



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chico High School	04-61424-0431676	5-1-2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Chico High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

To effectively meet ESSA's planning requirements in alignment with the LCAP and other federal, state, and local programs, Chico High School follows a comprehensive approach. This includes:

Alignment with LCAP Goals: Chico High School's plan is aligned with the goals and priorities outlined in the LCAP. This ensures that our efforts are focused on meeting the needs of our students, particularly those from disadvantaged backgrounds.

Data-Driven Decision Making: We use data to inform our decision-making process. This includes analyzing student performance data, demographic data, and input from stakeholders to identify areas of improvement and develop targeted strategies.

Stakeholder Engagement: We actively engage with stakeholders, including parents, teachers, students, and community members, to gather input and feedback on our plans. This helps ensure that our strategies are responsive to the needs of the community.

Professional Development: We provide ongoing professional development opportunities for our staff to ensure they have the skills and knowledge needed to implement our plans effectively. This includes training on best practices, new instructional strategies, and strategies for supporting diverse student populations.

Monitoring and Evaluation: We regularly monitor and evaluate our progress towards meeting our goals. This includes reviewing data, conducting surveys, and soliciting feedback from stakeholders to assess the effectiveness of our strategies and make adjustments as needed.

Resource Allocation: We allocate resources in a way that supports our goals and priorities. This includes allocating funding, staff, and other resources to programs and initiatives that are proven to be effective in improving student outcomes.

Continuous Improvement: We are committed to continuous improvement and regularly review and update our plans to ensure they remain relevant and effective in meeting the needs of our students.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	5
Educational Partner Involvement	8
Resource Inequities	9
Comprehensive Needs Assessment Components	9
California School Dashboard (Dashboard) Indicators	9
Other Needs	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	13
ELPAC Results	17
Student Population	20
Overall Performance	22
Academic Performance	24
Academic Engagement	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1	36
Goal 2.....	42
Goal 3.....	46
Goal 4.....	49
Goal 5.....	50
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	54
School Site Council Membership	55
Recommendations and Assurances	56
Instructions.....	57
Appendix A: Plan Requirements	64

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements67

Appendix C: Select State and Federal Programs70

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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Continuous Improvement: We are committed to continuous improvement and regularly review and update our plans to ensure they remain relevant and effective in meeting the needs of our students.

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 and Supports 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.

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. Currently Chico High School was ranked #359 in California and #2,525, nationally by the U.S. News and World Report for 2024. CHS

continues to rise and is now considered a "TOP" high school in the U.S. 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 WASC 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 the city has led to an 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. 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, rotating 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. CHS has added one ELA support class that benefits 9th grade students with a specific reading level deficiency. In 2024 Chico High continued to alter it's Special Education delivery model and included seventeen Co-Taught classes within the schedule. This allows a partnership to form between SPED and regular education teachers in an college preparatory 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. 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 Chico High 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 and approved by the School Site Council, comprised of students, parents, and staff. The final revision involved an in-person meeting. In addition, the SPSA goals and data were reviewed at each of the LCAP stakeholder meetings at the District LCAP meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chico High needs to improve the following "Red" and "Orange" indicators on the State dash board:
Suspension Rates-Red-African American
English Language Learners-Red in English learner progress
College/Career Readiness-Orange all students
English Language Arts and Math: Students with Disabilities-Red, Hispanic population-Orange
Graduation rates-Homeless student population in Red

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Language Arts: all student performance-green with the exception of Students with disabilities-Red, Hispanic population-Orange
Math: all student performance-yellow with the exception of Students with disabilities-red

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Improve a-g rates and participation in CTE pathways or Dual Enrollment schoolwide.
Improve offerings and participation in co-teach options for Students with disabilities.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Chico High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.15%	1.47%	1.12%	22	28	21
African American	2.30%	2.31%	2.35%	44	44	44
Asian	4.44%	4.51%	4.70%	85	86	88
Filipino	0.37%	0.26%	0.32%	7	5	6
Hispanic/Latino	29.64%	29.71%	31.02%	567	566	581
Pacific Islander	0.37%	0.42%	0.37%	7	8	7
White	54.05%	52.39%	49.76%	1034	998	932
Two or More Races	4.91%	5.67%	6.73%	94	108	126
Not Reported	2.77%	3.25%	3.63%	53	62	
Total Enrollment				1913	1905	1873

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	505	460	444
Grade 10	545	507	446
Grade 11	418	501	479
Grade 12	445	437	504
Total Enrollment	1,913	1,905	1,873

Conclusions based on this data:

- Currently the CHS enrollment data for 2024-2025 is about 1750. The student population of CHS has slightly declined but incoming fall 2025 numbers appear to have enrollment back to nearly 1850. In the coming years, the school is looking to expand into areas that are occupied by Inspire School of Arts a local charter school. The District facilities plan includes this move and plans are currently being made to move the charter off of the CHS campus.
- Variables to consider:
Form 10 process to the other local high school.

Local building has expanded north and east of town-not in the CHS area.
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.
The school staff voted to model a 8 Period Block schedule for a five year MOU with the district. This schedule is more attractive to students and allows for flexible programming.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	61	88	103	2.40%	3.2%	5.5%
Fluent English Proficient (FEP)	299	298	311	15.30%	15.6%	16.6%
Reclassified Fluent English Proficient (RFEP)	264	244		13.9%	13.8%	

Conclusions based on this data:

1. CHS continued to see a raised adjustment in English Learners for the 2024-2025 school year. There has been continued expansion of our ELD programming.

