

# The Single Plan for Student Achievement

**School:** Emma Wilson Elementary School  
**CDS Code:** 04-61424-6111116  
**District:** Chico Unified School District  
**Principal:** Kimberly Rodgers  
**Revision Date:** December 9, 2015

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

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

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

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## **School Vision and Mission**

### **Emma Wilson Elementary School's Vision and Mission Statements**

Our Mission at Emma Wilson Elementary School is to assure high levels of learning for all students

Everyone Working for Excellence

Our Vision at Emma Wilson Elementary is guided by the following essential questions:

What do we expect students to learn?

How do we know when they have learned it?

How will we respond when students don't learn?

How will we respond when students have learned it?

How will we provide students the opportunity to connect to our community?

## **School Profile**

Emma Wilson Elementary was opened in 1993, and is Chico Unified School District's newest elementary school. The beautiful campus is located on the suburban west side of Chico, surrounded by quiet neighborhoods, orchards and an adjacent city park. Emma Wilson is within walking distance of the California State University, Chico, which provides additional opportunities and educational resources for our students. The architectural design of the campus fosters cohesiveness among staff and students. The school is arranged in U-shaped pod-like clusters which allow grade levels easy access to one another. Two of our clusters share small common rooms located between each classroom. These rooms are used for providing interventions and small group instruction, and in some cases for small computer labs. Having classrooms joined together allow for collaboration and interaction among grade levels and provide opportunities for older and younger children to work together. Six additional rooms house our ELD specialist, Primary Intervention Program (PIP), Music, Fine Arts and interventions. Our Resource Specialist Program (RSP) is located in an over-sized classroom in the front of the school and operates as a learning center. Our Communicatively Handicapped (CH) has a regular-sized classroom, as does our autistic classroom, Autism Center for Education (ACE).

The staff of Emma Wilson works hard to ensure that students are provided with a clean, safe and functional learning environment. Located in the heart of the school is a courtyard where school events, such as the sixth grade promotion assembly, take place. What a perfect setting for a picnic! Our large staff room overlooks the courtyard and is part of the main office building. Because our school is relatively new, we have the luxury of a large work room for preparing and copying materials. Our library is state of the art! It is neatly organized and offers an abundance of reading resources meeting the interest of any student. The library also houses our computer lab, consisting of forty computers interconnected with the school network server. Both the library and computer lab are well-used by students and staff, and are maintained and updated with the newest publications and technology including school-wide wireless access.

The Emma Wilson community is committed to making our school exemplary. This dedication and determination ensures that each student achieves academic success. With academic success each student can then reach their personal goals with self-confidence and pride.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In Spring of 2014, our site in collaboration with Chico Unified School District conducted a survey with information gathered from students parents and staff. This data is used to improve our programs.

### **Classroom Observations**

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

Classroom observations happen as per CUSD/CUTA contract. Throughout the year, the administrator regularly visits classrooms for both formal and informal observation. All formal evaluations are based on the California Standards for the Teaching Profession. Tenured teachers are evaluated bi-annually. Temporary and Probationary teachers are evaluated annually. The District provides support for teachers and classrooms to improve instruction.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Benchmark tests are being implemented based on Chico Unified School District's Essential Standards in Mathematics and English Language Arts. Tests are administered three times per year during an assigned testing window. CCSS Assessments are administered two times per year in grades 2-6. Grade level teams work together during PLCs to dis-aggregate results and plan appropriate interventions for all students.

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

District Benchmark Assessments are administered each trimester during a testing window. CCSS Assessments are also administered once in the fall and again in the spring. During PLC collaboration time, teachers discuss performance data and identify instructional modifications for students not meeting grade level benchmark proficiency levels. The Title 1 Coordinator and Resource Specialist Teacher assist teachers in using the most recent results from Illuminate, BPST BAS, CBM, STAR Reading, CCSS and other assessments to establish intervention groups as needed.

### Staffing and Professional Development

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

All teaching staff at Emma Wilson meet the requirements for the highly qualified teacher as set forth in the No Child Left Behind (NCLB) legislature.

