

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 1, 2017

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

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

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

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School Vision and Mission

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 opened in 1993. It 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 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. This allows 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 allows for collaboration and interaction among grade levels and provides opportunities for older and younger children to work together. Four additional small size rooms house our Primary Intervention Program (PIP), school counseling services, and are used to provide small group interventions. Our Resource Specialist Program (RSP) and Communicably Handicapped program (CH) share an over-sized classroom in the front of the school and operate as a learning center. Two small rooms are attached which allow for small group instruction. We have two autistic classes (Autism Center for Education, ACE) that occupy two full size classrooms. Our Title I and English Language Development (ELD) program also occupy a full size classroom. Music and Fine Arts programs are provided and take place in individual classrooms and on the stage in the multipurpose room.

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 5th grade promotion assembly, take place. 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 workroom 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 all our students. The library also houses our computer lab, consisting of forty computers interconnected with the school network server. Both the library and computer labs are well used by students and staff, and are maintained and updated with the newest publications and technology including school-wide wireless access. Emma Wilson is approaching one computer device per student (Chromebooks, iPads, iPad minis, desktops).

Support Services and Programs:

- Title 1 Program Support
- Response to Intervention (RTI) Program
- English Language Development (ELD) Program
- Primary Behavior Intervention Support (PBIS)
- Healthy Play/PIP- Grades K-5
- Tool Box and Second Step
- School Counselor
- IA Computer technician
- Targeted Case Manager
- Parent Liaison
- Full-time Campus Supervisor

- Active P.T.S.A.
- 5th Grade Band
- Student Leadership
- Collaboration with CSU, Chico-CAVE Aides
- Collaboration with CSU, Chico-Counseling Interns
- After School Program through Chico Area Recreation Department (CARD)

Other Pride and Strengths:

- 2015 and 2016 HONOR ROLL School
- California Distinguished School 2010

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 2017, 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 every other year. 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 four times per year during an assigned testing window. CCSS Assessments are administered two times per year in grades 2-5. 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)

Teachers 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 of 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 afterschool trainings taught by teacher experts to assist them in the areas of English Language Arts and Mathematics. Grade level PLC's and peer observations provide opportunities for teachers to observe model lessons, collaborate about best practices, and provide effective feedback. 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 once monthly during the school day (90 minutes). 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's teachers create 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. Grades K-5 have 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, Title 1 program 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 and Title 1 program 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 and enrichment. 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. Members of the community volunteer their time to work with individual students needing reading support, as a part of our Reading Pals program.