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. CHS added a "Newcomers" English class in 24-25 to accommodate a growing number of new students into California within our region.

There are higher numbers of EL learners and with these numbers comes a need to case manage all of the levels of students, the teaching practices, and testing.
2. 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.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	394	478	462	381	458	449	381	458	449	96.7	95.8	97.2
All Grades	394	478	462	381	458	449	381	458	449	96.7	95.8	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2651.	2636.	2629.	46.19	38.43	36.75	30.18	32.75	30.51	14.70	14.85	19.38	8.92	13.97	13.36
All Grades	N/A	N/A	N/A	46.19	38.43	36.75	30.18	32.75	30.51	14.70	14.85	19.38	8.92	13.97	13.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	40.42	38.86	36.75	50.13	49.13	49.44	9.45	12.01	13.81
All Grades	40.42	38.86	36.75	50.13	49.13	49.44	9.45	12.01	13.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	46.72	39.82	39.29	40.94	44.86	43.75	12.34	15.32	16.96
All Grades	46.72	39.82	39.29	40.94	44.86	43.75	12.34	15.32	16.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.52	22.05	20.04	70.34	66.38	70.82	8.14	11.57	9.13
All Grades	21.52	22.05	20.04	70.34	66.38	70.82	8.14	11.57	9.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	36.48	32.10	29.62	56.96	59.61	58.13	6.56	8.30	12.25
All Grades	36.48	32.10	29.62	56.96	59.61	58.13	6.56	8.30	12.25

Conclusions based on this data:

1. CHS continues to have good student participation in the testing process.
2. Reading and writing continue to be growth areas for CHS students.
3. Areas of growth for CHS students continue to be producing clear and purposeful writing and investigating, analyzing, and presenting information.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	394	478	461	380	457	448	379	457	448	96.4	95.6	97.2
All Grades	394	478	461	380	457	448	379	457	448	96.4	95.6	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2594.	2576.	2564.	16.89	13.57	12.05	23.48	22.10	18.97	27.18	23.63	24.33	32.45	40.70	44.64
All Grades	N/A	N/A	N/A	16.89	13.57	12.05	23.48	22.10	18.97	27.18	23.63	24.33	32.45	40.70	44.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.11	17.29	12.28	43.80	39.39	41.52	35.09	43.33	46.21
All Grades	21.11	17.29	12.28	43.80	39.39	41.52	35.09	43.33	46.21

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.84	17.51	16.29	60.16	61.05	63.17	19.00	21.44	20.54
All Grades	20.84	17.51	16.29	60.16	61.05	63.17	19.00	21.44	20.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.58	16.63	14.96	64.38	62.58	60.49	15.04	20.79	24.55
All Grades	20.58	16.63	14.96	64.38	62.58	60.49	15.04	20.79	24.55

Conclusions based on this data:

1. Chico High students continue to increase in their testing participation.
2. More than half of our juniors are not achieving on the state tests.
3. Applying mathematical concepts is the area of most growth for the math department.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1498.2	1519.4	1482.0	1481.2	1506.0	1459.7	1514.5	1532.3	1503.6	24	26	31
10	1541.8	1531.5	1499.0	1536.6	1526.6	1476.5	1546.4	1536.1	1520.7	16	31	25
11	1516.0	1541.7	1506.1	1479.2	1526.9	1487.2	1552.4	1555.8	1524.5	14	19	22
12	*	1560.6	1565.0	*	1547.0	1568.8	*	1573.5	1560.6	4	21	18
All Grades										58	97	96

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.17	7.69	0.00	12.50	26.92	19.35	37.50	38.46	22.58	45.83	26.92	58.06	24	26	31
10	12.50	19.35	4.35	43.75	19.35	21.74	12.50	32.26	34.78	31.25	29.03	39.13	16	31	23
11	0.00	10.53	0.00	28.57	26.32	18.18	35.71	47.37	45.45	35.71	15.79	36.36	14	19	22
12	*	33.33	22.22	*	38.10	27.78	*	4.76	33.33	*	23.81	16.67	*	21	18
All Grades	8.62	17.53	5.32	25.86	26.80	21.28	29.31	30.93	32.98	36.21	24.74	40.43	58	97	94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.33	11.54	6.45	20.83	30.77	32.26	29.17	26.92	9.68	41.67	30.77	51.61	24	26	31
10	18.75	22.58	13.04	43.75	22.58	26.09	31.25	35.48	17.39	6.25	19.35	43.48	16	31	23
11	0.00	21.05	4.55	42.86	36.84	36.36	21.43	26.32	27.27	35.71	15.79	31.82	14	19	22
12	*	33.33	22.22	*	38.10	44.44	*	4.76	16.67	*	23.81	16.67	*	21	18
All Grades	12.07	21.65	10.64	32.76	30.93	34.04	27.59	24.74	17.02	27.59	22.68	38.30	58	97	94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	3.85	0.00	8.33	15.38	12.90	37.50	42.31	16.13	54.17	38.46	70.97	24	26	31
10	0.00	6.45	0.00	31.25	16.13	21.74	31.25	38.71	26.09	37.50	38.71	52.17	16	31	23
11	0.00	5.26	0.00	21.43	26.32	4.55	42.86	47.37	27.27	35.71	21.05	68.18	14	19	22
12	*	9.52	0.00	*	28.57	38.89	*	33.33	27.78	*	28.57	33.33	*	21	18
All Grades	1.72	6.19	0.00	17.24	20.62	18.09	39.66	40.21	23.40	41.38	32.99	58.51	58	97	94