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

Teacher have opportunities for training through district supported professional development. Other opportunities are offered based on the needs of individual teachers and grade level teams. Professional development (i.e. AB 466) is available through the County Office of Education.

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

Emma Wilson teachers have access to staff development activities aligned with school and district goals. Staff development is aligned with acquisition and the CCSS.

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

All teachers have access to district and on-site content experts to assist them in the areas of English Language Arts and Mathematics. CUSD provides BTSA assistance for all new teachers.

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

Opportunities are provided for teacher collaboration in Professional Learning Communities (PLC) during weekly staff meetings and twice monthly during the school day (45 minutes each). PLC teams also meet frequently to collaborate outside of the designated times.

#### Teaching and Learning

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

The instructional program at Emma Wilson continues to move forward to align CCSS.

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

Emma Wilson adheres to the recommended instructional minutes for Reading/Language Arts and Mathematics. A school-wide schedule is established to accommodate Response to Intervention (RTI) time. Individual grade levels develop their own schedules around Intervention blocks while maintaining instructional minutes for each core subject.

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

Emma Wilson uses the CUSD pacing schedules to guide their instruction. With pacing guides, grade levels can align curriculum, plan instruction and determine the appropriate interventions based on student work and common assessments.

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

State adopted, standards based instructional materials are available at all grade levels for all student groups. These include state adopted ELD curriculum.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers utilize standards-aligned, district adopted instructional materials, as well as standards aligned supplementary materials to improve student achievement.

## Opportunity and Equal Educational Access

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

All students are provided access to the core curriculum with support from the Title 1 Coordinator and Resource Specialist Teacher, every grade level has a scheduled "intervention time" (RTI) during which support personnel and teachers address specific learning needs of under-performing students. Support is provided through the Learning Center and in the classroom.

### 14. Research-based educational practices to raise student achievement

Teachers maintain knowledge of current research strategies for improving student achievement. All curriculum and supplemental materials used on a regular basis are research-based educational practices.

## Parental Involvement

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

In addition to the intervention support from the Learning Center for struggling students, Emma Wilson students have numerous resources available to them. Our PTSA is a thriving organization which provides students and staff with additional support in the classroom using parent volunteers to work with individual and small groups of students. The organization assists by providing additional funds for instructional materials. Outside tutoring through CSU Chico is available at no cost to students who are in need of additional academic support. We have many volunteers through CAVE/CSUC who help in the classrooms.

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

Emma Wilson has very high parent participation. Many parents volunteer in classrooms, assist teachers with preparation and individual and small group instruction. Parents also serve on school committees, such as School Site Council and Primary Behavior Support Intervention team (PBSI). Parents are invited to serve on district committees (LCAP), as well. Because we have a high number of parent volunteers, we are able to take many educational field trips.

## Funding

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

Categorical funds provide a variety of services to help underperforming students meet proficiency levels. These include: Title 1 Coordinator, Title 1 teacher, and parent and instructional aides for small group and one on one instruction, supplemental materials/equipment to support the Core Curriculum and staff development to improve instruction.

### 18. Fiscal support (EPC)

Emma Wilson School receives categorical funding through Title 1, Title II and Safe Schools.

## **Description of Barriers and Related School Goals**

There are several barriers which may interfere with student achievement at Emma Wilson Elementary.

Key Barriers:

- 1) Increase in behavioral, emotional, and social issues which impact student engagement and/or student achievement.
- 2) Limited training on how to work with high risk students/families.

- 3) High number of new teachers this year who are unfamiliar with school-wide behavioral expectations (BEST Behavior Program). School-wide procedures are inconsistent among staff.
- 4) Intervention resources/materials are limited at the intermediate grades.
- 5) Increase in the number of students who have chronic and/or severe attendance rates.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	84	82	97.6	82	2396.7	15	20	29	37
Grade 4	61	60	98.4	60	2476.6	25	25	32	18
Grade 5	89	83	93.3	83	2514.8	23	35	25	17
Grade 6	90	86	95.6	86	2509.4	16	29	28	27
All Grades	324	311	96.0	311		19	27	28	25