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, English Language Advisory Committee (ELAC), and Positive Behavior Intervention Support Team (PBIS). Parents are also invited to serve on district committees, such as the development of the District's Local Control Accountability Plan (LCAP). We have a high number of parent volunteers making it possible for us 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 under-performing students meet proficiency levels. These include: Title 1 Coordinator, Title 1 Teacher, ELD Instructional Aide, Parent and Instructional aides to provide small group and one on one instruction, Library Clerk, Parent Liaison, Campus Supervisor, supplemental materials/equipment to support the core curriculum, Reading Pals program, iReady intervention program 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 the number of students with behavioral, emotional, and social issues, which impact student engagement and/or student achievement.
- 2) We are still in the implementation stage of our Positive Behavior Intervention Support Program, (PBIS). While we have made great growth in it's implementation, we are still developing and refining protocols.
- 3) Additional staff development is needed in providing students with differentiated small group reading/math instruction.
- 4) Teachers are still working to find ways to increase student usage of iReady.
- 5) Creating a schedule that allows teachers the opportunity to meet in PLCs during the school day and do peer observations without disrupting core instruction taught by the classroom teacher. Securing quality substitute teachers has been an issue.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	84	99	80	82	96	78	82	96	78	97.6	97	97.5
Grade 4	61	81	89	60	80	87	60	80	87	98.4	98.8	97.8
Grade 5	89	64	83	83	63	82	83	63	82	93.3	98.4	98.8
Grade 6	90	87		86	87		86	87		95.6	100	
All Grades	324	331	252	311	326	247	311	326	247	96.0	98.5	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2396.7	2438.4	2391.9	15	26	10.26	20	25	26.92	29	31	23.08	37	18	39.74
Grade 4	2476.6	2447.5	2470.6	25	19	31.03	25	25	24.14	32	21	22.99	18	35	21.84
Grade 5	2514.8	2532.6	2505.5	23	29	23.17	35	38	29.27	25	19	21.95	17	14	25.61
Grade 6	2509.4	2528.9		16	17		29	33		28	31		27	18	
All Grades	N/A	N/A	N/A	19	22	21.86	27	30	26.72	28	26	22.67	25	21	28.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	22	19.23	55	56	38.46	29	22	42.31
Grade 4	22	25	25.29	62	43	55.17	17	33	19.54
Grade 5	25	37	25.61	54	43	47.56	20	21	26.83
Grade 6	14	20		49	52		37	29	
All Grades	19	25	23.48	54	49	47.37	27	26	29.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	29	10.26	44	47	48.72	45	24	41.03
Grade 4	22	11	22.99	53	51	51.72	25	38	25.29
Grade 5	33	33	31.71	43	51	43.90	24	16	24.39
Grade 6	26	24		40	56		35	20	
All Grades	23	24	21.86	44	51	48.18	33	25	29.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	23	7.69	56	64	70.51	26	14	21.79
Grade 4	20	14	19.54	75	69	65.52	5	18	14.94
Grade 5	20	19	12.20	72	70	69.51	7	11	18.29
Grade 6	17	17		65	71		17	11	
All Grades	19	18	13.36	67	68	68.42	14	13	18.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	25	12.82	51	59	42.31	35	16	44.87
Grade 4	13	16	20.69	57	58	59.77	12	26	19.54
Grade 5	28	49	29.27	61	46	50.00	11	5	20.73
Grade 6	20	23		60	63		20	14	
All Grades	19	27	21.05	58	57	51.01	20	16	27.94

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	84	99	80	82	96	78	82	96	78	97.6	97	97.5
Grade 4	61	81	89	60	80	87	60	80	87	98.4	98.8	97.8
Grade 5	89	64	83	84	63	82	84	63	82	94.4	98.4	98.8
Grade 6	90	87		84	87		84	87		93.3	100	
All Grades	324	331	252	310	326	247	310	326	247	95.7	98.5	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2409.1	2439.3	2416.2	10	17	15.38	29	39	33.33	24	25	16.67	37	20	34.62
Grade 4	2462.4	2466.9	2478.9	7	11	13.79	37	30	40.23	37	36	28.74	20	23	17.24
Grade 5	2506.7	2536.6	2505.6	17	32	15.85	29	29	25.61	30	30	35.37	25	10	23.17
Grade 6	2490.7	2529.0		11	21		24	34		24	17		42	28	
All Grades	N/A	N/A	N/A	11	19	14.98	29	33	33.20	28	27	27.13	32	21	24.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	30	26.92	28	44	38.46	43	26	34.62
Grade 4	17	29	28.74	43	34	41.38	40	38	29.89
Grade 5	26	44	21.95	42	38	41.46	32	17	36.59
Grade 6	18	33		26	32		56	34	
All Grades	23	33	25.91	34	37	40.49	43	29	33.60

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	29	16.67	39	42	44.87	45	29	38.46
Grade 4	10	16	26.44	60	53	50.57	30	31	22.99
Grade 5	19	29	19.51	51	44	54.88	30	27	25.61
Grade 6	15	22		43	49		42	29	
All Grades	15	24	21.05	47	47	50.20	37	29	28.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	36	20.51	50	51	52.56	32	13	26.92
Grade 4	23	18	24.14	50	51	50.57	27	31	25.29
Grade 5	18	19	14.63	56	65	57.32	26	16	28.05
Grade 6	14	20		51	57		35	23	
All Grades	18	24	19.84	52	56	53.44	30	21	26.72

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***	***	***				***						
1		14	18	13		18	38	43	36	25	43	18	25		9
2	14			29	13	25	43	25	38		38	38	14	25	
3				20	17		20	50	33	20	17	22	40	17	44
4		17		29	17	60	43	17	20	14			14	50	20
5		13		50	38	25	50	50	25			25			25
6		25		***	25		***	25			25				
Total	3	10	8	31	20	20	37	35	35	11	20	20	17	15	18