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.17	3.85	0.00	70.83	76.92	51.61	25.00	19.23	48.39	24	26	31
10	0.00	9.68	4.35	87.50	74.19	65.22	12.50	16.13	30.43	16	31	23
11	0.00	5.26	4.55	57.14	57.89	50.00	42.86	36.84	45.45	14	19	22
12	*	14.29	16.67	*	61.90	61.11	*	23.81	22.22	*	21	18
All Grades	1.72	8.25	5.32	74.14	69.07	56.38	24.14	22.68	38.30	58	97	94

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	25.00	53.85	29.03	33.33	19.23	22.58	41.67	26.92	48.39	24	26	31
10	68.75	41.94	30.43	6.25	32.26	26.09	25.00	25.81	43.48	16	31	23
11	42.86	52.63	22.73	7.14	31.58	45.45	50.00	15.79	31.82	14	19	22
12	*	61.90	50.00	*	14.29	27.78	*	23.81	22.22	*	21	18
All Grades	44.83	51.55	31.91	18.97	24.74	29.79	36.21	23.71	38.30	58	97	94

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.17	3.85	3.23	33.33	53.85	22.58	62.50	42.31	74.19	24	26	31
10	6.25	6.45	8.70	37.50	45.16	26.09	56.25	48.39	65.22	16	31	23
11	7.14	5.26	4.55	57.14	42.11	27.27	35.71	52.63	68.18	14	19	22
12	*	19.05	0.00	*	47.62	55.56	*	33.33	44.44	*	21	18
All Grades	6.90	8.25	4.26	41.38	47.42	30.85	51.72	44.33	64.89	58	97	94

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	3.85	0.00	62.50	69.23	41.94	37.50	26.92	58.06	24	26	31
10	0.00	3.23	0.00	87.50	74.19	59.09	12.50	22.58	40.91	16	31	22
11	14.29	5.26	0.00	50.00	78.95	77.27	35.71	15.79	22.73	14	19	22
12	*	14.29	0.00	*	57.14	88.89	*	28.57	11.11	*	21	18
All Grades	5.17	6.19	0.00	67.24	70.10	63.44	27.59	23.71	36.56	58	97	93

Conclusions based on this data:

1. Students participating in the ELPAC testing remained consistent-about 97 students.
2. The majority of the EL learners are scoring in the Level 1 and Level 2 range.
3. The growth area needing most attention is the reading domain.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,873	56%	5.5%	0.5%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	5.5%
Foster Youth	10	0.5%
Homeless	74	4%
Socioeconomically Disadvantaged	1,048	56%
Students with Disabilities	257	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	2.3%
American Indian	21	1.1%
Asian	88	4.7%
Filipino	6	0.3%
Hispanic	581	31%
Two or More Races	126	6.7%
Pacific Islander	7	0.4%
White	932	49.8%

Conclusions based on this data:

1. Chico High continues to include students from varied demographic backgrounds which include diverse cultures and from a wide range of home income levels.

2. More than half of the CHS student population is socioeconomically disadvantaged. Foster and Homeless youth also remains a focus of improvement and understanding.

School and Student Performance Data

Overall Performance







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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>Red</div>		
<div>College/Career</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. English Language Arts has declined for the second year in a row. Math continues to be an area of growth.
2. The graduation rate continues to be an area of success, perhaps due to the block schedule and more opportunities to earn credits for students.
3. Despite numerous dual enrolled classes and opportunities to take high level classes, only 51% of our students are documented as prepared for this category.

School and Student Performance Data

Academic Performance English Language Arts

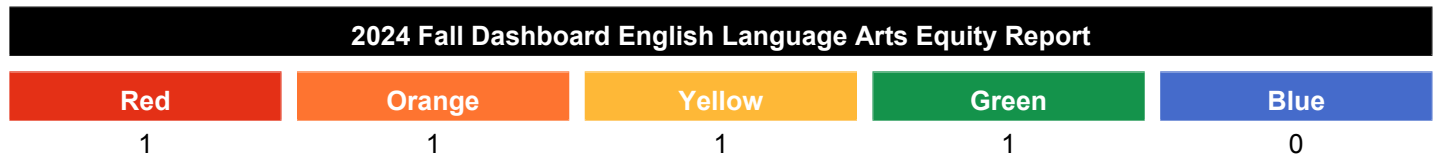
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>47.1 points above standard</div> <div>Declined 8.6 points</div> <div>436 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>117.7 points below standard</div> <div>Declined 25.8 points</div> <div>28 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>164.5 points below standard</div> <div>13 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>55.8 points below standard</div> <div>22 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>5.7 points above standard</div> <div>Declined 17.7 points</div> <div>235 Students</div>

Students with Disabilities  Red 129.7 points below standard Declined 11.6 points 59 Students	African American  No Performance Color Less than 11 Students 10 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  No Performance Color 36.1 points above standard Increased 21.9 points 20 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 4.2 points below standard Declined 31.4 points 128 Students
Two or More Races  No Performance Color 74.7 points above standard Increased 32.1 points 29 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 75.8 points above standard Declined 4.5 points 235 Students

Conclusions based on this data:

1. This year we saw a decrease in our total school wide data in our ELA scores by eight points.
2. Our students with disabilities continue to need supports accessing the grade level materials and testing platform. They declined by eleven points and are still in the Red category.
3. Our Hispanic students declined significantly by thirty-one points this year. This will need to be examined.