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	16	55	29	11	44	45	18	56	26	13	51	35
Grade 4	22	62	17	22	53	25	20	75	5	13	57	12
Grade 5	25	54	20	33	43	24	20	72	7	28	61	11
Grade 6	14	49	37	26	40	35	17	65	17	20	60	20
All Grades	19	54	27	23	44	33	19	67	14	19	58	20

#### Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	84	82	97.6	82	2409.1	10	29	24	37
Grade 4	61	60	98.4	60	2462.4	7	37	37	20
Grade 5	89	84	94.4	84	2506.7	17	29	30	25
Grade 6	90	84	93.3	84	2490.7	11	24	24	42
All Grades	324	310	95.7	310		11	29	28	32

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	29	28	43	16	39	45	17	50	32
Grade 4	17	43	40	10	60	30	23	50	27
Grade 5	26	42	32	19	51	30	18	56	26
Grade 6	18	26	56	15	43	42	14	51	35
All Grades	23	34	43	15	47	37	18	52	30

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>			***** *	***								*****
<b>1</b>			1	13	3	38	2	25	2	25		8
<b>2</b>	1	14	2	29	3	43			1	14		7
<b>3</b>			1	20	1	20	1	20	2	40		5
<b>4</b>			2	29	3	43	1	14	1	14		7
<b>5</b>			2	50	2	50						4
<b>6</b>			***** *	***	***** *	***						*****
<b>Total</b>	1	3	11	31	13	37	4	11	6	17		35

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			2	20	1	10	5	50	2	20	10
<b>1</b>			1	13	3	38	2	25	2	25	8
<b>2</b>	1	10	2	20	4	40	1	10	2	20	10
<b>3</b>			1	17	1	17	1	17	3	50	6
<b>4</b>			2	29	3	43	1	14	1	14	7
<b>5</b>			2	40	3	60					5
<b>6</b>			***** *	***	***** *	***					*****
<b>Total</b>	1	2	11	22	17	35	10	20	10	20	49

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	37	35	35
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	37	35	35
Number Met	16	23	20
Percent Met	43.2%	65.7%	57.1%
NCLB Target	57.5	59.0	60.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	33	18	38	11	38	6
Number Met	2	--	9	--	9	--
Percent Met	6.1%	--	23.7%	--	23.7%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	*	Yes	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
<b>Mathematics</b>			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1.

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katie Alves			X		
Laurie Barnes		X			
Kim Madison				X	
Erica Sheridan				X	
Durell Siplin		X			
Aurora Soto				X	
Kimberly Rodgers	X				
Ryan Willard		X			
Danielle Wood				X	
Lisa Young				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>0</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Instructional Leadership Team

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 9, 2015.

Attested:

Kimberly Rodgers

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Laurie Barnes

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

<p><b>LCAP Goal 1: Quality Teachers, Materials, and Facilities</b>                  All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> <li>1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.</li> <li>1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.</li> </ul>						
<p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>EWE will adhere to Williams Act requirements.</li> <li>EWE will reduce the ratio of students to device from 1.8 students to every device to 1.2 students to every device.</li> </ul>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Review credentials and assignments.</p>	<ul style="list-style-type: none"> <li>Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> </ul>	<p>- HR Data- Number of teachers with appropriate credential and teaching incorrect subject area</p> <p>- Williams Act Report</p>	<p>All</p>	<p>HR</p>	<p>LCFF-Base</p>	
<p>Purchase the following to ensure students, including students in the identified subgroups, have instructional materials:</p> <ul style="list-style-type: none"> <li>Textbooks and supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>Ensure site has proper instructional materials and facilities are in good condition, as per the Williams</li> </ul>	<p>Williams Act Report</p>	<p>All</p>	<p>Instructional Materials</p> <p>Renaissance Place</p>	<p>LCFF Base</p> <p>LCFF-District</p>	<p>\$84,000</p>



