico High	1,842		31	1,273		
Chico Jr	837	623				
Citrus	293				1	21
Emma Wilson	621				2	50
Fair View	296				5	170
Hooker Oak	329					
LCC	466				3	84
Loma Vista	26					
Marigold	489				3	112
Marsh	920	597				
McManus	430				1	28
Neal Dow	334					5
Parkview	356				1	39
PV	1,980		31	1,285		
Rosedale	540				3	102
Shasta	651				5	179
Sierra View	578				3	106
District	12,256	2,052	62	2,558	27	896

Total Carts:	89
Total Devices:	5,506

As of 9/26/17
Data provided by CUSD IT Department.

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 assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goal:

- **By June 1, 2018, English, Math, Science, History, and PE departments will develop, refine, administer, and analyze the results of at least three common assessments per grade level.**
- **By June 1, 2018, CJHS certificated personnel will move to Stage 4 or higher on the CSCS Implementation Rubric.**

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"> • The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with Leadership team and modify site PD opportunities. 	CSCS Survey	All	No Funding Needed		
Provide professional development in: <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 certificated personnel will participate in a minimum of 10 hours of PD related to CSCS. • Title 1 Coordinator: Staff/ professional development and SBIT Coordinator/ Intervention Coordinator • All certificated personnel will meet weekly in PLC groups to: <ul style="list-style-type: none"> o build student literacy through instructional practices aligned with CSCS o plan instruction with a minimum of 8 of those times to analyze student achievement data o develop one common assessment each semester • Send teachers to: <ul style="list-style-type: none"> o ELA/ELD Framework Rollout o STEM Conference o State NGSS o Google PD o Language Star trainings (ELD teachers) 	Sign In Sheets Number of Staff presentations and SBIT meetings. Students Served. PLC Notes Common Assessments developed Staff Meeting Agendas with overview from attendees	All	District PD Opportunities Site PD Title 1 Co. (.6) No Funding Needed Conference/ Training Costs	Title II District Title 1 Site Title II Site Title II District	56,217.69 5,000.00

	o Release days to improve practice				Title II Site	6,606.00
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> Develop common ELA Writing Rubric TK-12 (Argumentative) 	District-wide ELA Rubric for Argumentative Writing DLC Meetings	All	TOSAs (Total District Cost) See Goal 3		
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	

EVALUATION OF GOAL

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

Site Goal:

- By June 1, 2018, English, Math, Science, History, and PE departments will develop, refine, administer, and analyze the results of at least three common assessments per grade level.
- By June 1, 2018, CJHS certificated personnel will move to Stage 4 or higher on the CSCS Implementation Rubric.

Degree of Goal Attainment: All core departments with Exception of History are meeting this goal.

<p style="text-align: center;">NEEDS IMPROVEMENT Made limited progress toward goal attainment</p> <p style="text-align: center;">Self___ Supervisor_____</p>	<p style="text-align: center;">MEETS EXPECTATIONS Goal attained</p> <p style="text-align: center;">Self__ Supervisor_____</p>	<p style="text-align: center;">EXCEEDS EXPECTATIONS Goal exceeded</p> <p style="text-align: center;">Self_____ Supervisor_____</p>
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Actions Implemented to Attain Goal:

Math Department: (They moved from a 5 to a ?)

-

Science Department: (They moved from a 4 to a ?)

-

History Department: (They moved from a 3 to a ?)

-

English: (They moved from a 4 to a ?)

All The following departments were also involved in peer rounds: English, Art, History, PE, and Science.

-

Evidence Validating Goal Attainment: See above: (Below are the stages) Used to identify progress:

Butte County Common Core Stages of Implementation Self-Assessment

	Awareness	Transition			Implementation	
Stages	Stage 1: Understand CCSS	Stage 2: Align standards and instruction	Stage 3: Implement CCSS in Classrooms	Stage 4: Align assessments and progress monitoring tools	Stage 5: Implement CCSS in Schools and District	Stage 6: Evaluate Assessment Data to make systemic changes and supports
GOAL	All Students Graduate College and Career					
Indicators	<ul style="list-style-type: none"> ✓ The Common Core Standards have been studied and the content, structure and organization of CCSS for each grade level are understood. ✓ The major Shifts for Math and ELA assessment have been discussed. ✓ Professional development activities have been scheduled and are being attended by teachers 	<ul style="list-style-type: none"> ✓ Teachers have identified the similarities and differences between their current standards and CCSS. ✓ Teachers have identified instructional resources aligned to the CCSS. ✓ Teachers have unpacked CCSS grade level standards. ✓ A timeline for incorporating CCSS lessons into practice has been developed. 	<ul style="list-style-type: none"> ✓ Teams have chosen standards to implement the gathered resources to create lessons. ✓ Teams have created a timeline for pilot lessons and units. ✓ Teams have created CCSS lessons and units. ✓ Teams have set aside time to discuss lessons student work and make adjustments to pilot lessons as needed. 	<ul style="list-style-type: none"> ✓ Teachers understand the SBAC system. ✓ Teams begin to make changes to classroom and team assessments to align to SBAC expectations. ✓ Analyze and utilize CCSS formatted and aligned questions from item bank to create assessments. ✓ District benchmarks are analyzed with regards to SBAC expectations and changes to format and question type discussed. ✓ A timeline for new assessments is created. 	<ul style="list-style-type: none"> ✓ CCSS aligned lessons and units are in use in all classrooms and schools in the district. ✓ Grade level and content team collaborative conversations are focused on improving CCSS instruction. ✓ Student progress is monitored and additional learning opportunities created for who have not yet mastered the standards. ✓ District benchmarks align to SBAC expectations. 	<ul style="list-style-type: none"> ✓ Data is collected and analyzed from interim and summative assessments to measure effectiveness of programs. ✓ Processes and procedures are established to make systematic improvements based upon results of data.

Future Goals/Next Steps Leading to Goal Attainment:

Math Department Goal:

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 third grade, middle school and 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 Goal:

- **CJHS will reduce the number of students with at least one F grade by 10% from the first Progress Report to the end of the semester.**
- **CJHS will increase the number of students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.**
- **CJHS will increase the number of EL students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<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>Percent of students enrolling in Career Pathways</p>	All			
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> • Increase the support for all students with D and F grades through: <ul style="list-style-type: none"> o Center For Success (CFS) Lunch time o After School Support o Saturday School academic support 	Number of Students with Ds or Fs	All	Staff	LCFF Site Supplemental	12,350.33
	<ul style="list-style-type: none"> o Saturday School 	Student Attendance via sign in sheets		Certificated Staff	Title 1	34,179.90
	<ul style="list-style-type: none"> o (.2) IMI Class o (.2) IRI class o (.4) Team Teaching Model o (.2) i-Ready Intervention o (2hr.)Additional Library aide 	Retention at CJHS by semester.		IA Computer Aide	LCFF BASE	
				Certificated Staff (.8)	Title 1 (.6) LCFF Site Supplemental (.2)	60,580.67 19,071.69
				Certificated Staff (.2)	Title 1. (.2)	22,477.23
				1hr. Lib. Aide 1hr. Lib. Aide	LCFF Site Supp. Title 1	6,197.65 6,000.65
<ul style="list-style-type: none"> o (.6)Team Teaching (TBD) o (.2)Additional Counseling (TBD) o Headphones for i-Ready o Field Trips (career and College) 	Number of Students with Ds and Fs	Cert. Staff (.6) Cert. Staff (.2)	Title 1 Title 1 Title 1 Title 1	60,000.00 20,000.00 1,600.00 9,400.00		

	o Intervention Coordinator (.4 TOSA)	Number of Students with Ds or Fs		Certificated	LCFF Site Supplemental (.4)	37,478.33
	• (.3) day of additional School Counselor work with Social Groups	Number of students on	ALL	.3 Additional School Counselor	Title 1	22,428.87
	• Purchase Multicultural Books for the library	Circulation of books	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) • 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	All	Targeted Case Managers (Total District Cost) Bilingual Aides (Total District Cost) Bilingual Aides (Total District Cost)	LCFF-District Supplemental LCFF-District Supplemental	357,353.00 452,158.00
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	Not Applicable					

EVALUATION OF GOAL

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

Site Goal:

- CJHS will reduce the number of students with at least one F grade by 10% from the first Progress Report to the end of the semester.
- CJHS will increase the number of students who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.
- CJHS will increase the number of EL students who who reach a “3” or “4” on the SBAC in ELA and Math by 3% over the previous year’s scores.

Degree of Goal Attainment:

NEEDS IMPROVEMENT Made limited progress toward goal attainment	MEETS EXPECTATIONS Goal attained	EXCEEDS EXPECTATIONS Goal exceeded
Self ___ Supervisor ___	Self ___ Supervisor ___	Self ___ Supervisor ___

Actions Implemented to Attain Goal:

Evidence Validating Goal Attainment:

Future Goals/Next Steps Leading to Goal Attainment:

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:

- CJHS will have teachers update Aeries Gradebook in a timely manner.

- CJHS will have 90% or more of the parents signed up with Aeries portal accounts.
- CJHS will have 90% or more of the students signed up with Aeries portal accounts.