School and Student Performance Data

Academic Performance Mathematics

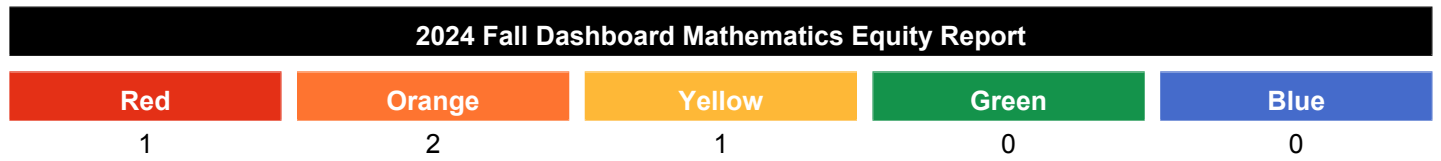
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>59.3 points below standard</div> <div>Declined 9.6 points</div> <div>432 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>186.3 points below standard</div> <div>Increased 15.6 points</div> <div>28 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>251.1 points below standard</div> <div>13 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>155.8 points below standard</div> <div>22 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>104.3 points below standard</div> <div>Declined 17.5 points</div> <div>234 Students</div>

Students with Disabilities  Red 206.2 points below standard Declined 14.6 points 58 Students	African American  No Performance Color Less than 11 Students 10 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  No Performance Color 44.4 points below standard Increased 58.5 points 21 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 111.6 points below standard Declined 25.9 points 127 Students
Two or More Races  No Performance Color 13.2 points below standard Increased 53.7 points 29 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Yellow 34.8 points below standard Declined 13.2 points 231 Students

Conclusions based on this data:

1. Math has continued to be a growth area over the last few years. Despite scoring in the yellow category, we are still out performing state averages.
2. We have added several co-teach options and have grade level math courses taught by special education teachers but still remain in the red category. This is an area for further development.
3. Hispanic students fell in the orange category. Further examination of the dual math tracking needs to be looked at to see if students are entering on grade level to be exposed to the grade level standards by the time they reach junior year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
32.5% making progress.	29.3% making progress.
Number Students: 77 Students	Number Students: 41 Students

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.

2024 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
23.4%	42.9%	0%	31.2%

Conclusions based on this data:

- Despite 60% growth of students who progressed through at least one level in the past year, current data shows that only 32% grew through at least one level. While 44% maintained the level that they had previously tested on.
- Both groups-English Learners and Long-term English learners declined in their progress.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

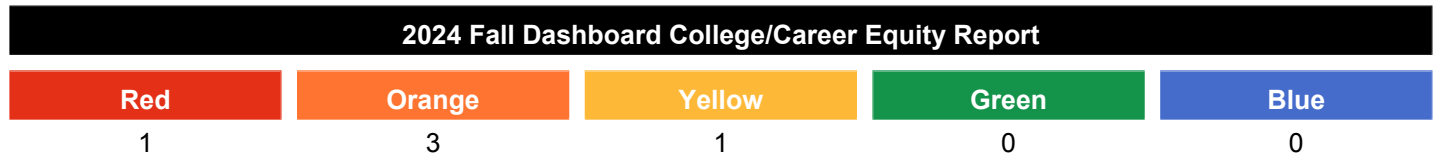
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>51.3 Prepared</div> <div>Declined 7.9</div> <div>480 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>9.1 Prepared</div> <div>Declined 5.2</div> <div>22 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>16.7 Prepared</div> <div>Declined 10.6</div> <div>12 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>6 Students</div>	<div>Homeless</div> <div></div> <div>Orange</div> <div>31 Prepared</div> <div>Maintained 1</div> <div>42 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>46.7 Prepared</div> <div>Declined 4.1</div> <div>394 Students</div>

Students with Disabilities  Red 9.8 Prepared Declined 7.9 61 Students	African American  No Performance Color Less than 11 Students 0 10 Students	American Indian  No Performance Color Less than 11 Students 0 4 Students
Asian  No Performance Color 40.7 Prepared Declined 22.4 27 Students	Filipino  No Performance Color Less than 11 Students 0 2 Students	Hispanic  Orange 38.1 Prepared Declined 10.4 147 Students
Two or More Races  No Performance Color 42.9 Prepared Maintained 1.7 28 Students	Pacific Islander  No Performance Color Less than 11 Students 0 1 Student	White  Yellow 63.1 Prepared Declined 5.4 252 Students

Conclusions based on this data:

1. Though CHS is offering many CTE pathways, Dual Enrollment and a-g options, we are scoring the orange with only 51% of students college/career ready. We are behind the state average in this category.
2. As a staff, we need to examine the overall decline in several of the sub groups. We need to prepare information for students to better educate them on their options for class choices.

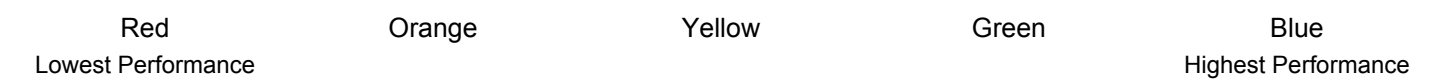
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- There is no data evident for the spring '25 review.