## Emma Wilson Elementary LCAP/SPSA Goals

Year: 2015-16

<ul style="list-style-type: none"> <li>Educational software: Illuminate and Renaissance</li> </ul>	Act requirements			(Total District Cost) Illuminate (Total District Cost)	Supplemental LCFF-Base	\$64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> <li>Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> </ul>	Williams Act Report	All	M&O	LCFF-Base	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	<ul style="list-style-type: none"> <li>Site will ensure that Chromebook carts and iPad minis are maintained in good working order.</li> <li>EWE will add 4 additional Chromebook carts, for a total of 9, which allows greater computer access for grades 2-6</li> <li>20 iPad minis will be purchased for K-1</li> <li>1 Chromebook cart</li> </ul>	Ratio of students to devices in grades 2-6  K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab  1 chromebook cart	All	IT Dept  iPad Minis-MS Voucher Program  Chromebook cart	LCFF-Base  Grant Funded  Title I Site Carryover	\$6,455  \$12,751
To ensure access to on-line resources, employ: <ul style="list-style-type: none"> <li>Librarians and Library Media Assistants</li> <li>Instructional Technology Aides</li> </ul>	<ul style="list-style-type: none"> <li>Libraries will be maintained and available for student use.</li> <li>EWE will employ an IA Tech</li> </ul>	EWE Library staffed with Library Media  Tech IA- 20 hours per week	All	Librarians & Library Media Assistants (Total District Cost)  Tech Aides (Total District Cost)  Tech Aide Extra Assignment	LCFF- District Supplemental  LCFF-District LCAP  LCFF Supplemental-Site	\$794,091  \$184,764  \$2,915
Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> <li>Computers for Classrooms</li> <li>Comcast Internet Access</li> </ul>	<ul style="list-style-type: none"> <li>Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</li> </ul>	Share in newsletter 2 times per year	All	No Funding Needed		

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<p><b>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</b></p> <ul style="list-style-type: none"> <li>2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan.</li> <li>2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.</li> </ul>						
<p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>-All certificated personnel will move to stage 2 or higher on the CSCS implementation plan.</li> <li>-All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.</li> <li>-All certificated personnel will meet a minimum of 10 times to analyze student achievement data.</li> </ul>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p>	<ul style="list-style-type: none"> <li>The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with</li> </ul>	<p>CSCS Survey</p>	<p>All</p>	<p>No Funding Needed</p>		

## Emma Wilson Elementary LCAP/SPSA Goals

Year: 2015-16

	<p>ILT/Leadership team and modify site PD opportunities. Timeline: Fall and Spring surveys</p> <ul style="list-style-type: none"> <li>District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development</li> </ul>			DLC Funding	Title II District	See Goal 3
<p>Provide professional development in:</p> <ul style="list-style-type: none"> <li>California State Content Standards</li> <li>Before school and school-year PD in English Language Development</li> <li>Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).</li> </ul>	<ul style="list-style-type: none"> <li>Our staff will attend district-wide professional development.</li> <li>Teachers will meet to analyze data and design rigorous CSCS instruction.</li> <li>PLC's analyzing benchmark results together</li> <li>GLT/SBIT progress monitoring high concern students</li> <li>Planning CSCS lessons together</li> <li>District-wide Skype/Video meetings supporting data discussion</li> <li>Provide after school professional development sessions focusing on technology integration in classrooms</li> <li>Provide 7 hours of paid (hourly rate) afterschool opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff</li> <li>Site specific PD needs</li> </ul>	<p>District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5</p> <p>Planned Common Staff Meetings via Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD</p> <p>PD Sign In Sheets</p>	All	<p>Presenter Costs</p> <p>Presenter Costs</p> <p>PLC Release Time</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p>	<p>Title II District</p> <p>Title II District</p> <p>Title I Site</p> <p>Title II District</p> <p>Title II Site</p>	<p>See Goal 3</p> <p>\$5,000</p> <p>\$180,000</p> <p>\$15,244</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	<p>- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9</p> <p>- DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6</p>	All	TOSAs (Total District Cost) See Goal 3	LCFF Supplemental District (Total District Cost)	See Goal 3
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> <li>Interested teachers will participate in long-term professional development opportunities</li> </ul>	<p>ABEO Participation Rate</p> <p>Math Time</p>	All	<p>ABEO</p> <p>3 year Grant</p>	<p>District Title II</p> <p>Grant Funded</p>	<p>\$3,000,000</p>