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			8	20	13	8	10	44	50	50	25	25	20	19	8
1		10	18	13		18	38	40	36	25	40	18	25	10	9
2	10	8		20	8	25	40	17	38	10	50	38	20	17	
3				17	14		17	57	30	17	14	20	50	14	50
4		17	17	29	17	50	43	17	17	14			14	50	17
5		20		40	30	20	60	50	20			20			40
6		40		***	20		***	20			20				
Total	2	11	8	22	14	17	35	36	35	20	24	21	20	15	19

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:

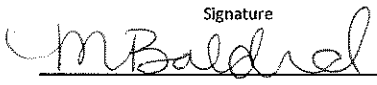
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Crystal Ahillen				X	
AJ Fagan				X	
DeEdra Hartman				X	
Virginia McGrath		X			
Jessica Ricci		X			
Brook Ritter			X		
Kimberly Rodgers	X				
Claudia Rodriguez				X	
Melissa Ryan				X	
Carlie Uebelhardt		X			
Numbers of members of each category:	1	3	1	5	0

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


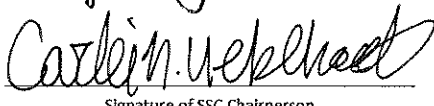
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 29, 2017.

Attested:

<u>Kimberly Rodgers</u> Typed Name of School Principal	 Signature of School Principal	<u>11/29/17</u> Date
<u>Carlie Uebelhardt</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>11.29.17</u> Date

LCAP Goal 1: Quality Teachers, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.

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

Site Goals:

- Emma Wilson will adhere to Williams Act requirements to ensure that all students have access to curriculum, instructional materials, and technology to support student achievement of the CSCS.
- Emma Wilson will maintain the ratio of students to device at 1:1.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> • Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments • Support Induction Professional Development 	HR Data- Number of teachers with appropriate credential and teaching in correct subject area (See Induction-Goal 2)	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> • Textbooks and supplemental materials • Educational software <ul style="list-style-type: none"> o Illuminate o Renaissance o iReady 	<ul style="list-style-type: none"> • Ensure site has proper instructional materials as per the Williams Act requirements 	Williams Act Report	All	Instructional Materials Renaissance Place iReady Illuminate	LCAP - District Supplemental Lottery Funds LCAP-District Supplemental (Total District cost) LCAP-- District Supplemental (Total District Cost) LCAP-District 1 Supplemental (Total District Cost)	\$400,000 \$350,000 \$84,000 \$60,500 \$64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> • Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000
Purchase technology for students and teachers per district technology needs .	<ul style="list-style-type: none"> • Site will ensure that Chromebook carts and iPad minis are maintained in good working order. 	Ratio of students to devices in grades 1-5	All	IT Dept	LCAP - District Supplemental	\$250,000

Emma Wilson Elementary LCAP/SPSA Goal

Year: 2017-18

	<ul style="list-style-type: none"> Emma Wilson will purchase additional technology devices/equipment 	<p>K-1 access to devices, i.e. iPad computers, and computer lab</p>		<p>Chromebooks, iPads and iPad Minis</p> <p>Headphones, iPad Cases</p>	<p>Title I-Site</p> <p>LCAP Supplemental -Site</p>	<p>\$16,530</p> <p>\$1,526</p>
<p>To ensure access to online resources, employ:</p> <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 	<ul style="list-style-type: none"> Libraries will be maintained and available for student use. Emma Wilson will employ an IA Tech 	<p>Library Media Assistant 20 hours per week</p> <p>Add'l Library Media Assistant hours</p> <p>Tech IA- 20 hours per week</p>	<p>All</p>	<p>Librarians & Library Media Assistants</p> <p>Add'l Library Media Assistant</p> <p>Tech Aides</p>	<p>LCAP- District Supplemental (Total District Cost)</p> <p>Title I -Site</p> <p>LCAP Supplemental District (Total District Cost)</p>	<p>\$1,056,738</p> <p>\$3,200</p> <p>\$390.468</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> Computers for Classrooms Comcast Internet Access iReady 	<ul style="list-style-type: none"> Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website. 	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		