School and Student Performance Data

Academic Engagement Graduation Rate

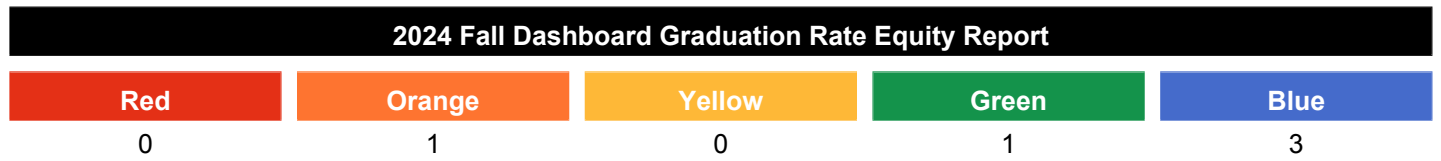
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>95.2% graduated</div> <div>Declined 2.1%</div> <div>482 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>100% graduated</div> <div>Increased 9.5%</div> <div>23 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>100% graduated</div> <div>Increased 9.1%</div> <div>13 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Homeless</div> <div> Orange</div> <div>83.3% graduated</div> <div>Declined 10%</div> <div>42 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>95.7% graduated</div> <div>Declined 1%</div> <div>396 Students</div>

Students with Disabilities  Green 90.5% graduated Maintained 0.8% 63 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color 96.3% graduated Declined 3.7% 27 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Blue 95.9% graduated Declined 1.2% 148 Students
Two or More Races  No Performance Color 92.9% graduated Declined 1.3% 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 96.8% graduated Maintained 0.6% 253 Students

Conclusions based on this data:

1. Despite scoring overall in the blue category, CHS had a slight decline in the following groups-Asian, Hispanic, Socioeconomically disadvantaged, and Homeless students.
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. The inclusion of our NGSS science model to move all students into a laboratory science track will continue to allow a majority of our students access to A-G science classes.
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

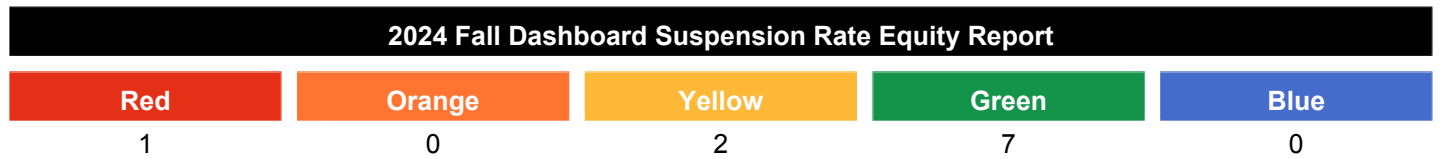
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>3.5% suspended at least one day</div> <div>Declined 2.1%</div> <div>1979 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>3.4% suspended at least one day</div> <div>Declined 3.5%</div> <div>119 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Green</div> <div>3.6% suspended at least one day</div> <div>Declined 5%</div> <div>56 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>26.7% suspended at least one day</div> <div>Increased 8.5%</div> <div>15 Students</div>	<div>Homeless</div> <div></div> <div>Yellow</div> <div>6.8% suspended at least one day</div> <div>Declined 9.3%</div> <div>117 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>5.1% suspended at least one day</div> <div>Declined 3.1%</div> <div>1148 Students</div>

Students with Disabilities  Yellow 6.5% suspended at least one day Declined 3.3% 293 Students	African American  Red 19.6% suspended at least one day Increased 3.9% 51 Students	American Indian  No Performance Color 4.5% suspended at least one day Declined 13.3% 22 Students
Asian  Green 1.1% suspended at least one day Declined 0.8% 91 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Green 4.1% suspended at least one day Declined 3.2% 628 Students
Two or More Races  Green 4.7% suspended at least one day Declined 4.6% 172 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Green 2.4% suspended at least one day Declined 1.3% 1002 Students

Conclusions based on this data:

1. We are proud that our suspension rates are low. There are however a few groups to examine further to see if alternatives can continue to be implemented for the students that are part of the African American and Foster youth sub groups.
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.
3. We will continue to offer restorative discipline practices and remain steady in dealing with our more severe behaviors in addition to providing more opportunities for students to find their place at CHS.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Instruction and Tiered Interventions

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chico High has several gaps and areas of need that continue to need to be addressed. Support in mathematics, English Language Arts, as well as support for English language learners needs to continue.

Several identified supports include:

1. All students will have access to the current core curriculum delivered by highly qualified teachers.
2. Continue to develop increased co-teaching classes across all departments especially in A-G required academic subject areas.
3. Continue to offer more resources and support for English Language learners. This includes the Newcomers class for English credit, hiring of more bilingual instructional aide support, and deploying both a Spanish speaking and Farsi speaking Targeted Case Manager for students and families to have stronger communication and understanding of the school community.
4. Alternative options for students to receive their education via online and independent study instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	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 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	Maintain 100%