<p><b>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</b></p> <ul style="list-style-type: none"> <li>• 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.</li> <li>• 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.</li> <li>• 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.</li> <li>• 3.4: Increase student achievement for English learners.</li> <li>• 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.</li> </ul>						
<p><b>Site Goal:</b></p> <ul style="list-style-type: none"> <li>• EWE will lower the number of students on the High Concern list by 20% by May 2016.</li> <li>• EWE will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard.</li> <li>• EWE will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.</li> </ul>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>

Emma Wilson Elementary LCAP/SPSA Goals

Year: 2015-16

<p>Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.</p>	<ul style="list-style-type: none"> <li>● Not Applicable</li> </ul>					
<p>Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.</p>	<ul style="list-style-type: none"> <li>● Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments.</li> <li>● Students will take baseline assessments as well as Tri 1, 2, and 3 assessments.</li> <li>● Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data.</li> <li>● High Concern lists of students will be looked at frequently and discussed among teachers</li> <li>● Employ supplementary support teachers (certificated)</li> <li>● Investigate Reading Pals program for possible implementation</li> <li>● Site will use SBIT process to monitor placement of students in interventions</li> <li>● All English Learners will be given ELD using Language Star curriculum and assessment</li> <li>● ELD teachers will participate in on-going after school training</li> <li>● All English Learners will take CUSD interim ELD Assessments and CELDT with 62% of EL students increasing 1+ levels or more on CELDT</li> <li>● Supplemental curriculum for math and ELA</li> </ul>	<p>- K-6 Assessment Data (i.e. BPST, BAS, STAR)                  - 2nd-6th Grade CSCS Assessment Data                  - 3-6 SBAC Data</p> <p>CELDT Data                  EL Reclassification Rate</p> <p>Language Star PD Bi-weekly</p> <p>Language Star Assessment Data</p>	<p>All</p>	<p>.4 Title 1 Coordinator                  1.0 Title 1 Teacher                  .4 Support Teacher</p> <p>Language Star Coaches</p> <p>Language Star PD</p> <p>Purchase supplemental curriculum for Math and ELA</p> <p>Tech Support</p>	<p>Title 1- Site                  Title 1- Site                  LCFF Supplemental-Site                  Title II-District                  Title II- District                  Title 1-Site                  Title 1 - Site</p>	<p>\$33,645                  \$50,000                  \$33,645                  \$5,161                  \$4,000</p>

Emma Wilson Elementary LCAP/SPSA Goals

Year: 2015-16

	<ul style="list-style-type: none"> <li>Additional tech Support</li> </ul>					
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> <li>Targeted Case Managers (TCMs)</li> <li>Elementary Instructional Specialists (2.6 FTE)</li> <li>Guidance Aides</li> <li>Bilingual Aides</li> <li>Parent Aides</li> <li>TK Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>See Goal 4</li> <li>EWE will employ a .2 TOSA</li> <li>EWE will employ a 25 hr/week Guidance Aide</li> <li>Bilingual Aide</li> <li>EWE will employ a .2 Bilingual Aide</li> <li>Employ 6 Parent Aides</li> </ul>		All	<p>TCMs</p> <p>Elem TOSAs</p> <p>Guidance Aide</p> <p>Add'l guid. Aide</p> <p>Bilingual Aides</p> <p>Add'l Bilingual Aide</p> <p>Parent Aides (x2)</p> <p>Parent Aides (x4)</p> <p>TK Aides</p>	<p>LCFF-District Supplemental (Total District Cost)</p> <p>LCFF-District Supplemental (Total District Cost)</p> <p>Grant Funded</p> <p>LCFF Supplemental-Site</p> <p>LCFF Supplemental District (Total District Cost)</p> <p>Title 1-Site</p> <p>LCFF Supplemental-Site</p> <p>Title 1-Site</p>	<p>\$452,158</p> <p>\$357,353</p> <p></p> <p>\$1,317</p> <p>\$152,357</p> <p>\$11,907</p> <p>\$21,931</p> <p>\$15,451</p>



