



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Chico High School
Address	901 Esplanade Chico, CA 95926
County-District-School (CDS) Code	04-61424-0431676
Principal	Douglas J. Williams
District Name	Chico Unified School District
SPSA Revision Date	October 2022-May 10, 2023
Schoolsite Council (SSC) Approval Date	May 9, 2023
Local Board Approval Date	May 17, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision Statement

Chico High School's guiding vision is to prepare our students for academic and social-emotional success in our rapidly changing information-based society. We prepare our students to make sound, informed, ethical decisions in all aspects of their adult lives.

Mission Statement

Our mission at Chico High School is to provide a safe, engaging environment that promotes high academic achievement and personal and social responsibility through a cooperative effort of students, teachers, and parents. We offer quality academic and career based programs to help our students succeed. Courses, curriculum, and school-wide goals at Chico High School are reviewed and aligned regularly with local, state and national standards. Our students learn how to be critical thinkers, life-long learners, effective communicators, and community contributors.

Currently Chico High School is incorporating a "PBIS" Positive Behavior Intervention System into our school function and student culture.

The Principles outlined in our "C" Community, "H" Honor, and "S" Scholar program are directed by a site level "PBIS" team of Administrators, Teachers and Counselors.

We are transitioning the concepts of our PLC Guiding Principles and our School-wide Learner Outcomes into this program.

For an outline of our Community, Honor, Scholar PBIS program please go to the our CHS web page at (<http://chs.chicousd.org/>) and click on the PBIS link.

The PLC and School-wide Learner outcomes are listed below:

PLC Guiding Principles

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

What do we want students to learn?

How are we going to know when they have learned it?

What are we going to do when they don't learn it?

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.

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

Community Profile

Chico High School is a four-year comprehensive high school located in Chico, California, 175 miles northeast of San Francisco in the Sacramento Valley. Founded in 1902, Chico High is the oldest school in the Chico Unified School District, with a long tradition of academic excellence and a reputation for being responsive to student needs. Chico High School is the largest secondary high school in the city of Chico. The city of Chico was founded in 1860 by pioneer rancher and farmer John Bidwell. Bidwell Mansion, his home, stands three blocks from Chico High. Agriculture has remained Chico's major industry, though health care and education have become major employers; Chico is home to Enloe Medical Center, as well as to California State University, Chico (CSUC) and Butte-Glenn Community College. Companies such as Sierra Nevada Brewing Company and, more recently, Build.com, have brought additional jobs into the local economy with a greater focus on technology and environmental responsibility. A vibrant arts scene, a lively downtown, and a 2,400-acre city park offering bike and hiking trails and swimming holes have put Chico on several "Top Ten" lists for vacation, relocation, and the arts.

School Background

Chico High School consistently ranks as a top high school by National and State comparisons. In 2022 U.S. News and World Report awarded Chico High School with a Silver Medal, rankings Chico High 531st within California and in 3,584th place nationally. In 2021 U.S. News and World Report awarded Chico High School with a Silver Medal, rankings Chico High 435th within California and in 2,788th place nationally. Chico High is ranked 1 of 6 high schools in the Chico Unified School District by the U.S. News report. Specifically, the award noted the academic excellence of the school across academic subject matters and especially with our Career Technical Education (CTE) offerings.

In 2022-23 Chico High School completed a full WASC self review and was awarded a full 6 year accreditation from the visiting WAS committee with a scheduled one day review in 3 years.

Chico High School's student body is a diverse representation of the community it serves. Demographically, over 40% of the student body is of a minority group, and over 40% come from economically disadvantaged homes. The programs offered reflect that diversity, ranging from a special education department that services over 200 students with special

needs to Career Technical Education offerings taken by nearly half of the student body, to a robust Advanced Placement program where roughly 30% of students participate in its annual exams. The diversity of offerings and the general population growth in the city has led to a strong increase in student population through the first years of the decade.

In the past, the school earned California Distinguished High School status in 1996, was recognized as a National Service-Learning Leader School in 2000, and has twice been named a National Blue Ribbon School of Excellence by the US Department of Education (1989 and 1998). From (2012-2015), the school has been ranked by US News and World Report in the top 5% of schools nationally, based on student performance on state assessments and enrollment in Advanced Placement classes. Chico High has regional and state award-winning programs in art, career-technical education, and music, both choral and instrumental music. Most recently, the CHS Choir was selected to perform in Carnegie Hall in 2015 and in 2018 was the only High School choir asked to perform in a joint production with performers from . In sports, CHS boasts 62 Eastern Athletic League (EAL) championships from 2000-2010, and 48 Northern Section Championships during that same time period.

Academic & Staff Background

Chico High has a tradition of academic excellence and a reputation for being responsive to the student needs. Major curricular changes occurred at the start of the 2021-22 school year with changes in the Science Department to a full three course model per the NGSS science standards. Chico High teachers overwhelmingly approved an 8 period, 4 x 4 block schedule in the spring of 2021 and again in 22/23. Implemented the subsequent fall, Chico High added 151 course sections to the master schedule to provide students with an opportunity to make up the necessary credits towards graduation that resulted from learning loss during the COVID-19 school year in 2020-21. 11 new teachers were added to the staff to lead these sections. Additional course offerings allowed our growing CTE programs additional seats to facilitate student demand.

Due to our Block schedule CHS has also increased our Tier I and Tier II supports for all students. This includes the addition of "Academic Success" classes that count as an elective and give students a chance for additional academic support in a focused class during our scheduled day. In addition, the school was able to expand our ELD support to single classes supporting each ELD level. Moreover, we have added two ELA support classes that benefit 9th grade students with a specific reading level deficiency and two Math lab support classes that target 10th grade Math I students who require more focused support. In 2023 Chico High altered its SPED delivery model and included 7 Co-Taught classes within the schedule. This allows a partnership to form between SPED and regular education teachers in an A-G class which allows for more access by SPED students into the regular education course offerings.

Staff members are provided with opportunities to collaborate with each other and with external organizations as necessary to ensure their curriculum is meeting the needs of their diverse student population. Weekly collaboration time has been created for teachers to work in course-alike teams to identify essential standards, develop learning targets and common assessments. Staff development to best prepare teachers for the block schedule began in the summer of 2021 and continued through the 22-23 school year by working with an outside agency, ABEO to continue to develop improved instructional practices. Teachers organized grass roots PLCs to review books in common to support new instructional practices and pacing/planning practices. The district provided staff development in the spring of 2022 by bringing on the consulting firm ABEO School Change. This professional development consisted of two days of in-person trainings of an hour each in length, with four additional hour-long virtual trainings provided through the month of May on an as needed basis.

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. Additionally and as provided by the latest CASSP testing, CHS was ranked in the top 1% of all similar schools in California. Specifically, CHS had an improvement in our SBAC EL data which underlines the continued work by staff to improve our instructional practices focused on improving all students reading and writing skills.

CTE Pathways

Opportunities for students to explore CTE Pathways continue to expand statewide, and Chico High is no different in expanding their offerings over the last six years. Chico High School offers nine CTE Pathways on site. Within our Agricultural Department, Chico High offers Agricultural science, Agricultural Mechanics, Floral Design, and Ornamental Horticulture. The Art Department offers a pathway in Design, Visual, and Media Arts. The Computer/Technology Department offers pathways in Architectural Design and Engineering Design, and two other pathways exist outside the standard departmental structure, with a Patient Care pathway and an Education pathway offered for students. These pathways provide our students with direct connections to the community in sectors important within, providing them with the preparation they need for both college and career.

Current CTE Pathways include CAD+, which integrates architectural design/engineering with mathematics with the intent of preparing students for post secondary training in their selected field. In addition, our CTE pathways have incorporated drone and robotics operation where students can become licensed flyers through the F.A.A. with the completion of their 107 license. Through CTE pathways, many students are placed in industry internships and apprenticeships prior to graduation.

Chico High School's Medical Careers pathway affords students the opportunity to earn multiple industry certifications, including CPR/AED and First Aid, General Healthcare: OSHA, STOP the Bleed, and a variety of different NFHS Learning Certifications related to Sports Medicine and Coaching.

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 have been implemented since the 2107-2018 school year. In 2021, the department witnessed the completion of a new \$300,000 dollar automated Greenhouse that will allow student the opportunity to take seedlings from planting through the growth cycle. Ultimately, students will open a community plant shop that regularly sells products to all citizens of Chico.

Stakeholder Involvement

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.

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.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed by the School Site Council, comprised of students, parents, and staff. The final revision involved an in-person meeting. In addition, the SPSA was reviewed at each of the LCAP stakeholder meetings both on site at CHS and at the District LCAP meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	550	505	460
Grade 10	411	545	507
Grade 11	410	418	501
Grade 12	409	445	437
Total Enrollment	1,780	1,913	1,905

Conclusions based on this data:

1. Currently the CHS enrollment data for 2022-2023 is 1948 and for 2021-2022 it was 1826. The student population is of CHS is growing. Currently the school is looking to expand into areas that are occupied by Inspire School of Arts. The District facilities plan includes this move but CHS is awaiting Board approval before this can occur. After the loss of students due to the creation of an on-site charter school, Inspire, coupled with the economic stagnation of the North State from 2010-2015 Chico High's enrollment has stabilized around 1800 students. With the projection of an ongoing economic recovery in Chico and the possible addition of students displaced by the recent "CAMP" fire, CHS has seen increased enrollment. Our enrollment for 2021-2022 is around 1900 students with the current 10th grade and incoming 9th grade classes listed at over 550 in each group. This year 2022-2023 our enrollment has fluctuated between 1970-1920 students.
2. Variables to consider: The return from a COVID situation may adjust numbers but Chico High looks to increase enrollment due to large incoming 9th grade classes and a more stable if not positively tipped "Form 10" request list. CHS continues to improve our instructional practices with new innovative teaching techniques that include technology and increased problem based learning in order to attract students looking to improve a modern skills set focused on gaining employment in a global economy. In addition, The school voted to model a 8 Period Block schedule for the 2021-2022 school year. This model looks to allow additional supports to occur for all students both ones in need of support and those that want increased enrichment. This model will also allow for learning gap supports to take place within the school day instead of attaching it to after school times that have traditionally left out certain student groups who can not attend these after hours programs. CHS successfully voted for another year of the block schedule. This commitment by the CHS staff is a shining example of how our staff is dedicated to improving our instructional delivery model with 87 min. classes and this schedule also allows for a more supportive Master schedule.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	42	61	88	2.40%	3.2%	4.6%
Fluent English Proficient (FEP)	272	299	298	15.30%	15.6%	15.6%
Reclassified Fluent English Proficient (RFEP)	6			14.3%		

Conclusions based on this data:

- CHS saw a raised adjustment in EL for the 2022-23 School year based on Spring Enrollment numbers which will continue into 2023-24. This has created a need to go from 1- 5 sections of ELD classes in order to accommodate the level 1-2 and 3-4 students in different classes.

In addition, the community is seeing an influx of ELD students from regions outside of the western hemisphere. This non English and non Spanish speaking population places a need for more alternative supports for language supports in all forms including: translation services and a cultural sensitivity to non traditional California cultural groups.

The current COVID situation and the short-term affects of last years testing models make it difficult to analyze current data. Thus, we continue to look at past trends and await a return to normalcy next year in order to review common yearly data points.

The EL enrollment data shows a decrease in our EL student population. We also have viewer students on our LTEL list. The 2019-20 CHS LTEL's dropped to 5.69% the lowest in 4 years.
- Our current reclassification numbers are as follows: 2017-18 12.2% 2018-19 19.7% 2019-20 11.5%. 2020-21 12.5%

These numbers reflect a successful reclassification rate occurring at our feeder schools with students entering high school from outside our district with a lower reclassification rate while at CHS.
- A larger number of these EL students are comprised of incoming International/Exchange students at the High School level who are now required to test for placement in EL classes. If the programs from our feeder schools continue to show success these numbers should begin to level at around 2%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	391	394		335	381		334	381		85.7	96.7	
All Grades	391	394		335	381		334	381		85.7	96.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2651.	2651.		43.41	46.19		35.63	30.18		12.57	14.70		8.38	8.92	
All Grades	N/A	N/A	N/A	43.41	46.19		35.63	30.18		12.57	14.70		8.38	8.92	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	38.92	40.42		53.29	50.13		7.78	9.45	
All Grades	38.92	40.42		53.29	50.13		7.78	9.45	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	44.01	46.72		45.81	40.94		10.18	12.34	
All Grades	44.01	46.72		45.81	40.94		10.18	12.34	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.56	21.52		74.55	70.34		6.89	8.14	
All Grades	18.56	21.52		74.55	70.34		6.89	8.14	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	42.81	36.48		50.30	56.96		6.89	6.56	
All Grades	42.81	36.48		50.30	56.96		6.89	6.56	

Conclusions based on this data:

- CHS saw a dramatic increase in the percent of students tested in 21-22. Percent tested went up from 85.7% in 20-21 to 96.7 in 21-22. Writing and Listening scores continue to be a focus for improvement.