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

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

Site Goals:

- All certificated personnel will continue to implement CSCS
- All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<ul style="list-style-type: none"> • The staff will continue to work on ensuring that all students receive e instruction in all subject areas fully aligned to the CSCS and NGSS and develop and administer assessments that align with new state standardized assessments (SBAC) • District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development 	Local assessments administered		DLC Teachers on Special Assignment (TOSA)	LCAP-District Supplemental (Total District cost)	\$291,280
		Administration and use of data			Title II	\$148,000
					Title I	\$199,284
					Title III	\$37,698
Provide professional development in: <ul style="list-style-type: none"> • California State Content Standards • Before school and school-year PD • Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). IReady 	<ul style="list-style-type: none"> • Our staff will attend district-wide professional development. • Teachers will meet to analyze data and design rigorous CSCS instruction. • PLC's analyzing benchmark results together • GLT/SBIT progress monitoring high concern students • Planning CSCS lessons together • District-wide Skype/Video meetings supporting data discussion • Provide after school professional development sessions focusing on technology integration in classrooms • Provide paid (hourly rate) afterschool opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff 	District-wide Grade Level Meetings- 10/3, 11/28, 1/30, 4/10	All	Presenter Costs	Educator Effectiveness Fund	\$12,000
		Planned Common Staff Meeting discussions about iReady and reading data		PLC Release Time	Title I -Site	\$8,000
				After School PD Opportunities	Title II District	\$180,000
				Site PD Opportunities	Title II -Site	\$12,953

Emma Wilson Elementary LCAP/SPSA Goal

Year: 2017-18

	<ul style="list-style-type: none"> • Site specific PD needs • Provide opportunities for teachers to do peer observations 					
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> • CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC • Ensure all students are given site, district and state assessments. 	Testing Window dates: -iReady 3 times/year- TK-5 -Local Assessments 4 times/year -Gr. 2-5 Local CCSS Assessments 2 times/year	All	TOSAs See Goal 3	LCFF Supplemental District (Total District Cost)	See Goal 3
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> • Interested teachers will participate in long-term professional development opportunities 		All	District PD Opportunities Site PD PLCs Peer Instructional Rounds	Title II Title III - District Educator Effectiveness Funds	\$200,000 \$39,000 \$179,000

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

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

Site Goal:

- Emma Wilson will increase by 10% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school's Data Dashboard.
- Emma Wilson 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.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> • Not Applicable 					
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> • Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. • Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. • Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. • High Concern lists of students will be looked at frequently and discussed among teachers • Employ supplementary support teachers (certificated) • Reading Pals program will continue and data analyzed throughout the year. • Site will use SBIT process to monitor placement of students in interventions • All English Learners will be given ELD using Language Star curriculum and assessment • ELD teachers will participate in on-going after school training • iReady program: Math • iReady program: ELA • All English Learners will take CUSD interim ELD Assessments and CELDT with 62% of EL students increasing 1+ levels or more on CELDT 	iReady Assessments TK-5 Common Assessments Grades 2-5 CSCS Aligned Assessments CAASPP Data CELDT Data EL Reclassification Rate Language Star PD Bi-weekly Language Star Assessment Data	All	Intervention Support Teacher Title I Coordinator (.5) Support Teacher (.3)	Title I - Site Title I - Site LCAP Supplemental-Site	\$22,143 \$46,763 \$28,058 \$579,355 \$106,208 \$5,000 \$118,451 \$26,614

