School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Emma Wilson Elementary School
Address	1530 West Eighth Avenue Chico, CA 95926
County-District-School (CDS) Code	04-61424-6111116
Principal	Mele Benz
District Name	Chico Unified School District
SPSA Revision Date	4/20/2022
Schoolsite Council (SSC) Approval Date	4/20/2022
Local Board Approval Date	

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

Table of Contents

School Vision and Mission

Our Mission:

We envision a safe and inclusive community of teachers, staff, students, and families committed to fostering respect and responsibility in our global lifelong learners. We empower our students to make positive choices and are dedicated to ensuring that all of our students receive an equitable school experience, including high-quality instruction and social emotional support. Our students will become scholars, engaged citizens, and positive role models.

Our Vision:

Growing hearts and minds so all children meet their full potential.

School Profile

Emma Wilson Elementary opened in 1993. 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. Emma Wilson serves a diverse school community with enrollment consisting of 54% White and 46% minority. Within our minority student population, 27% are Hispanic/Latino, 7.6% are two or more races, and 6.5% are Asian/Pacific Islander, and 2.1% are Black/African American. 63.7% of our students qualify for free/reduced price meals. 10% of our students are English Learners. Our mission statement is "Growing hearts and minds so all students meet their full potential." We are implementing MTSS to make this goal a reality with supports in place to meet students' academic, behavioral, and social-emotional needs.

The staff of Emma Wilson works hard to ensure all students learn. Our Title I staff works closely with our Special Education team to provide a system of interventions to provide early support to our students in tiers 1 and 2. Each trimester, our Title I coordinator and resource specialist analyze benchmark assessment data to select students for intervention groups in grades K-5. Together with a team of one two other resource/Title I teachers and seven instructional aides, articulated intervention groups are developed to meet students specifically where they need support. Our interventions include lessons from 95 Percent, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, Reading A-Z, and Leveled Literacy Intervention. These resource and Title I teachers work closely with general education teachers as well so that students do not substitute pull-out group lessons for classroom lessons. We encourage teachers to schedule so that students who are behind academically receive lessons in language arts two to three times per day.

Emma Wilson's Positive Behavioral Interventions and Supports (PBIS) team consists of administration, teachers, and support staff including our counselor and targeted case manager. The PBIS team plans instructional rotations for students to learn behavior expectations, reviews schoolwide data, and provides professional development for certificated and classified staff. During distance learning, the PBIS team adjusted our school's behavior expectations to support students' needs during distance learning. Norms for Zoom were shared with students and families and a humorous video showed students "what not to do" while Zooming.

To support students socially and emotionally, we created a Wellness Team that consists of our principal, assistant principal, counselor, counseling assistant, targeted case manager, and school psychologist. This group meets weekly to analyze data and plan for students who have been identified by an at-risk behavior screener or referred by their teacher for extra support. During these meetings, specific student needs are discussed and interventions identified to support students' needs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is overseen by the School Site Council (SSC). The SSC is comprised of teachers, staff, and parents. All members of the SSC must be elected by the school community. Each position is for a two-year commitment. The SSC meets five times a year to discuss Student Achievement through data that has been collected. Each of the SSC members received a copy of the SPSA for review and input.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	130	117	107
Grade 1	120	98	93
Grade 2	99	115	80
Grade3	107	99	106
Grade 4	82	106	85
Grade 5	92	92	94
Total Enrollment	630	627	565

Conclusions based on this data:

1. Our projections indicate that enrollment will increase next school year. Growth in our neighborhood boundaries suggests this trend will continue beyond next school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	42	34	35	6.7%	5.4%	6.2%
Fluent English Proficient (FEP)	21	32	22	3.3%	5.1%	3.9%
Reclassified Fluent English Proficient (RFEP)	9	17	0	23.7%	40.5%	0.0%

Conclusions based on this data:

1. Our ELD staff has returned to an in-person instructional model to support students. We hope to see an increase in reclassified fluent English proficient students in the future.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	82	105	99	81	103	0	81	103	0	98.8	98.1	0.0
Grade 4	79	87	83	75	87	0	75	87	0	94.9	100	0.0
Grade 5	98	92	84	96	91	0	96	91	0	98	98.9	0.0
All Grades	259	284	266	252	281	0	252	281	0	97.3	98.9	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2413.	2425.		22.22	23.30		19.75	25.24		22.22	26.21		35.80	25.24	
Grade 4	2447.	2467.		12.00	24.14		34.67	22.99		18.67	20.69		34.67	32.18	
Grade 5	2519.	2525.		25.00	29.67		34.38	36.26		22.92	14.29		17.71	19.78	
All Grades	N/A	N/A	N/A	20.24	25.62		29.76	28.11		21.43	20.64		28.57	25.62	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.46	24.27		34.57	49.51		41.98	26.21	
Grade 4	24.00	27.59		44.00	44.83		32.00	27.59	
Grade 5	28.13	28.57		52.08	50.55		19.79	20.88	
All Grades	25.40	26.69		44.05	48.40		30.56	24.91	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.52	13.59		40.74	56.31		40.74	30.10	
Grade 4	10.67	9.20		54.67	52.87		34.67	37.93	
Grade 5	38.54	40.66		48.96	42.86		12.50	16.48	
All Grades	23.81	21.00		48.02	50.89		28.17	28.11	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.05	23.30		62.96	57.28		20.99	19.42	
Grade 4	16.00	19.54		65.33	64.37		18.67	16.09	
Grade 5	17.71	23.08		64.58	64.84		17.71	12.09	
All Grades	16.67	22.06		64.29	61.92		19.05	16.01	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.69	25.24		49.38	52.43		25.93	22.33	
Grade 4	14.67	24.14		49.33	54.02		36.00	21.84	
Grade 5	32.29	35.16		45.83	39.56		21.88	25.27	
All Grades	24.60	28.11		48.02	48.75		27.38	23.13	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP was not administered in the 2020-21 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	82	104	99	81	102	0	81	102	0	98.8	98.1	0.0
Grade 4	79	86	83	75	86	0	75	86	0	94.9	100	0.0
Grade 5	98	92	84	95	90	0	95	90	0	96.9	97.8	0.0
All Grades	259	282	266	251	278	0	251	278	0	96.9	98.6	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2415.	2430.		14.81	20.59		28.40	31.37		19.75	15.69		37.04	32.35	
Grade 4	2468.	2468.		14.67	17.44		30.67	30.23		33.33	29.07		21.33	23.26	
Grade 5	2528.	2507.		27.37	23.33		31.58	18.89		18.95	31.11		22.11	26.67	
All Grades	N/A	N/A	N/A	19.52	20.50		30.28	26.98		23.51	24.82		26.69	27.70	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.16	29.41		30.86	32.35		41.98	38.24	
Grade 4	25.33	24.42		29.33	36.05		45.33	39.53	
Grade 5	36.84	31.11		36.84	26.67		26.32	42.22	
All Grades	30.28	28.42		32.67	31.65		37.05	39.93	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.22	31.37		39.51	43.14		38.27	25.49	
Grade 4	25.33	23.26		41.33	41.86		33.33	34.88	
Grade 5	27.37	26.67		55.79	44.44		16.84	28.89	
All Grades	25.10	27.34		46.22	43.17		28.69	29.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.69	31.37		46.91	43.14		28.40	25.49	
Grade 4	24.00	23.26		45.33	40.70		30.67	36.05	
Grade 5	28.42	18.89		49.47	46.67		22.11	34.44	
All Grades	25.90	24.82		47.41	43.53		26.69	31.65	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP was not administered in the 2020-21 school year.

School and Student Performance Data

ELPAC Results
2017-18 Summative Assessment Data

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	9	10
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	*	8	*
4	*	*	*	*	*	*	*	*	*	*	5	4
5	*	*	*	*	*	*	*	*	*	*	7	5
All Grades										38	33	35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	34.21	12.12	25.71	31.58	36.36	28.57	*	36.36	40.00	*	15.15	5.71	38	33	35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	57.89	33.33	37.14	*	27.27	28.57	*	21.21	28.57	*	18.18	5.71	38	33	35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*		*	*	*	*	*
All Grades	*	3.03	5.71	*	18.18	45.71	*	54.55	34.29	36.84	24.24	14.29	38	33	35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	47.37	9.09	34.29	44.74	66.67	57.14	*	24.24	8.57	38	33	35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	73.68	51.52	48.57	*	30.30	40.00	*	18.18	11.43	38	33	35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
All Grades	*	0.00	17.14	34.21	66.67	54.29	39.47	33.33	28.57	38	33	35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
All Grades	*	6.06	20.00	55.26	69.70	68.57	*	24.24	11.43	38	33	35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to low numbers of students in these grade level groups, we are unable to draw conclusions about trends.