Recently we have noticed a difficulty in 9th grade student's performance with lower GPA, Attendance rates and with increased 9th grade discipline issues probably due to COVID school adjustments in the Junior High years. This trend has continued in the 2022-23 school year.

The COVID situation and the short-term affects from the last few years testing models make it difficult to analyze current data. Thus, we continue to look at past trends and await a return to normalcy next year in order to review common yearly data points.

Although we are encouraged by the ELA data as it compares to other like schools state-wide and nationwide we are reflective of a downward trend within our CHS data group.

Currently, the one year data points displayed above do show a favorable trend upward in CHS student scores when compared to the State averages. There still is an improvement gap between certain at risk sub groups of students as reflected in student populations across the state of California.
- Our focus is on improving the alignment of our class instruction with skills based activities that focus on student improvement in writing and reading strategies as outlined by the Common Core Standards. Our tactical, class by class accountability must improve and guide our professional development requests, collaboration discussions and must be a primary focus led by our English department and supported by increasing our school wide shared instructional practices within all departments. Specifically, we must shift from a open content based instructional focus into a student skill based instructional focus.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	391	394		328	380		328	379		83.9	96.4	
All Grades	391	394		328	380		328	379		83.9	96.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2591.	2594.		12.20	16.89		27.44	23.48		28.66	27.18		31.71	32.45	
All Grades	N/A	N/A	N/A	12.20	16.89		27.44	23.48		28.66	27.18		31.71	32.45	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.43	21.11		47.26	43.80		32.32	35.09	
All Grades	20.43	21.11		47.26	43.80		32.32	35.09	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.29	20.84		65.24	60.16		16.46	19.00	
All Grades	18.29	20.84		65.24	60.16		16.46	19.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.94	20.58		69.82	64.38		15.24	15.04	
All Grades	14.94	20.58		69.82	64.38		15.24	15.04	

Conclusions based on this data:

1. Again, CHS saw an increase in the percent of students tested in Math as a reflection of a school wide increase in students tested for 83.9 in 20-21 to 96.4% in 21-22.

The student scores outlined in this years CAASP scores show a student population that is ahead of the State average but holding steady with limited improvement.

The data shows a movement away from the middle or % at or near standard. This is reflected by both in an increase in students scoring above standards and an increase of students scoring in the below standard.

2. Staff will focus on increasing a collaborative approach to instruction and increase specific technology utilization while delivering instruction in order to increase student engagement. We continue to focus on bring more SEL supports to students through our PBIS program, increased on-site counseling services and teacher focused discussions focused on the importance of emotional health.
3. We will continue to align our mathematical practices to reflect the math concepts outlined in the Common Core Standards.

School and Student Performance Data

ELPAC Results 2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1527.5	1498.2		1515.4	1481.2		1538.9	1514.5		19	24	
10	1523.6	1541.8		1496.5	1536.6		1550.4	1546.4		11	16	
11	*	1516.0		*	1479.2		*	1552.4		*	14	
12	1543.0	*		1528.4	*		1557.1	*		11	4	
All Grades										44	58	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.26	4.17		42.11	12.50		26.32	37.50		26.32	45.83		19	24	
10	0.00	12.50		45.45	43.75		36.36	12.50		18.18	31.25		11	16	
11	*	0.00		*	28.57		*	35.71		*	35.71		*	14	
12	9.09	*		36.36	*		36.36	*		18.18	*		11	*	
All Grades	6.82	8.62		40.91	25.86		29.55	29.31		22.73	36.21		44	58	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.79	8.33		47.37	20.83		15.79	29.17		21.05	41.67		19	24	
10	18.18	18.75		45.45	43.75		18.18	31.25		18.18	6.25		11	16	
11	*	0.00		*	42.86		*	21.43		*	35.71		*	14	
12	27.27	*		45.45	*		9.09	*		18.18	*		11	*	
All Grades	22.73	12.07		43.18	32.76		15.91	27.59		18.18	27.59		44	58	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.26	0.00		21.05	8.33		31.58	37.50		42.11	54.17		19	24	
10	0.00	0.00		45.45	31.25		36.36	31.25		18.18	37.50		11	16	
11	*	0.00		*	21.43		*	42.86		*	35.71		*	14	
12	0.00	*		18.18	*		36.36	*		45.45	*		11	*	
All Grades	2.27	1.72		27.27	17.24		34.09	39.66		36.36	41.38		44	58	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	4.17		89.47	70.83		10.53	25.00		19	24	
10	0.00	0.00		81.82	87.50		18.18	12.50		11	16	
11	*	0.00		*	57.14		*	42.86		*	14	
12	0.00	*		72.73	*		27.27	*		11	*	
All Grades	2.27	1.72		81.82	74.14		15.91	24.14		44	58	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	47.37	25.00		26.32	33.33		26.32	41.67		19	24	
10	36.36	68.75		45.45	6.25		18.18	25.00		11	16	
11	*	42.86		*	7.14		*	50.00		*	14	
12	45.45	*		36.36	*		18.18	*		11	*	
All Grades	45.45	44.83		34.09	18.97		20.45	36.21		44	58	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.53	4.17		36.84	33.33		52.63	62.50		19	24	
10	18.18	6.25		54.55	37.50		27.27	56.25		11	16	
11	*	7.14		*	57.14		*	35.71		*	14	
12	9.09	*		63.64	*		27.27	*		11	*	
All Grades	11.36	6.90		50.00	41.38		38.64	51.72		44	58	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00		89.47	62.50		10.53	37.50		19	24	
10	9.09	0.00		72.73	87.50		18.18	12.50		11	16	
11	*	14.29		*	50.00		*	35.71		*	14	
12	0.00	*		72.73	*		27.27	*		11	*	
All Grades	2.27	5.17		81.82	67.24		15.91	27.59		44	58	

Conclusions based on this data:

1. The current COVID situation and the short-term affects of last years testing models make it difficult to analyze current data. Thus, we continue to look at past trends and await a return to normalcy next year in order to review common yearly data points.
The data shows that our students are continuing to test out at higher levels as they move through our instructional program.
2. The higher numbers of students in 12th grade reflect the new requirement to test and include International/Exchange students in our ELPAC assessments and program.
3. CHS increased our ELD classes from one class to five classes to support singular focus in each EL Level: Including 1,2, and 3,4.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,913	53.2	3.2	0.6
Total Number of Students enrolled in Chico High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	3.2
Foster Youth	11	0.6
Homeless	66	3.5
Socioeconomically Disadvantaged	1,018	53.2
Students with Disabilities	274	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	2.3
American Indian	22	1.2
Asian	85	4.4
Filipino	7	0.4
Hispanic	567	29.6
Two or More Races	94	4.9
Pacific Islander	7	0.4
White	1,034	54.1

Conclusions based on this data:

1.

The current data on enrollment reflects the following numbers as collected through the Tableau Data program:

Chico High continues to include students from varied demographic backgrounds which include diverse cultures and from a wide range of home income levels. It is almost assured that the State wide movement north of more Spanish speaking students will continue to move into the Chico area and enroll at CHS.
2.

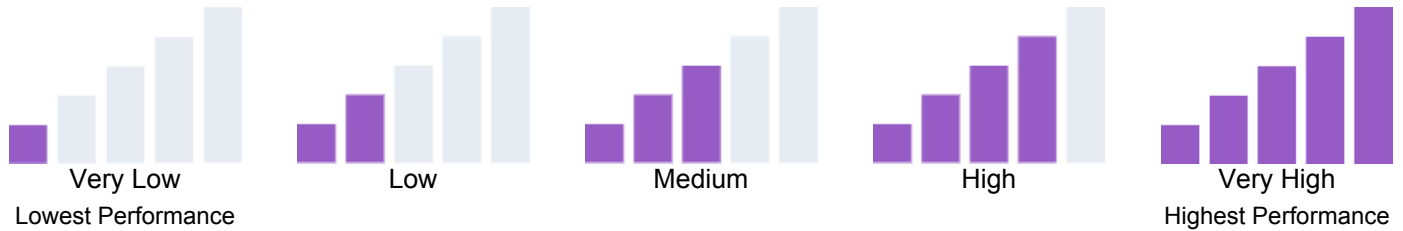
An increased student population with high ACES scores containing a need for emotional interventions will likely increase.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	Graduation Rate High	Suspension Rate High
Mathematics Medium		
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

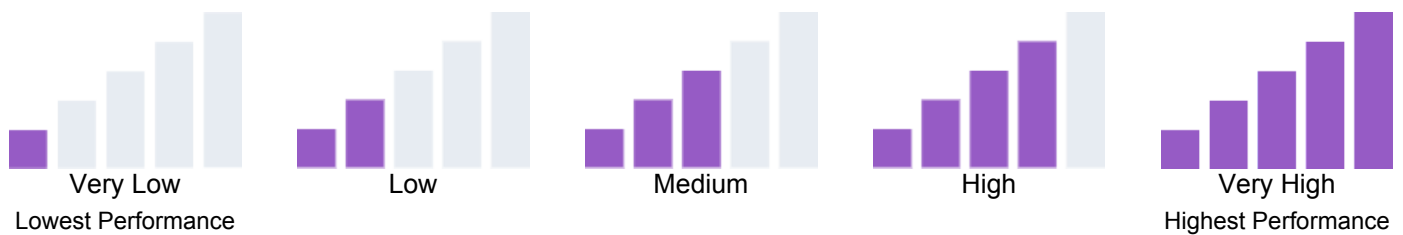
1. Chico High School continues to rate well on the California State Dashboard as is evident in the data presented in this section. However, this section will reflect a need to improve and increase the performance of our student's in several key areas such as improved Math and ELA scores.
2. Strength Areas Include: Academic Engagement- High Graduation Rates, improved College and Career Readiness and a positive Climate and Culture as reflected in low Suspension rates. ELA scores have seen an improvement and we will continue to monitor these scores to see if we can maintain an upward trend.
3. Areas for Improvement: ELA Scores, Math Scores and gaps within specific subgroups as outlined in the SBAC Data Section.

School and Student Performance Data

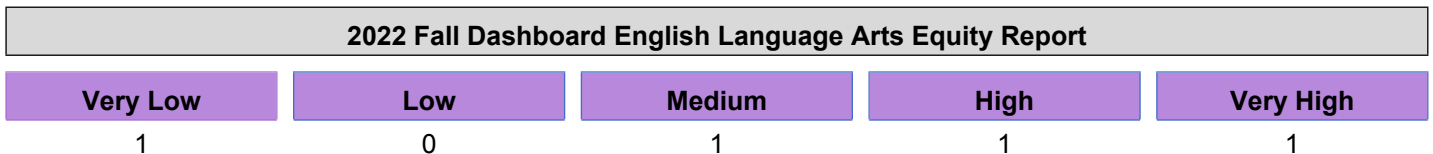
Academic Performance English Language Arts