	evidenced by professional learning opportunities and curriculum.	
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2022-2023 All Students 55.7 (450) English Learner -91.8 (18) Socioeconomically Disadvantaged 23.4 (237) Students with Disabilities -118.2 (50) Asian 14.2 (25) Hispanic 27.2 (136) White 80.4 (238) Two or More Races 42.6 (27)	Improve by 2%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2022-2023 All Students -49.6 (447) English Learner -201.9 (19) Socioeconomically Disadvantaged - 86.8 (235) Students with Disabilities -191.6 (50) Asian -103 (25) Hispanic -85.7 (135) White -21.7 (236) Two or More Races -67 (27)	Improve by 2%
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	2022-2023 All Students 41.2% (202 / 490) English Learner 3.3% (1 / 30) Socioeconomically Disadvantaged 27.3% (68 / 249) Students with Disabilities 8.2% (4 / 49) Asian 30.3% (10 / 33) Hispanic 28.5% (41 / 144) White 52.0% (129 / 248) Two or More Races 34.0% (17 / 50)	N/A
Priority 7: Course Access - High School Honors Enrollment	2023-2024 All Students 36.5% (688 / 1884) English Learner 7.5% (8 / 107) Foster 0.0% (0 / 11) Homeless 13.1% (13 / 99) Socioeconomically Disadvantaged 26.0% (274 / 1052) Students with Disabilities 4.4% (12 / 273) American Indian or Alaska Native 9.5% (2 / 21) Asian 29.5% (26 / 88) Hispanic 30.5% (181 / 593) White 43.6% (416 / 955) African American 10.6% (5 / 47) Two or More Races 31.8% (41 / 129)	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	2022-2023 All Students 39.7% (181 / 456) English Learner 10.0% (3 / 30) Homeless 12.5% (4 / 32) Asian 41.7% (10 / 24)	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.

	Hispanic 34.9% (38 / 109) White 46.9% (119 / 254) African American 9.1% (1 / 11) Two or More Races 30.0% (6 / 20)	
Priority 4: Pupil Achievement Local indicator - CTE Pathway Completion	2022-2023 All Students 14.7% (67 / 456) English Learner 3.3% (1 / 30) Homeless 12.5% (4 / 32) Socioeconomically Disadvantaged 16.9% (43 / 254) Students with Disabilities 6.1% (2 / 33) Asian 8.3% (2 / 24) Hispanic 13.8% (15 / 109) White 16.9% (43 / 254) African American 18.2% (2 / 11) Two or More Races 10.0% (2 / 20)	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 - % of English Learners who made progress toward English Proficiency measured by the ELPAC	ELPI 2022-2023 English Learner 60.0% (45 / 75)	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	2022-2023 All Students 24.5% (112 / 458) English Learner 0.0% (0 / 17) Homeless 10.0% (1 / 10) Socioeconomically Disadvantaged 18.5% (37 / 200) Students with Disabilities 0.0% (0 / 64) Asian 34.8% (8 / 23) Hispanic 21.2% (24 / 113) White 26.7% (69 / 258) African American 9.1% (1 / 11) Two or More Races 29.4% (5 / 17)	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	2022-2023 All Students 62.6% (540 / 862) Socioeconomically Disadvantaged 52.4% (151 / 288) Asian 63.8% (37 / 58) Hispanic 62.2% (102 / 164) White 62.1% (348 / 560) African American 69.2% (9 / 13) Two or More Races 70.6% (24 / 34)	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	2022-2023 All Students 2.0% (9 / 456) English Learner 6.7% (2 / 30) Homeless 3.1% (1 / 32) Asian 0.0% (0 / 24) Hispanic 2.8% (3 / 109) White 1.6% (4 / 254) African American 9.1% (1 / 11) Two or More Races 5.0% (1 / 20)	Decrease by 1%.

Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	2022-2023 All Students 97.3% (400 / 411) English Learner 90.5% (19 / 21) Homeless 93.3% (28 / 30) Socioeconomically Disadvantaged 96.7% (235 / 243) Students with Disabilities 91.3% (42 / 46) Asian 100.0% (19 / 19) Hispanic 97.1% (101 / 104) White 97.5% (230 / 236) African American 90.9% (10 / 11) Two or More Races 94.1% (16 / 17)	All student groups will increase by 1%.
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	2022-2023 All Students 59.2% (242 / 409) English Learner 14.3% (3 / 21) Homeless 30.0% (9 / 30) Socioeconomically Disadvantaged 50.8% (123 / 242) Students with Disabilities 17.8% (8 / 45) Asian 63.2% (12 / 19) Hispanic 48.5% (50 / 103) White 68.5% (161 / 235) African American 18.2% (2 / 11) Two or More Races 41.2% (7 / 17)	N/A

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	All	136,600 LCFF - Base 1000-1999: Certificated Personnel Salaries W. Stewart Sal & Bene
1.2	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.	All	610,990 LCFF - Base 4000-4999: Books And Supplies Resource 0063 Only 2,631,810 Lottery 4000-4999: Books And Supplies Resource 6300 Only
1.3	Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	All	1,263,000 LCFF - District Supplemental 4000-4999: Books And Supplies LCAP - Chromebooks & Educational Software
1.4	Facilities Maintenance - Regularly inspect and maintain facilities	All	6,322,500 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries

			RRMA Staffing Only
1.5	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.	All	143,800 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries Secondary DLC TOSAs Only
1.6	LCAP site allocation for academic interventions	All	194,736 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.7	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.	All Students	1,208,000 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries LCAP Funds: IA- Com/Bilingual & All Day K
1.8	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.	All Students	7,627,500 Grant Funding 1000-1999: Certificated Personnel Salaries Includes Chico Area Recreation District Contract (Res 4124/6010 only)
1.9	Secondary Counselors	All Students	2,199,300 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.10	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.	All Students	595,600 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.11	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: * Illuminate/Data TOSA (1.0 FTE) * Secondary DLC TOSA (0.5 FTE)	All Students	206,300 Grant Funding 1000-1999: Certificated Personnel Salaries
1.12	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.	All Students	2,086,400 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.13	Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	All Students	1,293,300 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries

1.14	Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.	All Students	164,900 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
1.15	Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.	All Students	2,052,500 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries LCFF Funds: Viking & Panther Academies, Oak Bridge LCFF Only
1.16	Elementary Reading Specialists	All Students	1,600,700 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. Continue to support and offer a SPED delivery model that creates increased opportunities for SPED students to be enrolled in A-G classes. Continued professional development has been requested by the CHS staff.
2. Support was provided to the general education staff in their understanding of special populations on campus, including students in the following categories: Special education, 504 students, English language learners, and foster/homeless youth.
3. Newcomer English class proved effective and had a large enrollment for this school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The use of SPED teachers to teach in co-taught classes allows for a continued support of this program because these sections are included in the FTE allotment under the SPED department FTE. The school continue to direct LCAP and other funds towards serving this population. Look into adding District level funds to support this growing student population at CHS.

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.

The SPSA will continue to outline providing supports as well as support classes for special populations that include ELD, SPED and socioeconomically disadvantaged student populations. To further support English Language learners and coordinate supports, an Academic support class has also been allocated for English learners to enroll in.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning, Supports, and Interventions

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continue to provide additional targeted supports for foster youth and homeless student populations.
Continue to work on creation of welcoming events and acknowledgements of students' successes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3: Parental Involvement	2023-2024 All Students 12.5% (243 / 1942) English Learner 38.3% (44 / 115) Foster 93.3% (14 / 15) Homeless 97.2% (106 / 109) Socioeconomically Disadvantaged 20.4% (221 / 1081) Students with Disabilities 22.8% (65 / 285) American Indian or Alaska Native 14.3% (3 / 21) Asian 13.2% (12 / 91) Hispanic 21.6% (132 / 611) White 6.5% (64 / 988) African American 26.5% (13 / 49) Two or More Races 11.5% (15 / 131)	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	2023-2024 All Students 75.5% (1469 / 1945) English Learner 80.9% (93 / 115) Foster 93.8% (15 / 16) Homeless 91.8% (101 / 110) Socioeconomically Disadvantaged 76.5% (828 / 1082) Students with Disabilities 70.5% (201 / 285) American Indian or Alaska Native 76.2% (16 / 21) Asian 82.4% (75 / 91) Hispanic 73.4% (449 / 612) White 74.4% (736 / 989) African American 85.7% (42 / 49) Two or More Races 84.1% (111 / 132)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.
Priority 3: Parental Involvement	2023-2024 All Students 96.4% (1845 / 1913) English Learner 89.9% (98 / 109) Foster 90.9% (10 / 11) Homeless 94.7% (72 / 76) Socioeconomically Disadvantaged 96.8% (1036 / 1070) Students with Disabilities 92.3% (253 / 274) American Indian or Alaska Native 90.9% (20 / 22) Asian 93.1% (81 / 87) Hispanic 96.3% (571 / 593) White 98.1% (937 / 955) African American 89.1% (41 / 46) Two or More Races 96.9% (124 / 128)	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.
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	2023-2024 All Students 93.7% English Learner 93.8% Foster 83.8% Homeless 86.1% Socioeconomically Disadvantaged 92.6% American Indian or Alaska Native 85.6% Asian 96.0% Filipino 95.3% Hispanic 93.6%	Attendance rate will be 95.5%.

	Native Hawaiian or Other Pacific Islander 85.5% White 93.9% African American 90.8% Two or More Races 93.7%	
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2023-2024 All Students 82.0% (823 / 1004) English Learner 81.5% (44 / 54) Homeless 88.1% (37 / 42) Socioeconomically Disadvantaged 81.1% (434 / 535) Students with Disabilities 75.6% (90 / 119) Asian 78.0% (39 / 50) Hispanic 81.3% (243 / 299) White 82.7% (436 / 527) African American 81.0% (17 / 21) Two or More Races 78.5% (62 / 79)	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.	All	0
2.2	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.	All	2,521,500 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
2.3	Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.	All	615,300 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries
2.4	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.	All	0

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. Counseling, Targeted Case managers, and Professional development for staff have all supported continued approach towards attainment of this goal.
2. The staffing of the Wellness Center with two fulltime counselors, Chico State interns have greatly supported healthier student attitudes on campus.
3. The integrated use of Targeted Case managers and Chico State interns have supported English learners in their daily access and success on campus.
4. Intentional recognition of students success with grades, attendance, SBAC participation and achievement have all supported this goal. These have occurred with the PBIS and MTSS staff.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No material differences

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.

No changes made

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Behavioral Instruction and Supports

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chico High received a "GOLD" level Positive Behavior Interventions and Supports rating for the 23-24 school year. We will continue to implement behavioral focused school wide interventions through our PBIS program. Include targeted behavioral curriculum imbedded in our health and academic support classes.

A fifth campus supervisor has been hired to support the campus safety and culture.