School and Student Performance Data
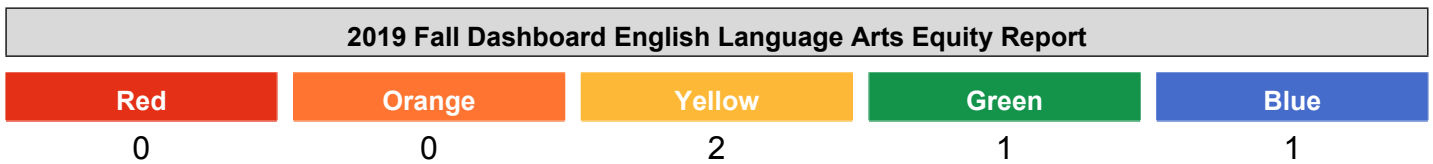
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
565	**64.4**	**6.2**	**1.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	35	6.2
Foster Youth	10	1.8
Homeless	13	2.3
Socioeconomically Disadvantaged	364	64.4
Students with Disabilities	66	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.1
American Indian or Alaska Native	5	0.9
Asian	31	5.5
Filipino	4	0.7
Hispanic	154	27.3
Two or More Races	43	7.6
Native Hawaiian or Pacific Islander	2	0.4
White	304	53.8

Conclusions based on this data:

1. Emma Wilson School continues to classify as a Title I school.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. We will continue utilizing our PBIS system to lower our suspension rate.

2. The attendance rate at Emma Wilson continues to meet the requirement. We will continue to monitor student attendance and utilize strategies to improve attendance rates.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
6.9 points above standard	56.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11.4 points	Declined -8.3 points	
259	28	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
11.3 points above standard	3.6 points below standard	45.7 points below standard
Increased Significantly ++26.7 points	Increased Significantly ++28.7 points	Increased Significantly ++22.1 points
24	172	40

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
8	5	Declined -14.5 points	3
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
32 points below standard	32.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	29.4 points above standard
Increased ++3.6 points	14	4	Increased Significantly ++17.1 points
67			141

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.3 points below standard	28.5 points below standard	12.9 points above standard
Increased Significantly ++37.6 points	Declined Significantly -49.4 points	Increased ++13.8 points
17	11	228

Conclusions based on this data:

1. The number of students meeting grade level standards in English Language Arts performance increased. Our Hispanic subgroup is a focus for us due to achievement gap between Hispanic and White students.

2. We will continue to focus on our Students with Disabilities subgroup even though their performance increased significantly to ensure equity.

School and Student Performance Data
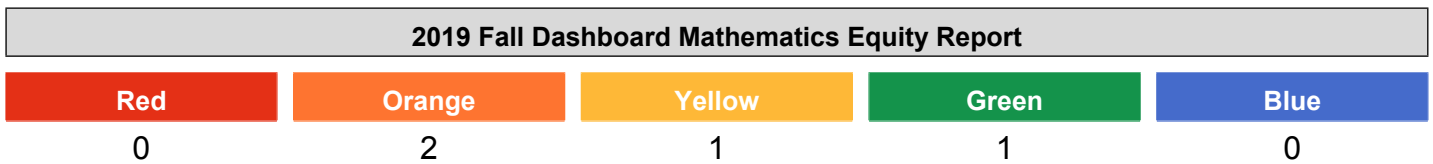
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
11.2 points below standard	81.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4 points	Declined Significantly -34.9 points	
		2
254	28	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
33.5 points below standard	30.1 points below standard	70.3 points below standard
Maintained ++2.3 points	Increased ++3.7 points	Maintained ++0.3 points
24	169	37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	34 points below standard	Less than 11 Students - Data Not Displayed for Privacy
8	4	Declined -11.4 points	2
		14	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
53.4 points below standard	1.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	14.7 points above standard
Declined -14.6 points	13	4	Increased ++7.4 points
67			139