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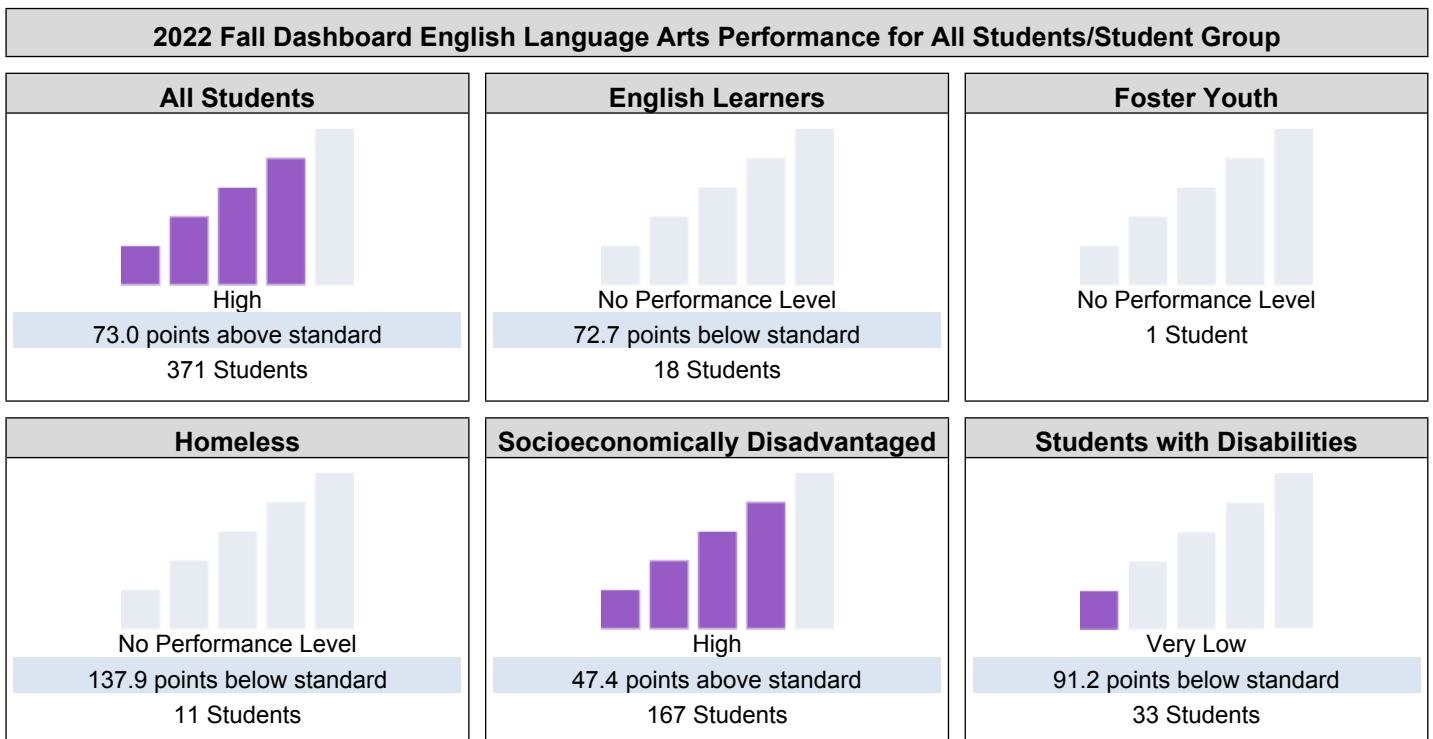
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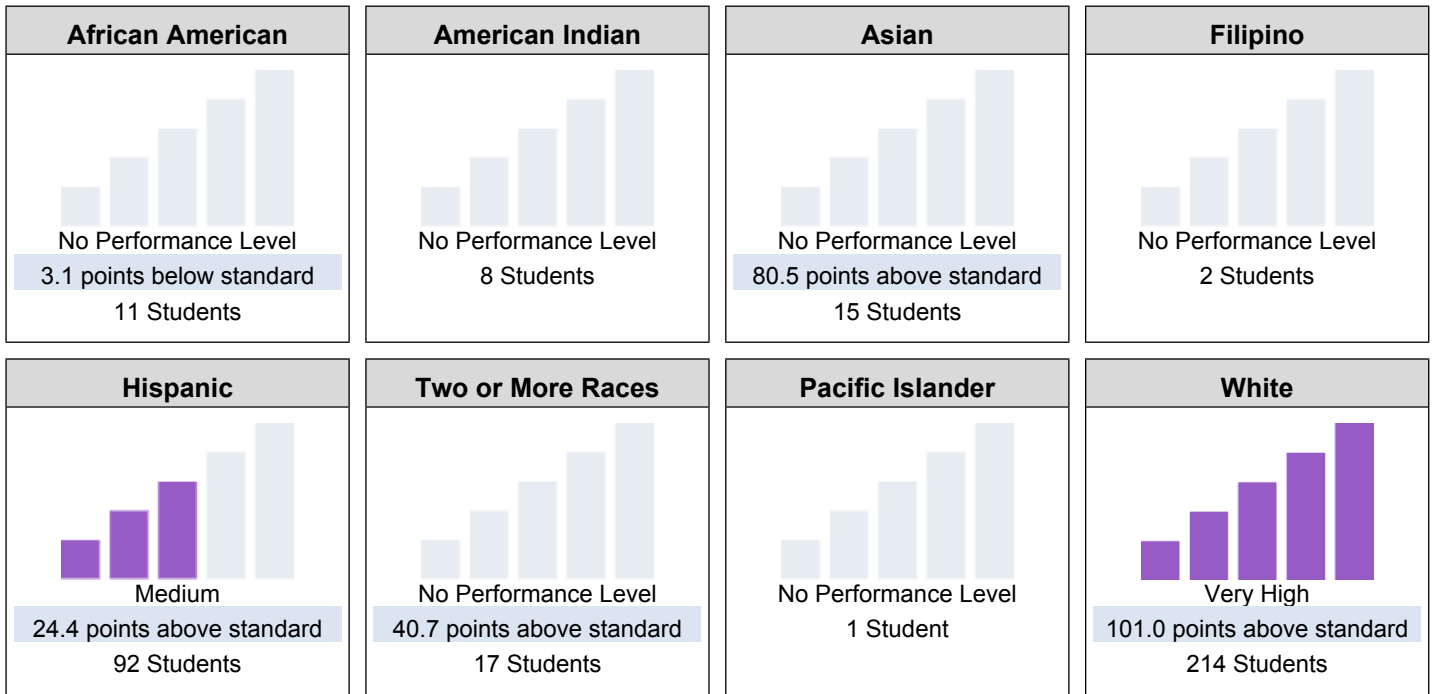
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>130.2 points below standard</p> <p>12 Students</p>	<p>7 Students</p>	<p>85.5 points above standard</p> <p>312 Students</p>

Conclusions based on this data:

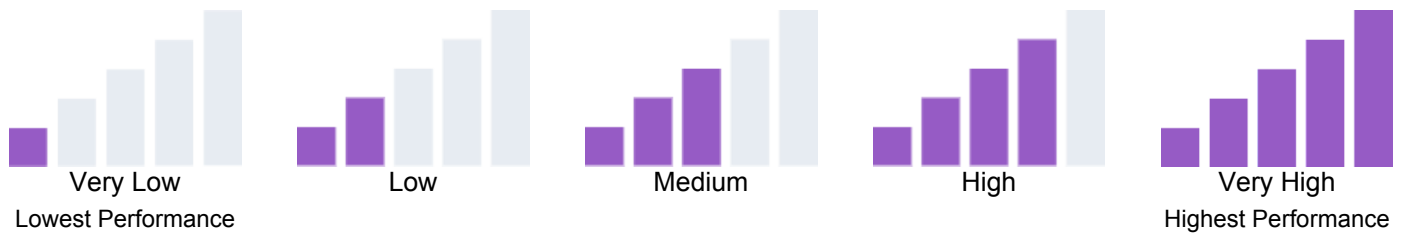
1. We are celebrating an increase in our ELA scores by 37.1 points. This reflects a school wide focus on instructional practices focused on improving student's engagement with reading and writing performance tasks.
2. Staff will continue to improve their instructional strategies to focus on increasing student skills as outlined in the ELA Common Core standards.
3. The school will focus on expanding the utilization of common instructional practices within all classes and in ELA within our reading and writing activities. These practices will also be focused within intervention practices targeting our low performing sub-groups which include: English Learners, Socioeconomically disadvantage and for students with disabilities.

School and Student Performance Data

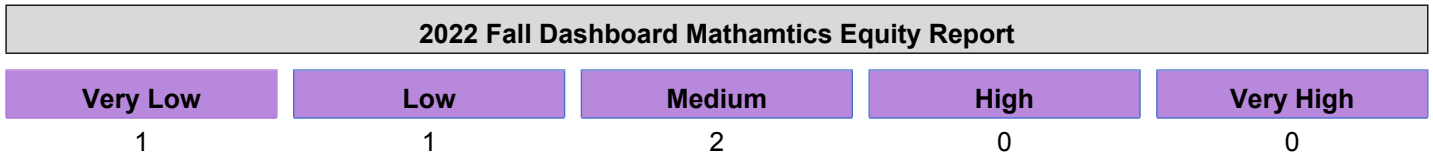
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

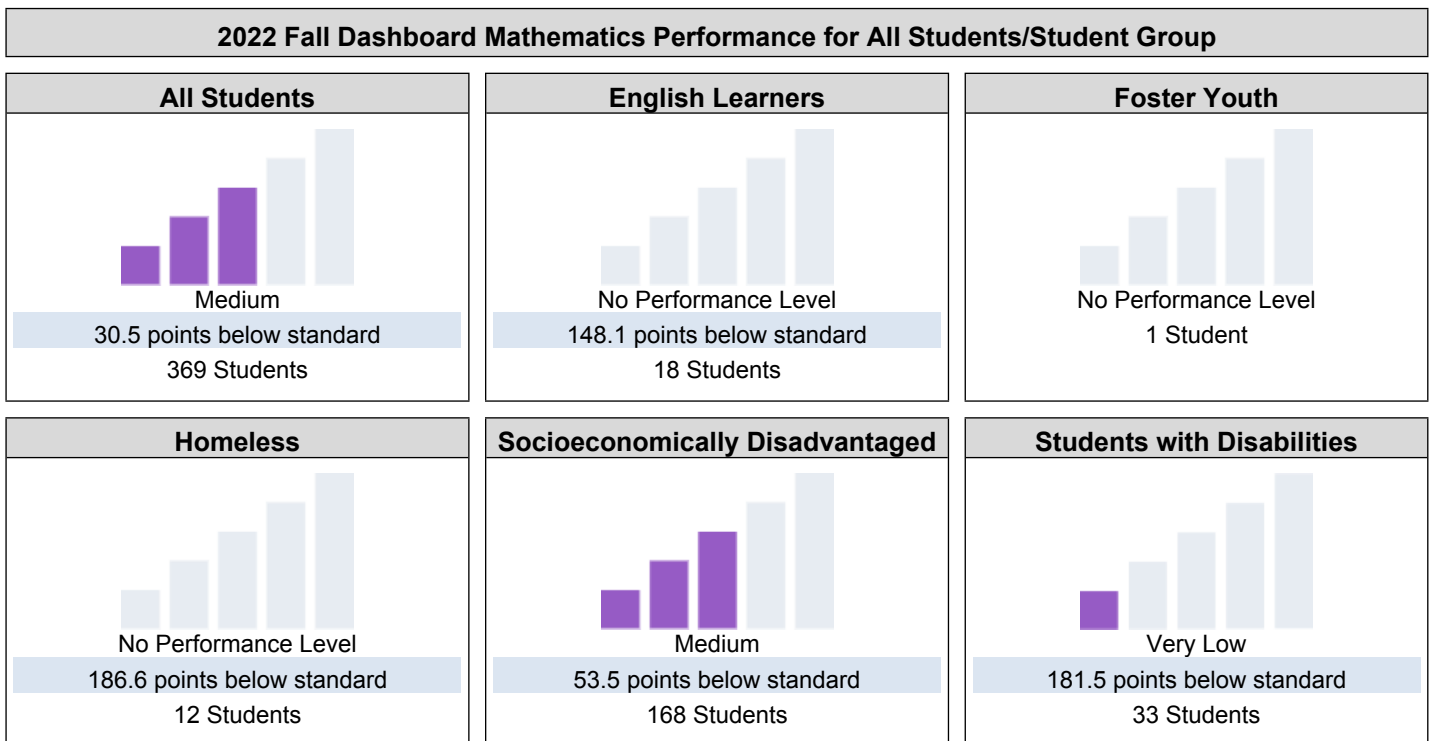
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