## Emma Wilson Elementary LCAP/SPSA Goals

Year: 2015-16

	<ul style="list-style-type: none"> <li>EWE will have 1 TK Aides at 3.5 hrs/day</li> </ul>				LCFF Supplemental District	
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	<ul style="list-style-type: none"> <li>Site Kindergarten teachers will attend planning meetings at the district office.</li> </ul>	Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30	All	No Funding Needed		
Provide after school homework support at Elementary and Secondary as per site's needs.	<ul style="list-style-type: none"> <li>Not applicable in 2015-16</li> </ul>					

<p><b>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</b></p> <ul style="list-style-type: none"> <li>4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.</li> <li>4.2: At all levels, increase parent input and involvement in school activities.</li> <li>4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student</li> </ul>						
<p><b>Site Goal: EWE will move from 0% to 50% of parents registered on Remind text messaging.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> <li>using Parent Portal in Illuminate for 4<sup>th</sup>-6<sup>th</sup> grade teachers</li> <li>expectations for timely response (3 day maximum) to parent inquiries</li> </ul>	<ul style="list-style-type: none"> <li>Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings</li> </ul>	<p>PD Sign-in Sheets</p> <p>Parent feedback regarding timely responses</p> <p>Spring Parent Survey Responses</p>	<p>All</p>	<p>After School PD Opportunity</p> <p>Education for the Future Survey (Total District Cost)</p>	<p>Title II-District</p> <p>LCFF Base</p>	<p>\$10,000</p>
<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> <li>Parent Portal feature in Aeries and Illuminate</li> <li>Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>EWE will offer a minimum of 2 parent/family informational opportunities</li> </ul>	<p>Event Sign-in Sheets</p>	<p>All</p>	<p>No Funding Needed</p>		
<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> <li>increasing parent participation</li> </ul>	<ul style="list-style-type: none"> <li>District will provide a .5</li> </ul>	<p>Sign in Sheets at site ELAC meetings</p>	<p>All</p>	<p>TCM Costs</p>	<p>See Goal 3</p>	<p>See Goal 3</p>

## Emma Wilson Elementary LCAP/SPSA Goals

Year: 2015-16

<ul style="list-style-type: none"> <li>• District English Learner Advisory Committee (DELAC)</li> </ul>	TCM in 2016-2017					
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> <li>• Parent Information/BTSN</li> <li>• SSC</li> <li>• Site ELAC/DELAC</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a minimum of 4 family activities</li> </ul>	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All	No Funding Needed		



<p><b>Goal 5: Improve School Climate</b></p> <ul style="list-style-type: none"> <li>5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.</li> </ul>						
<p><b>Site Goal: EWE will reduce the number of chronically truant students by 2% annually.</b></p>						
<p><b>CUSD Actions</b></p>	<p><b>Site Actions and Timeline</b></p>	<p><b>Metrics</b></p>	<p><b>Applicable Subgroups</b></p>	<p><b>Proposed Expenditures</b></p>		
				<p><b>Description</b></p>	<p><b>Funding Source</b></p>	<p><b>Amount</b></p>
<p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> <li>becoming a trauma-informed district</li> <li>behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>Make teachers aware of PD opportunities through weekly bulletins and staff meetings</li> <li>Site PD: Nurtured Heart, De-escalation, Trauma, Conscious Discipline, Odd Child, Inclusion, etc</li> <li>EWE will participate in CUSD PBIS Grant</li> </ul>	<p>Session Sign-in Sheets</p> <p>Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS</p>	<p>All</p>	<p>PBIS Training</p>	<p>Grant Funded Site Discretionary</p>	
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> <li>Provide a minimum of 4 family events</li> <li>Early identification of students with attendance issues</li> <li>Communicate chronically absent/tardy names to teachers</li> <li>Parent/Principal meetings to</li> </ul>	<p>Event Sign-in Sheets</p> <p>Aeries Reports</p>	<p>All</p>			