A "Reset" teacher has been hired to support classroom behaviors when students need to reset and take a break before returning to class. This intervention allows for on campus support in academics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6: School Climate - Suspension Rate	2022-2023 All Students 5.7% (115 / 2028) English Learner 6.9% (8 / 116) Foster 18.2% (2 / 11) Homeless 16.2% (11 / 68) Socioeconomically Disadvantaged 8.1% (90 / 1106) Students with Disabilities 9.8% (29 / 296) American Indian or Alaska Native 17.9% (5 / 28) Asian 1.9% (2 / 108) Hispanic 7.3% (44 / 599) White 3.7% (39 / 1043) African American 15.7% (8 / 51) Two or More Races 9.2% (17 / 184)	All student groups will decline by a minimum of .9 percentage points.
Priority 6: School Climate - Expulsion Rate	2022-2023 All Students 0.6% (12 / 2028) English Learner 1.7% (2 / 116) Foster 9.1% (1 / 11)	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will

	Homeless 2.9% (2 / 68) Socioeconomically Disadvantaged 0.9% (10 / 1106) Students with Disabilities 1.0% (3 / 296) American Indian or Alaska Native 3.6% (1 / 28) Asian 0.0% (0 / 108) Hispanic 1.0% (6 / 599) White 0.1% (1 / 1043) African American 3.9% (2 / 51) Two or More Races 1.8% (2 / 112)	decline to be less than or equal to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2023-2024 All Students 85.4% (841 / 985) English Learner 90.6% (48 / 53) Homeless 90.5% (38 / 42) Socioeconomically Disadvantaged 87.4% (456 / 522) Students with Disabilities 87.0% (100 / 115) Asian 89.8% (44 / 49) Hispanic 88.4% (260 / 294) White 83.2% (430 / 517) African American 90.5% (19 / 21) Two or More Races 85.5% (65 / 76)	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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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	All	981,700 LCFF - District Supplemental 1000-1999: Certificated Personnel Salaries
3.2	Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	All	984,200 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries
3.3	Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.	All	1,727,100 LCFF - District Supplemental 2000-2999: Classified Personnel Salaries
3.4	Elementary and Secondary Project Specialists	All	151,700 LCFF - District Supplemental

			1000-1999: Certificated Personnel Salaries LCAP Funds
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. Chico High is in its fifth year of staffing a Wellness counselor. With the addition of a Wellness center, a full time clinician and Chico State interns, we have seen improvements in students' regulation, referring students on to higher intensity counseling supports, and higher ability to remain in class and cope. Academic Success classes at the 9th and 10th grade level offer opportunities for SEL lessons taught by wellness staff for preventative measures.
2. Increase in behavior support staff-fifth campus supervisor and RESET teacher have improved supervision, safety, and student accountability.
3. Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Site LCAP monies were used to improve the environment in the Wellness Center furniture.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goals 4 have been embedded in Goals 1,2 and 3

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goals 4 have been embedded in Goals 1,2 and 3

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.5			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

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	\$37,319,436.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Grant Funding	\$7,833,800.00
LCFF - Base	\$747,590.00
LCFF - District Supplemental	\$26,106,236.00
Lottery	\$2,631,810.00

Subtotal of state or local funds included for this school: \$37,319,436.00

Total of federal, state, and/or local funds for this school: \$37,319,436.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Grant Funding	7,833,800.00
LCFF - Base	747,590.00
LCFF - District Supplemental	26,106,236.00
Lottery	2,631,810.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	20,663,236.00
2000-2999: Classified Personnel Salaries	12,150,400.00
4000-4999: Books And Supplies	4,505,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Grant Funding	7,833,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	136,600.00
4000-4999: Books And Supplies	LCFF - Base	610,990.00
1000-1999: Certificated Personnel Salaries	LCFF - District Supplemental	12,692,836.00
2000-2999: Classified Personnel Salaries	LCFF - District Supplemental	12,150,400.00
4000-4999: Books And Supplies	LCFF - District Supplemental	1,263,000.00
4000-4999: Books And Supplies	Lottery	2,631,810.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
30,337,936.00
3,136,800.00
3,844,700.00

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
Erica L. Sheridan	Principal
Lukas Kennedy	Classroom Teacher
Keith Rollins	Classroom Teacher Parent or Community Member
Jason Alvistur	Classroom Teacher Parent or Community Member
Terry Barth-Duch	Other School Staff
Shannon Hurd	Other School Staff Parent or Community Member
Lily Tao	Secondary Student
Kelan Payne	Secondary Student
Kaleb Smith	Secondary Student
Brandon Kessler	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 Alvister

Departmental Advisory Committee

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 1, 2025.

Attested:

Principal, Erica L. Sheridan on 5/1/25

Lukas Kennedy

SSC Chairperson, Lukas Kennedy on 5/1/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>








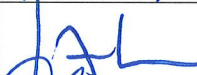
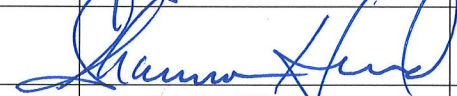


Updated by the California Department of Education, October 2023



Chico High School

School Plan for Student Achievement

2024-2025

Title	Name	Signature	Date
Principal	Erica Sheridan		5/1/25
Assistant Principal/Parent	Brandon Kessler		5-1-25
Assistant Principal	Gary Story		5/1/25
Assistant Principal	Sara Pasillas		5/1/25
Office Manager	Terry Barth-Duch		5/1/25
Teacher Representative	Lukas Kennedy		5/1/25
Teacher Representative	Keith Rollins		5/1/25
Parent Representative	Jason Alvistur		5/1/25
Parent Representative	Shannon Hurd		5-1-25
Student Representative	Lilianne Tao		5/1/25
Student Representative	Kelan Payne		5/1/25
Student Representative	Kaleb Smith	absent	

SPSA approval date: School Site Council meeting Thursday May 1, 2025