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 Junior High ● Remind staff of timely responses to parent inquiries in staff notes and at staff meetings 	Parent Feedback Regarding Timely Responses Spring Parent Survey Responses	All	No Funding Needed Education for the Future Survey	LCFF Base (Total District Cost)	10,000.00
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"> ● Parent Portal information sent home in packet pickup, BTSN, and phone calls via the dialer ● 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, Twitter, Facebook, and Instagram 	Percent of parents accessing Remind and Aeries	All	No Funding Needed		
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"> ● Continue to employ TCM at site 	Sign in Sheets at site ELAC meetings	All	See Goal 3		
Establish baseline for parent involvement in: <ul style="list-style-type: none"> ● Parent Information/BTSN ● SSC ● Site ELAC/DELAC ● 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	Parent Liaison Bilingual Aide	LCFF-Site Supplemental LCFF-Site Supplemental	23,295.93 4,858.06

EVALUATION OF GOAL

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

Site Goal:

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

Degree of Goal Attainment: The goal was met.

NEEDS IMPROVEMENT Made limited progress toward goal attainment Self _____ Supervisor _____	MEETS EXPECTATIONS Goal attained Self _____ Supervisor _____	EXCEEDS EXPECTATIONS Goal exceeded Self _____ Supervisor _____
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Actions Implemented to Attain Goal:

Evidence Validating Goal Attainment:

Future Goals/Next Steps Leading to Goal Attainment:

Goal 5: Improve School Climate

- 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.

Site Goal:

- CJHS will reduce Chronic Absenteeism by 2% annually.
- CJHS will maintain a 96% or better ADA.

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. ● WEB Program for incoming 6th graders ● Anti Bullying 7th Grade Presentation ● Ovation Bullying Program 	Staff Meeting Agendas and Notes To be done prior to start of school year. To be done Nov. 14 To be completed in January	All	WEB Training Ben Mikaelson Anti-Bullying Presentation for all grades	LCFF-Site Supplemental Safe Schools Title 1	2000.00 2647.00 10,000.00
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. ● 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 	Daily Mid-day and End of Day Attendance Notes List of Weekly and Monthly Awards	All	Certificated Staff	LCFF Base	

	<p>their name in a drawing for every month they have perfect attendance.)</p> <ul style="list-style-type: none"> • Include informational research about the importance of daily school attendance in the school video newsletter. • Utilize Saturday school for ADA recoup days. • Adhere to CUSD attendance/SARB policies and procedures 	<p>School Newsletter</p> <p>Attendance at Saturday School Site Attendance Rate</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"> • Use AFC for In-School suspensions 	ISS Rate	All	AFC Staff	LCFF District Supplemental	142,845.00
<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"> • 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>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> • Employ campus supervisors • 1hr Additional Campus Supervisor • Add additional Cameras 	<p>Number of Office Referrals</p> <p>Campus Supervision</p>	All	Campus Supervision (Total District Cost)	<p>LCFF District Supplemental</p> <p>Safe Schools</p> <p>Safe Schools</p>	<p>616,831.00</p> <p>5485.08</p> <p>2390.00</p>

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

EVALUATION OF GOAL

Goal 5: Improve School Climate		
Site Goal:		
<ul style="list-style-type: none"> • CJHS will reduce Chronic Absenteeism by 2% annually. • CJHS will maintain a 96% or better ADA. 		
Degree of Goal Attainment:		
NEEDS IMPROVEMENT Made limited progress toward goal attainment Self_X__ Supervisor____	MEETS EXPECTATIONS Goal attained Self____ Supervisor____	EXCEEDS EXPECTATIONS Goal exceeded Self____ Supervisor____
Evidence Validating Goal Attainment:		
Future Goals/Next Steps Leading to Goal Attainment:		

Total \$10,522		Total \$10,522.08
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LCAP Budget - Developed with Community/SSC Input		
Funding Source	Funding Allocation	Cost
16-17 Total- \$ 112,121	Intervention Staff	\$3,825.36* 12,350.33
LCAP Carryover- \$ 0	WEB (Redkey and Quok)	\$2,000.00 2,000.00
	IRI Class .2 (Sonya Huss)	\$17,304.26 19,071.69
17-18 Total-\$105,252	Reading Specialist (Chris Montgomery)	\$22,411.62 Position Eliminated
LCAP Carryover -\$0	TOSA .4 (Amy DeLuna)	\$36,044.80 37,478.33
	Parent Liaison (Sara Lopez)	\$22,786.43 23,295.93
	Bilingual aide (Marisol Ledesma)	\$4,748.53 4,858.06
	Library aide (1hr) (Samantha Nelson)	\$5,000.00 6,197.65
Total= \$105,252		Total= \$105,252