**Emma Wilson Elementary LCAP/SPSA Goals**

**Year: 2015-16**

	<ul style="list-style-type: none"> <li>see if student absences and tardies improve</li> <li>Use attendance rewards at school assemblies</li> <li>Send certificates to parents/guardians of students with perfect attendance</li> </ul>					
<p>Continue support for Alternative Education Programs:</p> <ul style="list-style-type: none"> <li>Opportunity Programs (CAL and Chapman)</li> <li>Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>Maintain Opportunity Class</li> <li>Institute the Reset Classroom as an alternative to suspensions</li> </ul>	<p>Number of Referrals to Opportunity Class</p> <p>Number of Referrals to Reset</p> <p>ISS, OSS Rates</p>	All	<p>Opportunity Class</p> <p>Reset</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>\$160,000</p> <p>\$107,000</p>
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> <li>EMHI/PIP</li> <li>Guidance Aides</li> <li>Nurses</li> <li>Health Assistants</li> <li>Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Employ EMHI, PIP, Guidance Aides- See Goal 3</li> <li>Employ Nurses</li> <li>Employ Health Assistants</li> <li>Provide MNI Services as needed</li> </ul>	<p>Site Attendance Rate</p>	All	<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>\$107,044</p> <p>\$496,363</p> <p>\$336,250</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> <li>Employ School Aides (noon supervisor, yard duty) as needed</li> <li>EWE will employ additional School Aides</li> </ul>	<p>Number of Office Referrals</p>	All	<p>Campus Supervision (Total District Cost)</p> <p>School Aide</p> <p>School Aide Extra Assignment</p> <p>Two-Way Radios</p>	<p>LCFF Supplemental District</p> <p>LCFF Supplemental Site</p> <p>Safe Schools-Site</p>	<p>\$616,831</p> <p>\$12,622</p> <p>\$2,500</p>

**Emma Wilson Elementary LCAP/SPSA Goals**

**Year: 2015-16**

	<ul style="list-style-type: none"> <li>EWE will purchase additional two-way radios</li> <li>EWE will purchase safety signs</li> <li>EWE will purchase attire that increases the visibility of yard duty supervisors..</li> </ul>			<p>Safety Signs</p> <p>Vests, Windbreakers, T-Shirts, etc.</p>	<p>Safe Schools-Site</p> <p>Safe Schools-Site</p> <p>Safe Schools-Site</p>	<p>\$1,500</p> <p>\$1,000</p> <p>\$447</p>
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> <li>Fine Arts 1st - 6th - 11 sessions - ½ day each</li> <li>Music 4th -6th classroom music weekly 6th grade band - 2xs per week</li> <li>PE 1st-6th grades 13 sessions - 65 minutes</li> </ul>	Site Attendance Rate	All	Certificated teacher providing prep time release	LCFF Supplemental District	
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>					

Emma Wilson Elementary LCAP/SPSA Goals

Year: 2015-16

Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$136,366 Title 1 Carryover-\$1,579  <p style="text-align: right;"><b>Total= \$137,945</b></p>	PLC Release Time .4 Title I Coordinator 1.0 Title I Teacher Supplemental ELA/Math Additional Tech Support .2 Bilingual Aide Parent Aide 1 Chromebook cart	\$5,000 \$33,645 \$50,000 \$5,161 \$4,000 \$11,907 \$15,451 \$12,781  <p style="text-align: right;"><b>Total= \$137,945</b></p>
Title II-\$11,346 Title II Carryover-\$3,898  <p style="text-align: right;"><b>Total= \$15,244</b></p>	Site PD Opportunity Site PD Opportunity	\$11,346 \$3,898 (CO)  <p style="text-align: right;"><b>Total= \$15,244</b></p>
Safe Schools- \$3,000 Safe Schools Carryover-\$2,447  <p style="text-align: right;"><b>Total= \$5,447</b></p>	School Aide Two-way Radios Safety Signs Vests, etc.	\$2,500 (CO) \$1,500 \$1,000 \$447 <p style="text-align: right;"><b>Total= \$5,447</b></p>



**Emma Wilson Elementary LCAP/SPSA Goals**

**Year: 2015-16**

LCAP Budget - Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
15-16 Total: \$69,087 LCAP Carryover: \$3,343  <div style="text-align: right;"><b>Total= \$72,430</b></div>	Tech Aide .4 Support Teacher Parent Aides (2) School Aide Guidance Aide	\$2,915 \$33,645 \$21,931 \$12,622 \$1,317  <div style="text-align: right;"><b>Total= 72,430</b></div>