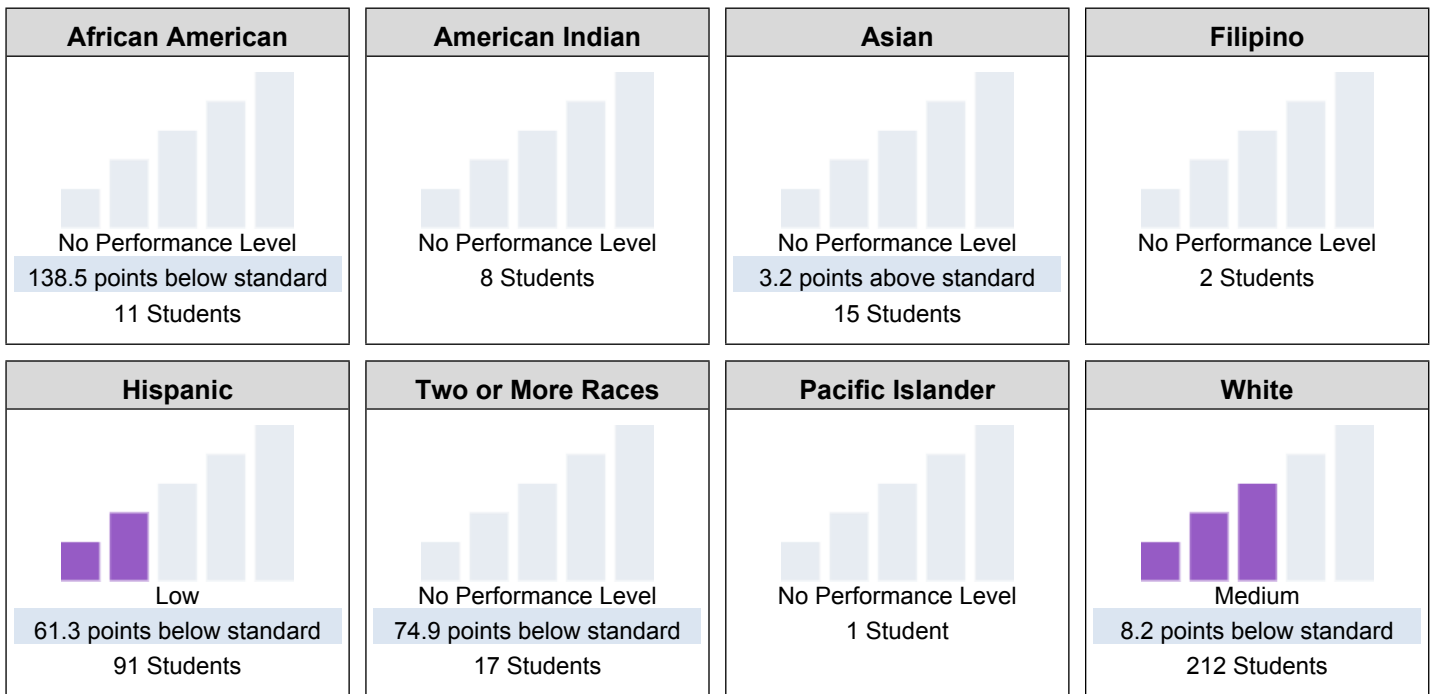
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; padding: 2px;">176.8 points below standard</p> <p>12 Students</p>	<p>7 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">21.2 points below standard</p> <p>310 Students</p>

Conclusions based on this data:

1. We saw a drop in the amount of students scoring "above Standards" in the Math portion of the SBAC and the performance of our subgroups outline a gap between the socioeconomically disadvantaged, English learners and students with disabilities compared to our general student population.
2. The school will focus on expanding the utilization of common instructional practices within all classes and in Math with increased focus mathematical practices utilized across all math levels. These practices will also be focused within intervention practices targeting our low performing sub-groups which include: English Learners, Socioeconomically disadvantage and for students with disabilities.

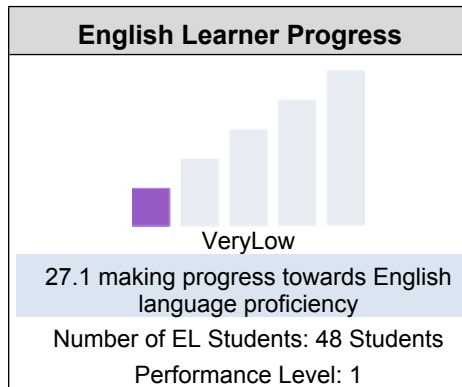
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.8%	52.1%	0.0%	27.1%

Conclusions based on this data:

- The data shows that our students are continuing to test out at higher levels as they move through our instructional program.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

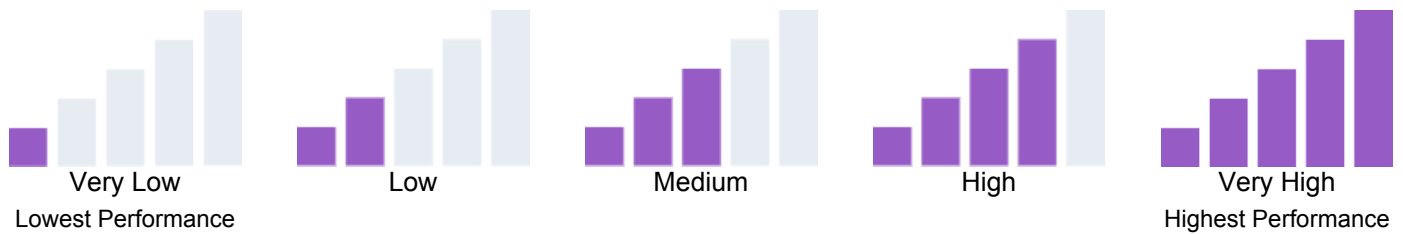
Conclusions based on this data:

1. The data details an increased and above average prepared rate for students attending CHS as compared to other students across California.
2. Our students from socioeconomically disadvantaged backgrounds show an impressive preparation rate. In addition, our students with disabilities also show an increased preparation rate.
3. EL students score below the State average for college/career preparedness.

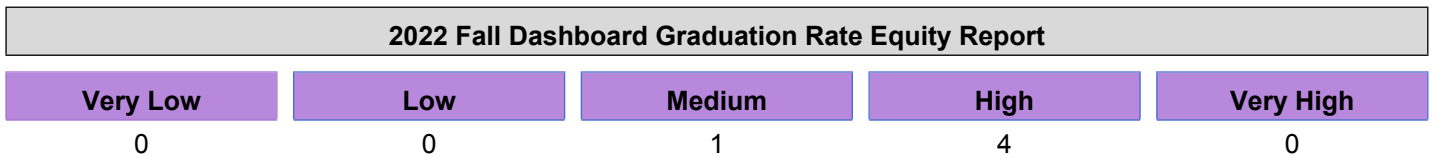
School and Student Performance Data

Academic Engagement Graduation Rate

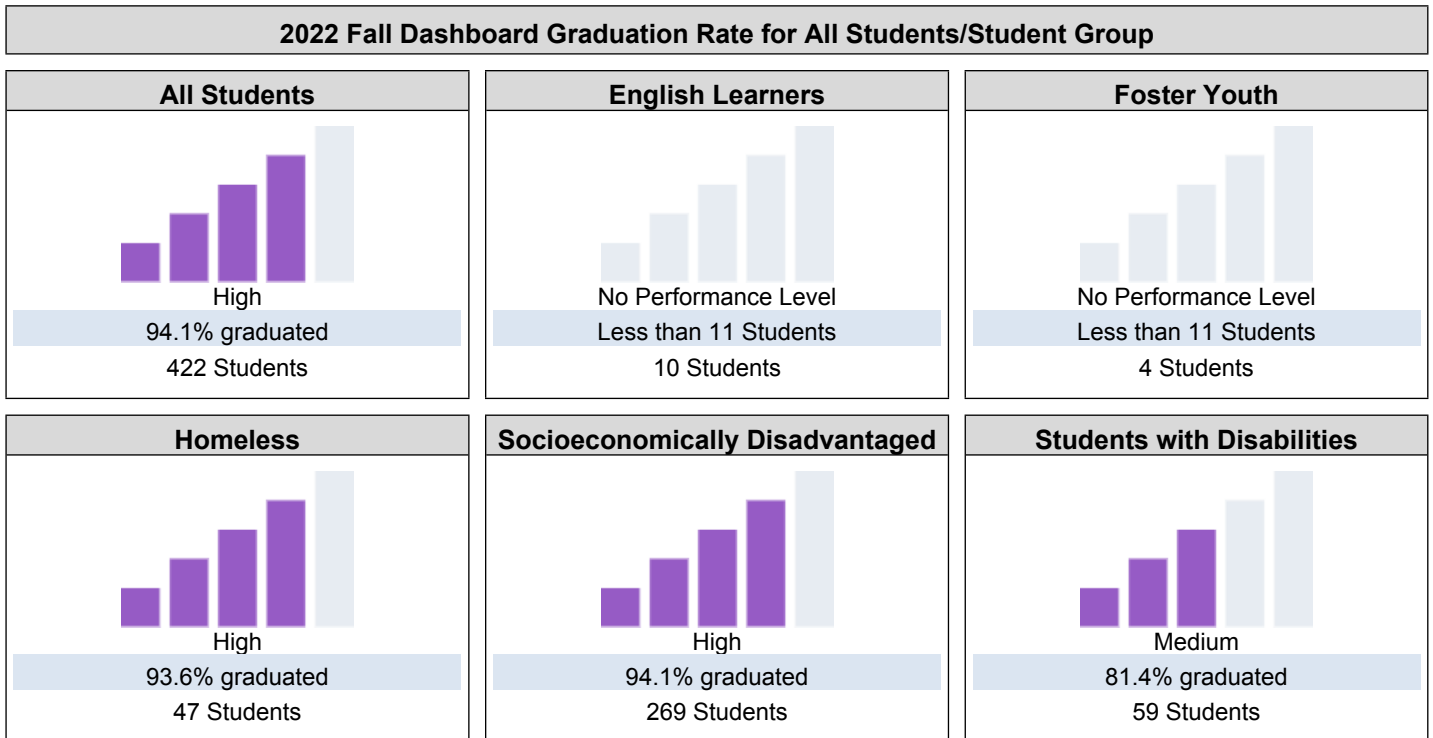
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



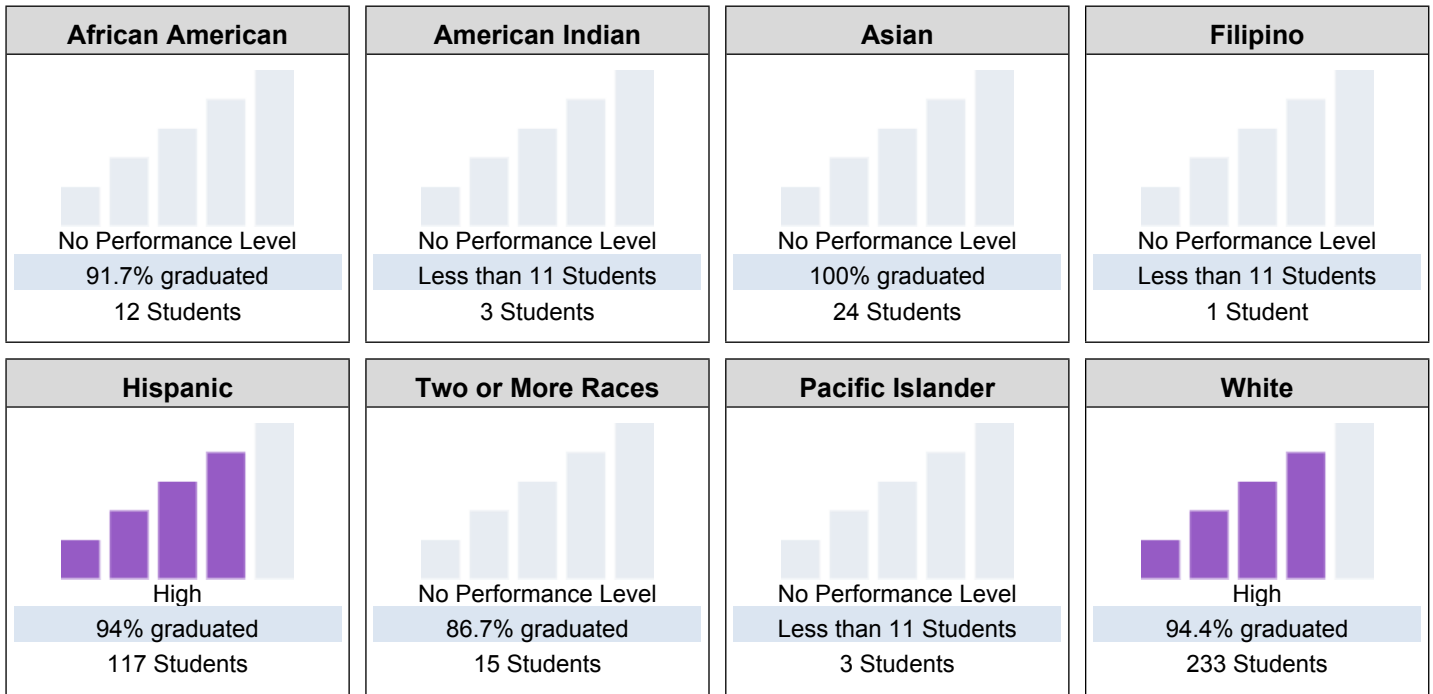
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

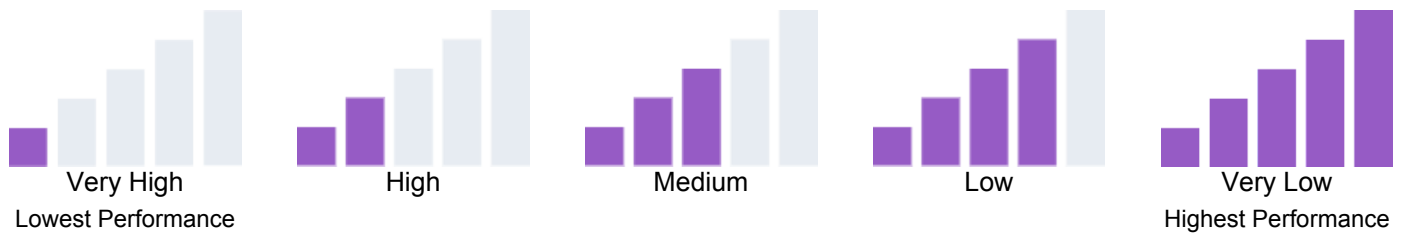
1. The data details a maintained high graduation rate that remains above average for students attending CHS as compared to other students across California.
2. CHS will continue to offer a variety of classes that support student efforts to complete their diploma requirements. These classes are either A-G accredited and/or aligned to regional career programs.
3. CHS will continue to provide credit recovery and intervention programs that allow students to get "Back on Track" towards diploma completion.