Emma Wilson Elementary LCAP/SPSA Goal

Year: 2017-18

	<ul style="list-style-type: none"> • Emma Wilson will purchase support materials in ELA and Math 			RAZZ Kids, Reflex Math, Daily 5/Daily Cafe	Title I - Site	\$16,530
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> • Targeted Case Managers (TCMs) • Elementary Instructional Specialists (2.4 FTE) • Guidance Specialist • Bilingual Aides • TK Instructional Aides • Parent Aides 	<ul style="list-style-type: none"> • See Goal 4 • Emma Wilson will employ a .2 TOSA • Emma Wilson will employ a 25 hr/week Guidance Aide • .5 FTE Elementary School Counselor • Emma Wilson will employ a Bilingual Aide • All eligible 4 year old students will be offered Transitional Kindergarten located on various sites in the district • Emma Wilson will have 1 TK Aide at 3.5 hrs/day • Employ 4 Parent Aides 		All	<p>TCMs</p> <p>Elem TOSAs</p> <p>Guidance Specialist</p> <p>Add'l guidance Specialist</p> <p>Counselor</p> <p>Bilingual Aides</p> <p>Add'l Bilingual Aide</p> <p>District TK Aides 3.5hrs/day on each site</p> <p>Parent Aides (2)</p> <p>Parent Aides (2)</p>	<p>LCAP-District Supplemental (Total District Cost)</p> <p>LCFF-District Supplemental (Total District Cost)</p> <p>LCAP - District Supplemental Funded (Total District cost)</p> <p>LCAP Supplemental-Site</p> <p>LCAP - District Supplemental (Total District cost)</p> <p>LCAP - District Supplemental (Total District Cost)</p> <p>Title I -Site</p> <p>LCAP - District Supplemental (Total District Cost)</p> <p>LCAP Supplemental-Site</p>	<p>See goal</p> <p>See goal 2</p> <p>\$343,908</p> <p>\$2,090</p> <p>\$538,161</p> <p>\$452,158</p> <p>\$12,837</p> <p>\$91,944</p> <p>\$25,565</p> <p>\$18,168</p>

Emma Wilson Elementary LCAP/SPSA Goal

Year: 2017-18

					Title I -Site	
Implement various models of all-day or extended day Kindergarten at all elementary sites.	<ul style="list-style-type: none"> Site Kindergarten teachers will attend planning meetings at the district office. Emma Wilson will implement extended day Kindergarten day with 2 Parent Aides 2 hrs/day 		All	No Funding Needed All Day K Aides Extended Day K Parent Aides (2)	District Title I (cost for all sites) Title 1-Site	\$128,533 \$9,631
Provide after school homework support at Elementary and Secondary ASP site as needed	<ul style="list-style-type: none"> Site Will provide tutoring group before and after school in ELA and Math to students identified as needing support 	Tutoring Data High Concern Lists	All	Certificated Staff Costs 2 hrs. Per week per site	Title I Alternate Supports District Funds - iReady	\$28,512

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

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

Site Goal:

- Emma Wilson will set up, maintain and communicate regularly with at least one social media platform account.
- Emma Wilson will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> ● using Parent Portal in Illuminate for 4th-5th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries ● Survey Parents 	<ul style="list-style-type: none"> ● Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings ● Administer Education for the Future survey in January 	PD Sign-in Sheets Parent feedback regarding timely responses Spring Parent Survey Responses	All	After School PD Opportunity Education for the Future Survey (Total District Cost)	Title II-District LCAP - District Supplemental	\$10,000 \$10,000
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> ● Parent Portal feature in Aeries and Illuminate ● Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc. 	<ul style="list-style-type: none"> ● Emma Wilson will offer a minimum of 2 parent/family informational opportunities 	Event Sign-in Sheets	All	No Funding Needed		
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● District will provide a .5 TCM 	Sign in Sheets at site ELAC meetings	All	TCM Costs	LCAP - District Supplemental (Total District cost)	\$428,496
<ul style="list-style-type: none"> ● Verify 70% of parents attend and participate in parent/teacher conferences. 	<ul style="list-style-type: none"> ● Offer a minimum of 4 family activities ● School Climate/Culture Activities 	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All	Activity Cost	PTSA Support	

Goal 5: Improve School Climate

- 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

Site Goal:

- Emma Wilson will reduce the number of chronically truant students annually.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> trauma-informed strategies behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> Make teachers aware of PD opportunities through weekly bulletins and staff meetings Emma Wilson will participate in CUSD PBIS Emma Wilson will utilize our Counselor and Guidance Specialist to support Healthy Play recess. 	Session Sign-in Sheets Number of Office Referrals, Referrals to Opportunity Class, and Out of School Suspensions	All	District Wide PBIS Training	District Title II Support	\$40,000
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> Provide a minimum of 4 family events Early identification of students with attendance issues Communicate chronically absent/tardy names to teachers Parent/Principal meetings to see if student absences and tardies improve Use attendance rewards at school assemblies 	Event Sign-in Sheets Aeries Reports	All			
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> Opportunity Programs (CAL and Chapman) Out of School suspension alternatives (e.g. In-School Suspension) Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> Maintain Opportunity Class 	Number of Referrals to Opportunity Class ISS, OSS Rates	All	Opportunity Class	LCFF District Supplemental (Total District cost)	\$160,000

Emma Wilson Elementary LCAP/SPSA Goal

Year: 2017-18

<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> • Nurses/Health Assistants • Guidance Aides • Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> • Employ EMHI, PIP, Guidance Aides- See Goal 3 • Employ Nurses/Health Assistants • Guidance Specialists at each site • Provide MNI Services as needed 	<p>Site Attendance Rate</p>	<p>All</p>	<p>Nurses/ Health Assistants</p> <p>Guidance Specialists</p> <p>MNI Off Campus Instruction</p>	<p>LCAP District Supplemental (Partial District Cost)</p> <p>LCAP District Supplemental (Total District Cost)</p> <p>LCAP District Supplemental (Total District Cost)</p>	<p>\$658,168</p> <p>See Goal 3</p> <p>\$326,370</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> • Employ School Aides (noon supervisor, yard duty) as needed • Emma Wilson will employ additional School aides. • Purchase health office supplies 	<p>Number of Office Referrals</p>	<p>All</p>	<p>Campus Supervision (Total District Cost)</p> <p>School Aide- (6hr/day)</p> <p>Health office supplies</p>	<p>LCAP Supplemental District</p> <p>LCAP Supplemental Site</p> <p>Safe School -Site</p> <p>Safe Schools -Site</p>	<p>\$616,831</p> <p>\$12,110</p> <p>\$3,000</p> <p>\$294</p>
<p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p>	<ul style="list-style-type: none"> • Fine Arts 1st - 5th - 11 sessions - ½ day each • Music 4th -5th classroom music weekly 5th grade band - 2xs per week • PE 1st-5th grades 13 sessions - 65 minutes 	<p>Site Attendance Rate</p>	<p>All</p>	<p>Certificated teacher providing prep time release</p>	<p>LCAP Supplemental District</p>	<p>\$1,336,922</p>
<p>Research availability of federal and state funds/grants for school resource officers.</p>			<p>All</p>			
<p>Support student engagement at the high schools by encouraging participation in sports teams.</p>	<ul style="list-style-type: none"> • Not Applicable 					
<p>Safety Plan expenditures</p>						

Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I- Original-\$146,783 Title I-Carryover-\$12,019 <p style="text-align: right;">Total= \$158,802</p>	PLC Release Time .5 Title I Coordinator .3 Intervention Support Teacher Add'l Library Media Assistant Add'l .2 Bilingual Aide Parent Aides (2) Extended Day K Parent Aides (2) Reading Pals Support Materials in ELA/Math Tech Devices (Chromebooks & iPads)	\$8,000 \$46,763 \$22,143 \$3,200 \$12,837 \$18,168 \$9,631 \$5,000 \$16,530 \$16,530 <p style="text-align: right;">Total= \$158,802</p>
Title II-\$9,032 Title II Carryover-\$3,921 <p style="text-align: right;">Total= \$12,953</p>	Site PD Opportunity	\$12,953 <p style="text-align: right;">Total= \$12,953</p>
Safe Schools- \$3,000 Safe Schools Carryover-\$294 <p style="text-align: right;">Total= \$3,294</p>	Health Office Supplies School Aide	\$294 \$3,000 <p style="text-align: right;">Total= \$3,294</p>

LCAP Budget - Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
16-17 LCAP- \$69,349 LCAP Carryover: \$0 <p style="text-align: right;">Total= \$69,349</p>	.3 Support Teacher Parent Aides (2) School Aide (1) Add'l Guidance Specialist Technology Equipment	\$28,058 \$25,565 \$12,110 \$2,090 \$1,526 <p style="text-align: right;">Total= \$69,349</p>