School and Student Performance Data

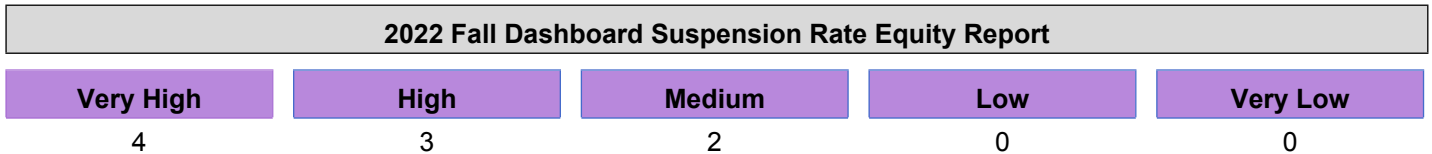
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

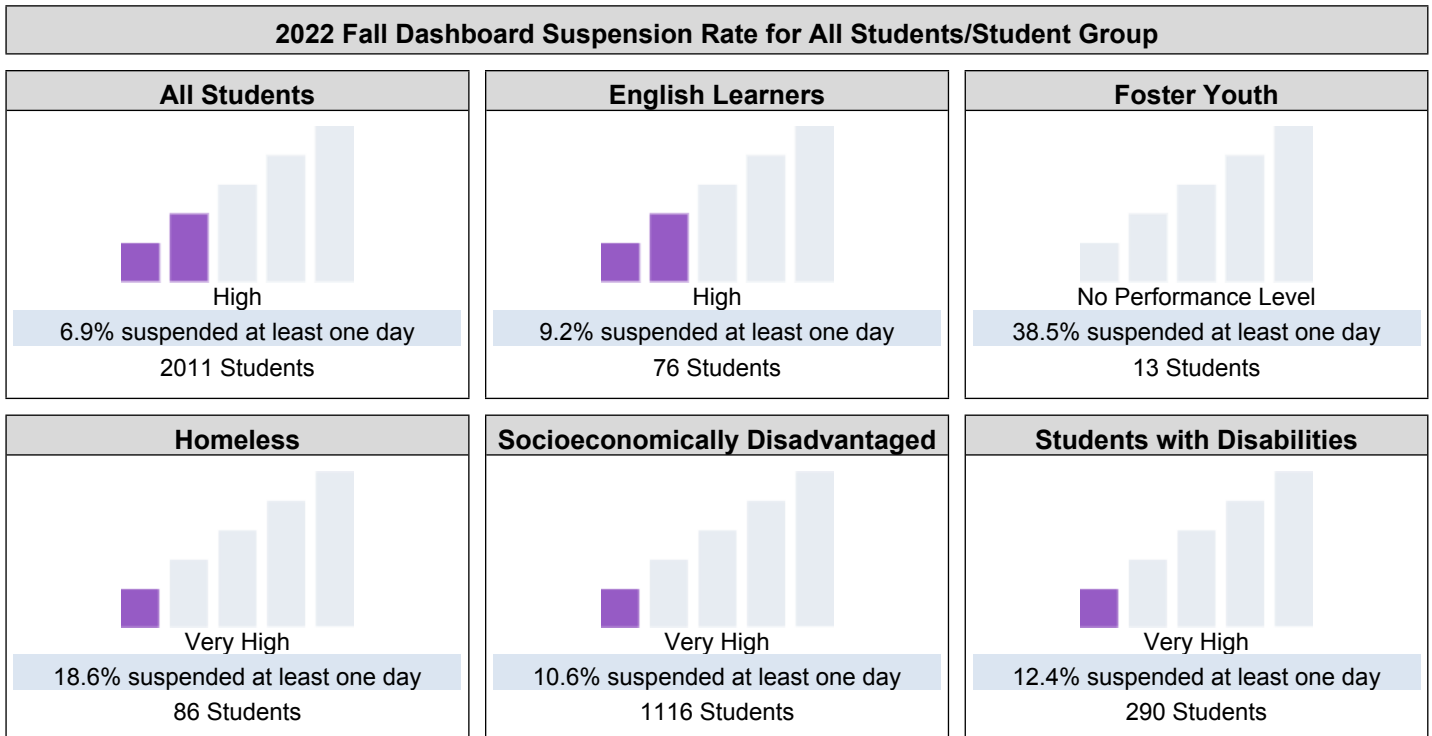
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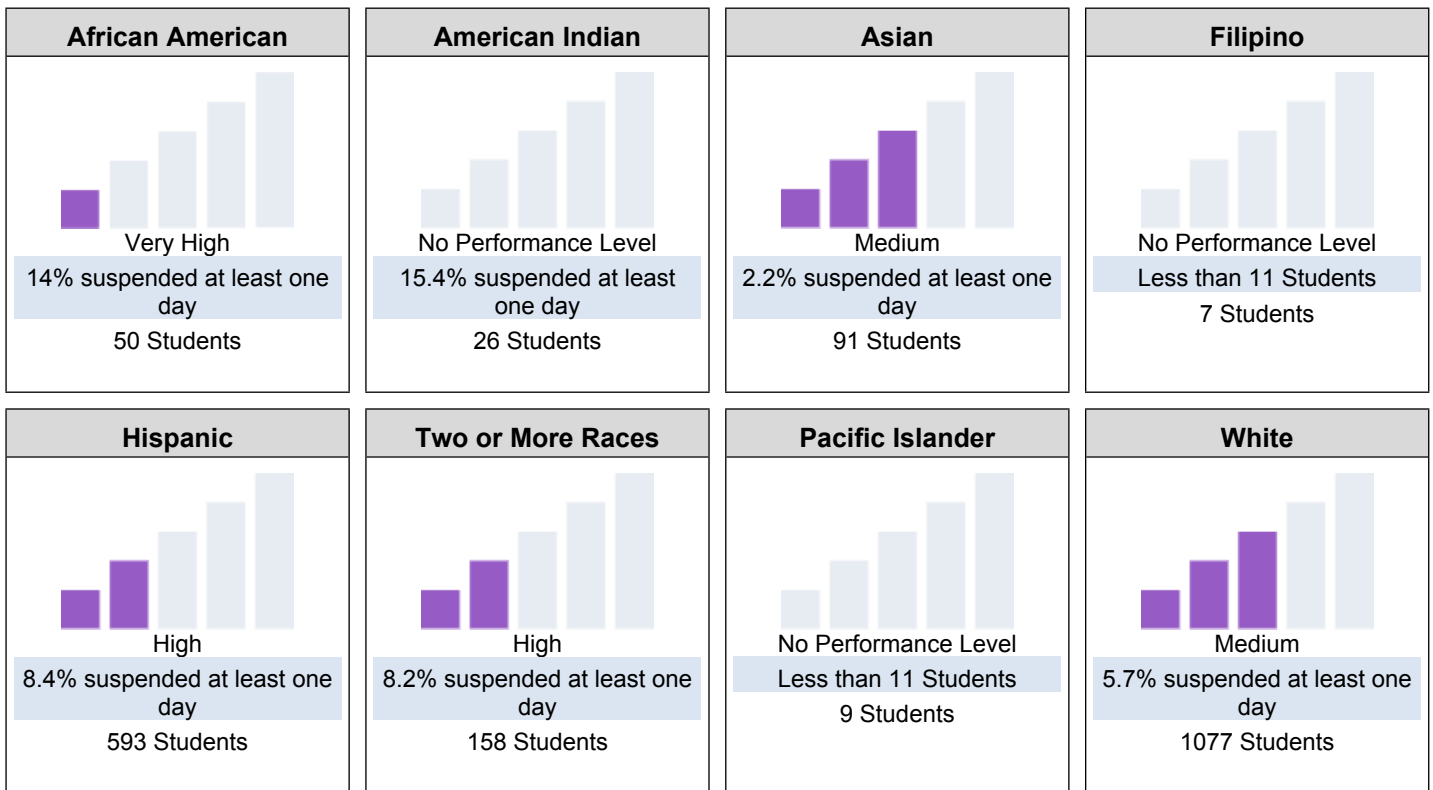
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We are proud that our suspension rates are low. This reflects our successful approach to implementing a positive discipline model. Specifically, we are implementing a 3 step plan: Deescalate, Isolate, Counsel to return to instruction.
2. The low suspension rate of our subgroups reflect a team approach to affecting positive behavior outcomes of all students through positive adult interactions across campus that include: Teachers, Administrators, campus supervisors, office and custodial staff.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Instruction and Tiered Interventions

Goal Statement

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

LCAP Goal

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

Basis for this Goal

Academic assessment data from the past three years shows persistent achievement gaps for specific student groups, including foster, homeless, English learners, and economically disadvantaged. This gap was apparent before the pandemic: results from the most recent California State Dashboard (2019) shows that, while the groups "All Students" and "White" scored green (the second highest level) for English language arts, homeless students and economically disadvantaged students scored yellow in both areas; English learners scored orange in both areas; and foster youth scored red for both. Mathematics showed a similar pattern. The pandemic increased these gaps: while almost all our students experienced learning loss during the pandemic, as measured by benchmark assessments in English-language arts and mathematics at grades K-8, and by end-of-course grades at 9-12, we saw the greatest learning loss among our Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, American Indian or Alaska Native, African American, Two or More Races, and Native Hawaiian or Other Pacific Islander.

To address these inequities in academic achievement, the Chico Unified School District is committed to implementing the Multi-Tiered System of Support (MTSS). We will provide academic instruction and tiered interventions that meet the specific needs of each and every student, from remediation to academic enrichment. The specific actions to support this goal and the metrics to assess our progress are detailed below. In general, though, they include:

- a) Access to a rigorous core curriculum for all students through highly qualified teachers, facilities in good repair, access to instructional materials and technology, and use of a district-wide standards-aligned curriculum and assessments. An online educational option will also be available for all students.
- b) Opportunities for differentiated instruction to meet varying student abilities, both within the classroom and through intervention teachers, after-school programs, English language development (ELD) teachers, Response to Intervention (RTI), Reading Pals at the elementary level, Math Lab and Read 180 at secondary, Power Reading, and a designated .4 RSP certificated RTI support staff at TK-5 sites.

By providing varying tiers of intervention, including enrichment opportunities, we hope to provide the supports students need to meet and exceed grade level expectations, and close the achievement gaps between our different student groups.

Additional Targeted Support and Improvement (ATSI): For Chico High School, the English Learners, Homeless, Students with Disabilities and African American student groups are receiving services needed to improve outcomes in areas of need as identified by the California State Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	In 2019-2020, 100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021, 100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021, 100% of all CUSD students have 1:1 device access.	Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain 100%
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2021-2022 All students: 73.0 points above African American: 3.1 points below Asian: 80.5 points above English learner: 72.7 points below Hispanic: 24.4 points above Homeless youth: 137.9 points below SE disadvantaged: 47.4 points above Students w/disabilities: 91.2 points below White: 101.0 points above Two or more races: 40.7 points above	Improve by 2%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2021-2022 All students: 30.5 points below African American: 138.5 points below Asian: 3.2 points above English learner: 148.1 points below Hispanic: 61.3 points above Homeless youth: 186.6 points below SE disadvantaged: 53.5 points below Students w/disabilities: 181.5 points below White: 8.2 points below Two or more races: 74.9 points below	Improve by 2%
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	2021-2022 % Met or Above All Students: 38.96% English Learner: 5.88% Homeless: 15% Foster Youth: N/A Economically disadvantaged: 32.95% Students With Disabilities: 7.14% Filipino: N/A African American: 5% American Indian or Alaska Native: N/A	N/A

Metric/Indicator	Baseline	Expected Outcome
	Asian: 53.66% Hispanic: 22.51% Native Hawaiian or Pacific Islander: N/A White: 46.6% Two or more races: 40.74%	
Priority 7: Course Access - High School Honors Enrollment	2021-22 All Students: 23.34% English Learner: 5.26% Foster Youth: 10.00% Homeless: 13.11% Socioeconomically: 15.62% Students with Disabilities: 0.38% African American: 0.00% American Indian or Alaska Native: N/A Asian: 0.00% Filipino: N/A Hispanic: 6.98% Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: 0.00%	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 4: Pupil Achievement Local Indicator: A-G Completion	2020-21 All Students: 42.50% English Learner: 14.30% Foster Youth: N/A Homeless: 22.20% Socioeconomically: 24.50% Students with Disabilities: 7.90% African American: 5.60% American Indian or Alaska Native: N/A Asian: 52.60% Filipino: N/A Hispanic: 33.70% Native Hawaiian or Other Pacific Islander: N/A White: 50.20% Two or More Races: 15.40%	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 4: Pupil Achievement Local indicator - CTE Pathway Completion	All Students: 21.10% English Learner: 16.70% Foster Youth: N/A Homeless: 12.50% Socioeconomically: 22.90% Students with Disabilities: 19.10% African American: 0.00% American Indian or Alaska Native: N/A Asian: 7.10% Filipino: N/A Hispanic: 21.80% Native Hawaiian or Other Pacific Islander: N/A White: 23.40%	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.

Metric/Indicator	Baseline	Expected Outcome
	Two or More Races: N/A	
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2021-2022 All Students: 0.40% (8) English Learner: 4.62% (3) Foster Youth: 0.00% (0) Homeless: 1.16% (1) Socioeconomically: .63% (7) Students with Disabilities: .68% (2) African American: 2.0% (1) American Indian or Alaska Native: 0.00% (0) Asian: 1.10% (1) Filipino: 0.00% (0) Hispanic: .67% (4) Native Hawaiian or Other Pacific Islander: 0.00% (0) White: 0.00% (0) Two or More Races: 0.98% (1) Not reported: 1.75% (1)	Increase the percentage of students improving by one level or more on the ELPAC.
Priority 4: Pupil Achievement - Reclassification Rate	2020-2021 All Students: 10.91% (6)	Increase the reclassification rate for English Learners by 2%.
Priority 4: Pupil Achievement Local Indicator - Graduates Passing an AP Exam with a score of 3 or higher	2020-21 All Students: 25.20% (93) English Learner: 8.33% (1) Foster Youth: 0.00% Homeless: 2.50% (1) Socioeconomically: 6.83% (14) Students with Disabilities: 0.00% African American: 25.00% (3) American Indian or Alaska Native: 0.00% Asian: 7.14% (1) Filipino: 40.00% (2) Hispanic: 14.10% (11) Native Hawaiian or Other Pacific Islander: 0.00% White: 29.79% (70) Two or More Races: 20.00% (2)	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate	2020-21 All Students: 0.25% English Learner: 0.00% Foster Youth: N/A Homeless: 0.00% Socioeconomically: 1.00% Students with Disabilities: 2.00% African American: 0.00% American Indian or Alaska Native: N/A Asian: 7.00% Filipino: N/A Hispanic: 1.00% Native Hawaiian or Other Pacific Islander: N/A White: 1.00%	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.

Metric/Indicator	Baseline	Expected Outcome
	Two or More Races: N/A	
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	2021-2022 All Students: 2.20% (8) English Learner: 0.00% (0) Foster Youth: N/A Homeless: 2.60% (1) Socioeconomically: 2.0% (4) Students with Disabilities: 6.50% (3) African American: 0.00% (0) American Indian or Alaska Native: N/A Asian: 7.10% (1) Filipino: N/A Hispanic: 2.60% (2) Native Hawaiian or Other Pacific Islander: N/A White: 1.70% (4) Two or More Races: N/A	Decrease by 1%.
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	2021-2022 All Students: 96.50% (354) English Learner: 100% (12) Foster Youth: N/A Homeless: 97.4% (38) Socioeconomically: 96.1% (195) Students with Disabilities: 87% (40) African American: 100.0% (12) American Indian or Alaska Native: N/A Asian: 92.9% (13) Filipino: N/A Hispanic: 96.20% (75) Native Hawaiian or Other Pacific Islander: N/A White: 96.60% (226) Two or More Races: N/A	All student groups will increase by 1%.
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	N/A	N/A

Planned Strategies/Activities

Strategy/Activity 1

Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	130,813
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,601,200
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	LCFF Funds: \$997,275 and Other State Funds: \$603,925

Strategy/Activity 3

Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,000,000
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Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Budget Reference	None Specified

Strategy/Activity 4

Facilities Maintenance - Regularly inspect and maintain facilities

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,354,088
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Implementation of District Wide Assessments - CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	None Specified

Strategy/Activity 6

Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	546,182
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,232,658
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	LCFF Funds: 849,574 and Other State Funds: 383,084

Strategy/Activity 8

After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,008,719
Source	Grant Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Includes Chico Area Recreation District Contract

Strategy/Activity 9

District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 10

Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	621,110
Source	One Time District Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Local Funds: 60,820 and Federal One Time Funds: 249,735

Strategy/Activity 11

District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:

- * Secondary Instructional Specialist TOSAs
- * Elementary Instructional Specialist TOSAs
- * Illuminate/Data TOSA (1.0 FTE)
- * Tech PD (CSEA) TOSA (1.0 FTE)
- * English Language Development (ELD) TOSA (1.0 FTE)
- * After School Program (ASP) Intervention TOSA (.80 FTE)

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	896,747
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCFF Funds: 447,310 and Federal Funds: 449,437

Strategy/Activity 12

Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,606,804
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 13

Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

1,070,823

Source

LCFF - District Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Strategy/Activity 14

Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

39,386

Source

LCFF - District Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Strategy/Activity 15

Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,552,857
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCFF Funds: 733,000 and Other State Funds: 305,214

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social-Emotional Learning, Supports, and Interventions

Goal Statement

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

LCAP Goal

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

Basis for this Goal

As the pandemic has continued to affect almost all aspects of life as we previously knew it, educators and parents across the country have become increasingly concerned with the impact on students' mental and social-emotional health needs. In Chico, unfortunately, this concern is not new: COVID-19 is only the latest in a series of traumatic events affecting our community. In 2013, a report on adverse childhood experiences (ACEs) found that Butte County held the dubious distinction of having the highest rate of ACEs in California, and among the highest in the country. 76.5% of Butte County adults reported one or more adverse childhood experience as a child (Butte County Coalition on ACEs, 2013). More recently, several natural disasters have impacted our area in quick succession, beginning with the February 2017 evacuation of 180,000 people after the failure of the Oroville Dam and Spillway. This was followed in November of 2018 by the Camp Fire, which destroyed Paradise and neighboring communities, claimed 87 lives, and displaced tens of thousands of residents. Among those displaced were over six hundred of our students and staff. In September of 2020, the North Complex Fire destroyed the nearby communities of Berry Creek and Feather Falls. Thick, toxic smoke blanketed Chico for weeks after each fire, at times making day look like night. The loss of routine and the uncertainty caused by the pandemic only intensified the effect of all these events, and sent many of our students into crisis mode. From 2019 to 2020, the number of children (elementary and high school) arriving in emergency rooms with suicidal thoughts and depression tripled, from 20 to 60. But as Enloe Hospital's CEO Mike Wiltermood pointed out in an April, 2021 interview with news station KRCR, "2019 isn't even a realistic baseline to show how bad things have gotten because that's right after the Camp Fire ... As resilient as we all are, we have to take into consideration that it's not just the pandemic. It's the fires, it goes back to the evacuation for the Oroville spillway."

In the wake of the Fire, we deployed additional counselors at all sites, and worked to implement a systematic and consistent practice of student wellness supports across our elementary and secondary schools. Yet students began asking for more even mental health support. This led to the establishment of Wellness Centers at the secondary sites. When COVID closed the Wellness Centers, students requested a confidential online way to communicate with their counselor that they needed to be seen immediately. A portal on our Chico Unified website was established to facilitate timely student access to counseling services on sites. Targeted Case Managers, counselors and teachers are crucial to these efforts, and will continue to be supported through our LCAP. In the 2020-21 school year, elementary students at all sites received social-emotional learning sessions in the classroom. A total of 6,898 classroom sessions were delivered by counselors (2,343 sessions) and counseling assistants (4,555 sessions). Before the COVID pandemic began, we also relied on instruments such as universal screeners, completed by teachers 3-4 times a year to give a snapshot of each student's social-emotional need. These screeners were not used in 2020-21, however: as students began that school year entirely online, and most moved to an AM/PM model on October 19, 2020, teachers did not have enough face-to-face time with their students to accurately complete the screeners. However, we were able to gather information to understand and support individual student needs through Kelvin, an online system that quickly measures student emotional "pulses". Data from the School Climate Survey in spring, 2021, given through a Kelvin "pulse", further revealed that our students feel safe on our sites, that people of different cultural backgrounds, race, or ethnicities get along well on sites, and students feel staff treats students respectfully.

The actions to support this goal are listed below. In summary, they include:

- 1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).
- 2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.
- 3) Continued monitoring of student mental wellness through School Climate Surveys, universal screeners (resuming in 2021-22), and Kelvin pulse surveys.

We expect that we will see an improvement in our students' social-emotional wellness as measured by these instruments, as well as by parent, student and teacher observation.

Additional Targeted Support and Improvement (ATSI): For Bidwell Junior High, the Homeless and Students with Disabilities student groups are receiving services needed to improve outcomes in areas of need as identified by the California State Dashboard.

Additional Targeted Support and Improvement (ATSI): For Chico High School, the English Learners, Homeless, Students with Disabilities and African American student groups are receiving services needed to improve outcomes in areas of need as identified by the California State Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2022-2023 Targeted Case Manager Contacts by Percentage and (Contacts) All Students: 11.7% (236) English Learner: 34.2% (38) Foster Youth: 100.0% (12) Homeless: 69.4% (68) Socioeconomically: 18.9% (215) Students with Disabilities: 17.7% (53) African American: 20.8% (10) American Indian or Alaska Native: 17.9% (5) Asian: 6.5% (7) Filipino: 0.00% (0) Hispanic: 23.7% (142) Native Hawaiian or Other Pacific Islander: 33.3% (3) White: 4.4% (46) Two or More Races: 9.6% (11)	Will maintain or increase from the previous year.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2022-2023 Social-Emotional Contacts by Percentage and (Contacts) All Students: 74.2% (1,501) English Learner: 80.2% (89) Foster Youth: 100.0% (12) Homeless: 82.7% (81) Socioeconomically: 75.4% (856) Students with Disabilities: 68.3% (205) African American: 77.1% (37)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.

Metric/Indicator	Baseline	Expected Outcome
	American Indian or Alaska Native: 75.0% (21) Asian: 88.9% (96) Filipino: 66.7% (4) Hispanic: 75.8% (453) Native Hawaiian or Other Pacific Islander: 44.4% (4) White: 71.9% (750) Two or More Races: 77.2% (88)	
Priority 3: Parental Involvement	2022-2023 Percentage of Students with an Associated Parent Portal Account All Students: 99.5% English Learner: 100.0% (100) Foster Youth: 100.0% (8) Homeless: 98.8% (82) Socioeconomically: 99.9% (993) Students with Disabilities: 97.7% (256) African American: 97.5% (39) American Indian or Alaska Native: 100.0% (7) Asian: 100.0% (101) Filipino: 100.0% (6) Hispanic: 99.6% (536) Native Hawaiian or Other Pacific Islander: 100.00% (7) White: 99.6% (967) Two or More Races: 99.0% (103)	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.
Priority 3: Parent Involvement	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	Parent/Guardian engagement with CUSD via social media will increase from the previous year.
Priority 6: School Climate	2020-2021 100% of CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2022-2023 All Students: 93.9% English Learner: 92.4% Foster Youth: 76.8% Homeless: 89.7% Socioeconomically: 92.9% Students with Disabilities: 91.2% African American: 92.8% American Indian or Alaska Native: 90.2% Asian: 94.8% Filipino: 95.5% Hispanic: 93.8%	Attendance rate will be 95.5%.

Metric/Indicator	Baseline	Expected Outcome
	Native Hawaiian or Other Pacific Islander: 90.3% White: 94.0% Two or More Races: 94.1%	
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-2021 All Students: 26.70% English Learner: 40.91% Foster Youth: 53.85% (7) Homeless: 48.89% Socioeconomically: 34.06% Students with Disabilities: 46.04% African American: 36.73% American Indian or Alaska Native: 50.00% Asian: 17.98% Filipino: 42.86% (3) Hispanic: 31.57% Native Hawaiian or Other Pacific Islander: 28.57% (2) White: 23.08% Two or More Races: 25.25%	All students will decline by a minimum of 1.5 percentage points in grades K-12.
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2022-2023 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 64.1% (9,372) English Learner: 57.2% (346) Foster Youth: 40.0% (22) Homeless: 54.5% (318) Socioeconomically: 61.7% (4,845) Students with Disabilities: 59.1% (995) African American: 55.3% (152) American Indian or Alaska Native: 68.7% (136) Asian: 63.0% (485) Filipino: 81.8% (27) Hispanic: 59.8% (2,524) Native Hawaiian or Other Pacific Islander: 56.8% (25) White: 67.4% (5,332) Two or More Races: 58.0% (434) Left District: N/A	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

2,022,192

Source

LCFF - District Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	583,859
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 4

School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	0
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Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Behavioral Instruction and Supports

Goal Statement

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

LCAP Goal

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

Basis for this Goal

Suspension and expulsion data from 2019-20 reveal that some student groups are consistently suspended at disproportionately high rates. These student groups include Homeless, Foster, Socioeconomically Disadvantaged, Students with Disabilities, African American and American Indian or Alaska Native. In addition, those groups are expelled at a higher rate as well. School Climate Survey data from 2020-21 show that a lower percentage of students from these same groups report that they feel safe and that they are being treated fairly at school. Specifically, the following groups show a lower rate of feeling safe at school:

Elementary: Students with Disabilities and African American
Secondary: American Indian or Alaska Native

To address this, and to support every student every day in our full return to school, site Positive Behavioral Interventions and Supports (PBIS) teams are integral. PBIS teams will work with the school site staff to provide universal behavior supports (Tier 1) for each student. Supplemental and intensified supports (Tiers 2 and 3) are also in place when the data informs the team that more supports are needed.

In addition, our LCAP includes funding for Alternative Education programs, including in-school suspension, opportunity programs, supplemental alternative education staffing, and additional counseling services in opportunity programs. We are also utilizing LCAP funds to support in-school athletic programs, as a means to help all students feel connected and promote a positive school culture. Campus supervisors are a third means of promoting a positive school culture; often these supervisors make connections with individual students.

CUSD will continue to improve school climate and implement positive behavioral strategies so students from all targeted student groups will feel safe, supported, engaged, and meaningfully challenged. Establishing a positive school culture includes setting up the school's social environment to reflect a shared vision of common values, beliefs, and behavior expectations. It is our goal to reduce suspensions in Chico Unified School District, particularly in the African-American, Foster Youth/Homeless, and Students with Disabilities student groups. The suspension numbers in these student groups are disproportionately higher than other student groups in CUSD.

Additional Targeted Support and Improvement (ATSI): For Chico High School, the English Learners, Homeless, Students with Disabilities and African American student groups are receiving services needed to improve outcomes in areas of need as identified by the California State Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate - Suspension Rate	2022-2023 All Students: 3.6% (72) English Learner: 4.5% (5) Foster Youth: 16.7% (2) Homeless: 10.3% (10) Socioeconomically: 5.3% (59) Students with Disabilities: 7.1% (21) African American: 33.3% (1) American Indian or Alaska Native: 33.3% (1) Asian: N/A Filipino: N/A Hispanic: 11.1% (5) Native Hawaiian or Other Pacific Islander: N/A White: 9.1% (2) Two or More Races: 9.1% (2)	All student groups will decline by a minimum of .9 percentage points.
Priority 6: School Climate - Expulsion Rate	2022-2023 All Students: 0.4% (8) English Learner: 1.8% (2) Foster Youth: 8.3% (1) Homeless: 1.0% (1) Socioeconomically: 0.5% (6) Students with Disabilities: 0.7% (2) African American: 33.3% (1) American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: N/A Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: N/A	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2022-2023 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 72.3% (2,881) English Learner: 72.1% (119) Foster Youth: 60.0% (9) Homeless: 66.7% (106) Socioeconomically: 73.8% (1,581) Students with Disabilities: 68.8% (316) African American: 64.0% (48) American Indian or Alaska Native: 74.1% (40) Asian: 77.6% (163) Filipino: 88.9% (8) Hispanic: 70.3% (810) Native Hawaiian or Other Pacific Islander: 58.3% (7) White: 72.3% (1,579) Two or More Races: 70.1% (143) Left District: N/A	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

Planned Strategies/Activities

Strategy/Activity 1

Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways:

- * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman)
- * Elementary Out of School Suspension Alternatives (e.g. Reset program)
- * Alternative Education Supplemental Staffing

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

728,925

Source

LCFF - District Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount

830,988

Source

LCFF - District Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	1,264,109
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	Maintain 100%	Maintained
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100%	Maintained
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100%	Maintained
Priority 1: Basic - School Facilities in Good Repair	Maintain 100%	Maintained
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	Maintain 100%	Maintained
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	These assessments will take place in April, 2022	2021-2022 All students: 73.0 points above African American: 3.1 points below Asian: 80.5 points above English learner: 72.7 points below Hispanic: 24.4 points above Homeless youth: 137.9 points below SE disadvantaged: 47.4 points above Students w/disabilities: 91.2 points below White: 101.0 points above Two or more races: 40.7 points above
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	These assessments will take place in April, 2022	2021-2022 All students: 30.5 points below African American: 138.5 points below Asian: 3.2 points above English learner: 148.1 points below Hispanic: 61.3 points above Homeless youth: 186.6 points below SE disadvantaged: 53.5 points below Students w/disabilities: 181.5 points below White: 8.2 points below Two or more races: 74.9 points below
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test	This assessment will take place in April, 2022	2021-2022 % Met or Above All Students: 38.96%

Metric/Indicator	Expected Outcomes	Actual Outcomes
(CAST) - Students Meeting or Exceeding Benchmark		English Learner: 5.88% Homeless: 15% Foster Youth: N/A Economically disadvantaged: 32.95% Students With Disabilities: 7.14% Filipino: N/A African American: 5% American Indian or Alaska Native: N/A Asian: 53.66% Hispanic: 22.51% Native Hawaiian or Pacific Islander: N/A White: 46.6% Two or more races: 40.74%
Priority 7: Course Access - High School Honors Enrollment	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2021-22 All Students: 23.34% English Learner: 5.26% Foster Youth: 10.00% Homeless: 13.11% Socioeconomically: 15.62% Students with Disabilities: 0.38% African American: 0.00% American Indian or Alaska Native: N/A Asian: 0.00% Filipino: N/A Hispanic: 6.98% Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: 0.00%
Priority 4: Pupil Achievement Local Indicator: A-G Completion	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2020-21 All Students: 42.50% English Learner: 14.30% Foster Youth: N/A Homeless: 22.20% Socioeconomically: 24.50% Students with Disabilities: 7.90% African American: 5.60% American Indian or Alaska Native: N/A Asian: 52.60% Filipino: N/A Hispanic: 33.70% Native Hawaiian or Other Pacific Islander: N/A White: 50.20% Two or More Races: 15.40%
Priority 4: Pupil Achievement Local indicator - CTE Pathway Completion	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	All Students: 21.10% English Learner: 16.70% Foster Youth: N/A Homeless: 12.50% Socioeconomically: 22.90% Students with Disabilities: 19.10%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		African American: 0.00% American Indian or Alaska Native: N/A Asian: 7.10% Filipino: N/A Hispanic: 21.80% Native Hawaiian or Other Pacific Islander: N/A White: 23.40% Two or More Races: N/A
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	Increase the percentage of students improving by one level or more on the ELPAC.	2020-2021 All Students: 51.22% English Learner: 51.22% Foster Youth: N/A Homeless: 25.00% (2) Socioeconomically: 50.00% Students with Disabilities: 46.15% (6) African American: 100.00% (1) American Indian or Alaska Native: N/A Asian: 33.33% (3) Hispanic: 51.85% Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: 100.00% (1)
Priority 4: Pupil Achievement - Reclassification Rate	Increase the reclassification rate for English Learners by 2%.	2020-2021 All Students: 10.91% (6)
Priority 4: Pupil Achievement Local Indicator - Graduates Passing an AP Exam with a score of 3 or higher	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2020-21 All Students: 25.20% (93) English Learner: 8.33% (1) Foster Youth: 0.00% Homeless: 2.50% (1) Socioeconomically: 6.83% (14) Students with Disabilities: 0.00% African American: 25.00% (3) American Indian or Alaska Native: 0.00% Asian: 7.14% (1) Filipino: 40.00% (2) Hispanic: 14.10% (11) Native Hawaiian or Other Pacific Islander: 0.00% White: 29.79% (70) Two or More Races: 20.00% (2)
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2020-21 All Students: 0.25% English Learner: 0.00% Foster Youth: N/A Homeless: 0.00% Socioeconomically: 1.00% Students with Disabilities: 2.00% African American: 0.00%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		American Indian or Alaska Native: N/A Asian: 7.00% Filipino: N/A Hispanic: 1.00% Native Hawaiian or Other Pacific Islander: N/A White: 1.00% Two or More Races: N/A
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	Decrease by 1%.	2020-21 All Students: 1.00% English Learner: 0.00% Foster Youth: N/A Homeless: 0.00% Socioeconomically: 1.00% Students with Disabilities: 2.00% African American: 0.00% American Indian or Alaska Native: N/A Asian: 7.00% Filipino: N/A Hispanic: 1.00% Native Hawaiian or Other Pacific Islander: N/A White: 1.00% Two or More Races: N/A
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	All student groups will increase by 1%.	2021-2022 All Students: 94.1% (397) English Learner: N/A Foster Youth: N/A Homeless: 93.6% (44) Socioeconomically: 94.1% (253) Students with Disabilities: 81.4% (48) African American: 91.7% (11) American Indian or Alaska Native: N/A Asian: 100.0% (24) Filipino: N/A Hispanic: 94.0% (110) Native Hawaiian or Other Pacific Islander: N/A White: 94.4% (220) Two or More Races: 86.7% (13)
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	N/A	N/A

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 116,566	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 123,962
Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.	Completed	LCFF Funds: \$997,275 and Other State Funds: \$603,925 4000-4999: Books And Supplies LCFF - District Supplemental 2,480,622	4000-4999: Books And Supplies LCFF - District Supplemental 2,844,266
Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	Completed	4000-4999: Books And Supplies LCFF - District Supplemental 527,052 None Specified	4000-4999: Books And Supplies LCFF - District Supplemental 385,771
Facilities Maintenance - Regularly inspect and maintain facilities	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 5,562,008	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 6,171,674
Implementation of District Wide Assessments - CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs.	Completed	None Specified 0	0
Academic Interventions - CUSD will implement Response to Intervention (RTI) academic	Completed	1000-1999: Certificated Personnel Salaries	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.		LCFF - District Supplemental 0	
Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.	Completed	LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,899,323	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,912,991
After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.	Completed	Includes Chico Area Recreation District Contract 1000-1999: Certificated Personnel Salaries Grant Funding 2,771,350	1000-1999: Certificated Personnel Salaries Grant Funding 2,238,649
District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.	Completed	0	0
Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and	Completed	Local Funds: 60,820 and Federal One Time Funds: 249,735 1000-1999: Certificated Personnel Salaries One Time District Funding 520,747	1000-1999: Certificated Personnel Salaries One Time District Funding 579,661

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness.			
District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include: <ul style="list-style-type: none"> * Secondary Instructional Specialist TOSAs * Elementary Instructional Specialist TOSAs * Illuminate/Data TOSA (1.0 FTE) * Tech PD (CSEA) TOSA (1.0 FTE) * English Language Development (ELD) TOSA (1.0 FTE) * After School Program (ASP) Intervention TOSA (.80 FTE) 	Completed	LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 898,957	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 966,227
Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,100,405	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,051,569
Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,176,020	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,248,013
Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 152,366	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 100,008

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.</p>	<p>Completed</p>	<p>LCFF Funds: 733,000 and Other State Funds: 305,214 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,714,709</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,030,416</p>

Analysis

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

To address these inequities in academic achievement, the Chico Unified School District and Chico High School are committed to implementing the Multi-Tiered System of Support (MTSS). We will provide academic instruction and tiered interventions that meet the specific needs of each and every student, from remediation to academic enrichment. The specific actions to support this goal and the metrics to assess our progress are detailed below. In general, though, they include:

Access to a rigorous core curriculum for all students through highly qualified teachers, facilities in good repair, access to instructional materials and technology, and use of a district-wide standards-aligned curriculum and assessments. Opportunities for differentiated instruction to meet varying student abilities, both within the classroom and through intervention teachers, after-school programs, English language development (ELD) teachers, Response to Intervention (RTI), Math Lab and Read 180 at secondary, amongst other opportunities.

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

Academic assessment data from the past three years shows persistent achievement gaps for specific student groups, including foster, homeless, English learners, and economically disadvantaged. The pandemic increased gaps in student performance, as measured by CAASPP testing data: while almost all our students experienced learning loss during the pandemic, as measured by benchmark assessments in English-language arts and mathematics by end-of-course grades at 9-12, we saw the greatest learning loss among our Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, American Indian or Alaska Native, African American, Two or More Races, and Native Hawaiian or Other Pacific Islander.

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

We will continue to offer a similar program for the 23-24 year. We are looking to create consistency in all of our academic support systems.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

By providing varying tiers of intervention, including enrichment opportunities, we hope to provide the supports students need to meet and exceed grade level expectations, and close the achievement gaps between our different student groups.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Parental Involvement	Will maintain or increase from the previous year.	2022-2023 Targeted Case Manager Contacts by Percentage and (Contacts) All Students: 11.7% (236) English Learner: 34.2% (38) Foster Youth: 100.0% (12) Homeless: 69.4% (68) Socioeconomically: 18.9% (215) Students with Disabilities: 17.7% (53) African American: 20.8% (10) American Indian or Alaska Native: 17.9% (5) Asian: 6.5% (7) Filipino: 0.00% (0) Hispanic: 23.7% (142) Native Hawaiian or Other Pacific Islander: 33.3% (3) White: 4.4% (46) Two or More Races: 9.6% (11)
Priority 3: Parental Involvement	Maintain 100%	Maintained
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.	2022-2023 Social-Emotional Contacts by Percentage and (Contacts) All Students: 74.2% (1,501) English Learner: 80.2% (89) Foster Youth: 100.0% (12) Homeless: 82.7% (81) Socioeconomically: 75.4% (856) Students with Disabilities: 68.3% (205) African American: 77.1% (37) American Indian or Alaska Native: 75.0% (21) Asian: 88.9% (96) Filipino: 66.7% (4) Hispanic: 75.8% (453) Native Hawaiian or Other Pacific Islander: 44.4% (4) White: 71.9% (750) Two or More Races: 77.2% (88)
Priority 3: Parental Involvement	Maintain or increase the percentage of students who have at least one	2022-2023 Percentage of Students with an Associated Parent Portal Account

Metric/Indicator	Expected Outcomes	Actual Outcomes
	parent/guardian with parent portal access.	All Students: 99.5% English Learner: 100.0% (100) Foster Youth: 100.0% (8) Homeless: 98.8% (82) Socioeconomically: 99.9% (993) Students with Disabilities: 97.7% (256) African American: 97.5% (39) American Indian or Alaska Native: 100.0% (7) Asian: 100.0% (101) Filipino: 100.0% (6) Hispanic: 99.6% (536) Native Hawaiian or Other Pacific Islander: 100.00% (7) White: 99.6% (967) Two or More Races: 99.0% (103)
Priority 3: Parent Involvement	Parent/Guardian engagement with CUSD via social media will increase form the previous year.	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480
Priority 6: School Climate	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	Not met
Priority 5: Pupil Engagement - Attendance Rates	2020-2021 *All Students - 92.1% *English Learners - 92.2% *Foster Youth - 85.3% *Homeless - 81.7% *Socioeconomically Disadvantaged - 90.2% *Students with Disabilities - 90.3% *African American - 88.0% *American Indian/Alaska Native - 86.6% *Asian - 95.2% *Filipino - 95.7% *Hispanic - 91.0% *Native Hawaiian or Other Pacific Islander - 92.3% *White - 93.2% *Two or more races - 91.0%	2022-2023 All Students: 93.9% English Learner: 92.4% Foster Youth: 76.8% Homeless: 89.7% Socioeconomically: 92.9% Students with Disabilities: 91.2% African American: 92.8% American Indian or Alaska Native: 90.2% Asian: 94.8% Filipino: 95.5% Hispanic: 93.8% Native Hawaiian or Other Pacific Islander: 90.3% White: 94.0% Two or More Races: 94.1%
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.	2021-2021 All Students: 26.70% English Learner: 40.91% Foster Youth: 53.85% (7) Homeless: 48.89% Socioeconomically: 34.06% Students with Disabilities: 46.04% African American: 36.73% American Indian or Alaska Native: 50.00%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Asian: 17.98% Filipino: 42.86% (3) Hispanic: 31.57% Native Hawaiian or Other Pacific Islander: 28.57% (2) White: 23.08% Two or More Races: 25.25%
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.	2022-2023 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 64.1% (9,372) English Learner: 57.2% (346) Foster Youth: 40.0% (22) Homeless: 54.5% (318) Socioeconomically: 61.7% (4,845) Students with Disabilities: 59.1% (995) African American: 55.3% (152) American Indian or Alaska Native: 68.7% (136) Asian: 63.0% (485) Filipino: 81.8% (27) Hispanic: 59.8% (2,524) Native Hawaiian or Other Pacific Islander: 56.8% (25) White: 67.4% (5,332) Two or More Races: 58.0% (434) Left District: N/A

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.	Completed	0	0
Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,183,212	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,158,813

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services.			
Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 636,153	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 638,723
School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish.	Completed	0	0

Analysis

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

In the wake of the Fire, Chico Unified deployed additional counselors at all sites, and worked to implement a systematic and consistent practice of student wellness supports across all schools. Along these lines, Chico High School established a Wellness Center to provide additional mental health support. When COVID closed the Wellness Centers, students requested a confidential online way to communicate with their counselor that they needed to be seen immediately. A portal on our Chico Unified website was established to facilitate timely student access to counseling services on sites. Targeted Case Managers, counselors and teachers are crucial to these efforts, and will continue to be supported through our LCAP. Before the COVID pandemic began, we also relied on instruments such as universal screeners, completed by teachers 3-4 times a year to give a snapshot of each student's social-emotional need. These screeners were not used in 2020-21, however: as students began that school year entirely online, and most moved to an AM/PM model on October 19, 2020, teachers did not have enough face-to-face time with their students to accurately complete the screeners. However, the district was able to gather information to understand and support individual student needs through Kelvin, an online system that quickly measures student emotional "pulses".

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

Data from the School Climate Survey, given through a Kelvin "pulse", further revealed that our students feel safe on our sites, that people of different cultural backgrounds, race, or ethnicities get along well on sites, and students feel staff treats students respectfully. The actions to support this goal are listed below.

In summary, they include:

- 1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).
- 2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.
- 3) Continued monitoring of student mental wellness through School Climate Surveys, universal screeners, and Kelvin pulse surveys.

We expect that we will see an improvement in our students' social-emotional wellness as measured by these instruments, as well as by parent, student and teacher observation.

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

The CUSD and CHS will continue to offer increased counseling services and MTSS supports on site through the 23-24 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to offer a similar program for the 23-24 year. We are looking to create consistency in all of our academic support systems.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Priority 6: School Climate - Suspension Rate</p>	<p>All student groups will decline by a minimum of .9 percentage points.</p>	<p>2022-2023 All Students: 3.6% (72) English Learner: 4.5% (5) Foster Youth: 16.7% (2) Homeless: 10.3% (10) Socioeconomically: 5.3% (59) Students with Disabilities: 7.1% (21) African American: 33.3% (1) American Indian or Alaska Native: 33.3% (1) Asian: N/A Filipino: N/A Hispanic: 11.1% (5) Native Hawaiian or Other Pacific Islander: N/A White: 9.1% (2) Two or More Races: 9.1% (2)</p>
<p>Priority 6: School Climate - Expulsion Rate</p>	<p>Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to the All Students expulsion rate.</p>	<p>2022-2023 All Students: 0.4% (8) English Learner: 1.8% (2) Foster Youth: 8.3% (1) Homeless: 1.0% (1) Socioeconomically: 0.5% (6) Students with Disabilities: 0.7% (2) African American: 33.3% (1) American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: N/A Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: N/A</p>
<p>Priority 6: Local Indicator/Local tool for school climate: School Safety</p>	<p>Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.</p>	<p>2022-2023 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 72.3% (2,881) English Learner: 72.1% (119) Foster Youth: 60.0% (9) Homeless: 66.7% (106) Socioeconomically: 73.8% (1,581)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Students with Disabilities: 68.8% (316) African American: 64.0% (48) American Indian or Alaska Native: 74.1% (40) Asian: 77.6% (163) Filipino: 88.9% (8) Hispanic: 70.3% (810) Native Hawaiian or Other Pacific Islander: 58.3% (7) White: 72.3% (1,579) Two or More Races: 70.1% (143) Left District: N/A

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways: * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman) * Elementary Out of School Suspension Alternatives (e.g. Reset program) * Alternative Education Supplemental Staffing	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 772,729	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 944,903
Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 873,770	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 911,390
Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,478,355	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,425,285

Analysis

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

Suspension and expulsion data from 2021-22 reveal that some student groups are consistently suspended at disproportionately high rates. These student groups include Homeless, Foster, Socioeconomically Disadvantaged, Students with Disabilities, African American and American Indian or Alaska Native. In addition, those groups are expelled at a higher rate as well. School Climate Survey data from 2021-22 show that a lower percentage of students from these same groups report that they feel safe and that they are being treated fairly at school. To address this, and to support every student every day in our full return to school, site Positive Behavioral Interventions and Supports (PBIS) teams are integral. PBIS teams will work with the school site staff to provide universal behavior supports (Tier 1) for each student. Supplemental and intensified supports (Tiers 2 and 3) are also in place when the data informs the team that more supports are needed.

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

CUSD will continue to improve school climate and implement positive behavioral strategies so students from all targeted student groups will feel safe, supported, engaged, and meaningfully challenged. Establishing a positive school culture includes setting up the school's social environment to reflect a shared vision of common values, beliefs, and behavior expectations. It is our goal to reduce suspensions in Chico Unified School District, particularly in the African-American, Foster Youth/Homeless, and Students with Disabilities student group

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

Increase the Campus Supervisors times at extra-curricular events - Provide Campus Supervisors hours before and after school on sites to provide a safe, positive school climate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Move to create a club day on campus. Campus Clubs & Associated Student Body - Continued opportunities and outreach for clubs to support student well-being and connection on campus. Work to create a school wide Senate that reports directly to ASB throughout the year and is comprised of students at every grade level throughout our 2nd period course structure.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	136,460,966

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	136,460,966
LCAP - District	15,343,623
LCAP - Site	182,207
Title I - District	859,163
Title I - Site	0
Title II - District	342,566
Title II - Site	49,189
Title III - District	92,949

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Douglas J. Williams	Principal
Lukas Kennedy	Classroom Teacher
Keith Rollins	Classroom Teacher
Jason Alvistur	Classroom Teacher
Terry Barth	Other School Staff
Charlie Sheridan	Secondary Student
Isabela Hurtado	Parent or Community Member Secondary Student
Summer Sun	Secondary Student
Erica Sheridan	Other School Staff Parent or Community Member
Angela Gore	Other School Staff Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Kieth Rollins	Special Education Advisory Committee
Jason Alvisto	Departmental Advisory Committee
Summer S	Other: Associated Student Body

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 9, 2023.

Attested:

Doug Williams	Principal, Douglas J. Williams on 05/9/2023
Lukas Kennedy	SSC Chairperson, Lukas Kennedy on 05/9/2023

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.



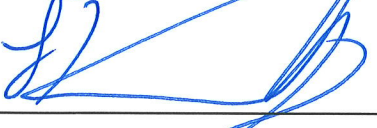
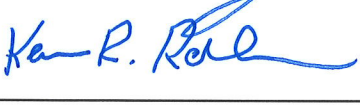




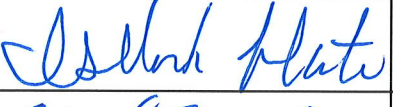

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

SPSA 2023-24	CHS	Approved May 9, 2023
Name	Signature	Position
Doug Williams		Principal
Terry Barth		Office Manager
Lukas Kennedy		Teacher
Keith Rollings		Teacher
Jason Alvistur		Teacher A.D.
Angela Gore		Parent
Erica Sheridan		Parent
Summer Sun		Student
Isabela Hurtado		Student
Charlie Sheridan		Student