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91 points below standard	66.9 points below standard	3.8 points below standard
Increased ++12.7 points	Declined Significantly -81.7 points	Increased ++3.5 points
17	11	223

Conclusions based on this data:

1. We have no scores for the 2020-21 CAASP due to the COVID-19 pandemic.
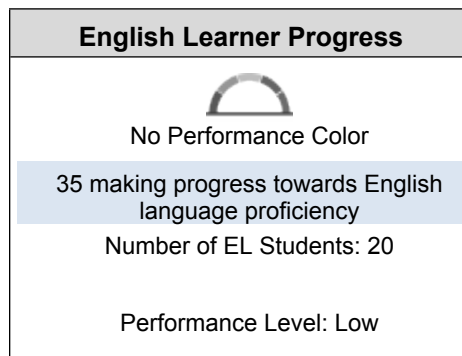
School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
35 making progress towards English language proficiency
Number of EL Students: 20
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
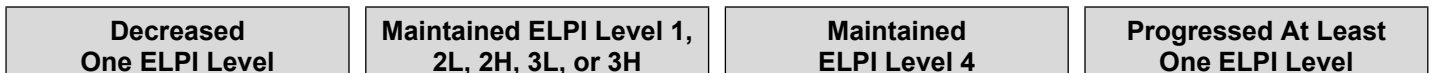
Conclusions based on this data:

1. We have no new ELPAC data due to the COVID-19 pandemic.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

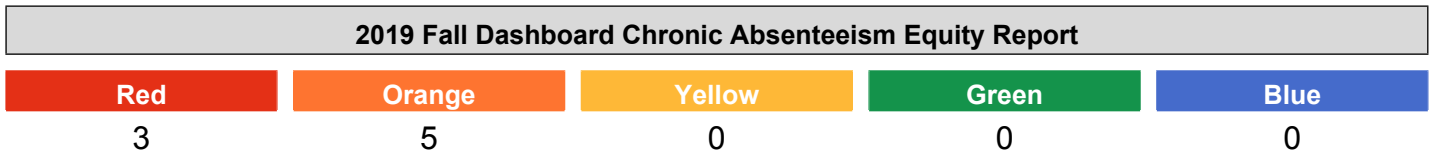## Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	5	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
10.6	16.1	35.7
Increased Significantly +4.9	Increased +2.7	Increased +35.7
701	56	14
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Orange
18.1	13.1	12.1
Increased +6	Increased Significantly +5.7	Increased +3
72	465	99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
9.1	Less than 11 Students - Data Not Displayed for Privacy	5.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.7		Increased +0.8	
	8		8
22		37	

Hispanic	Two or More Races	Pacific Islander	White
Red	Red	No Performance Color	Orange
12.8	21.1	Less than 11 Students - Data Not Displayed for Privacy	7.5
Increased Significantly +5.4	Increased +8.6		Increased Significantly +3.4
		4	
172	76		374

Conclusions based on this data:

1. Chronic absenteeism is an area of concern. Our site Wellness Team is working to provide supports to families of students who are chronically absent.

2. When absenteeism does not improve with supports, we will continue to refer families to the district's School Attendance Review Board.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
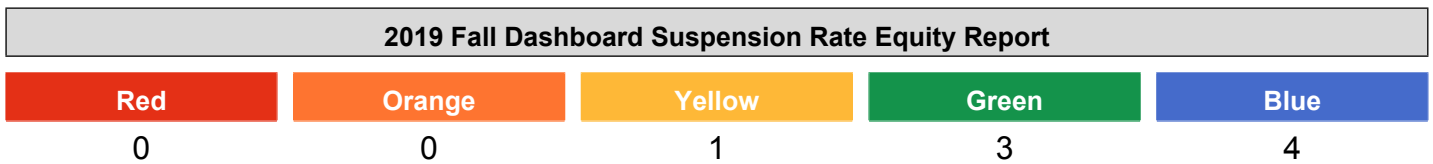## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.7	0	0
Maintained +0.1	Maintained 0	Maintained 0
729	58	15

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Blue
1.3	0.6	0
Declined -2	Declined -0.4	Maintained 0
75	486	103

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data 8	0	Less than 11 Students - Data 8
Declined -4.3		Maintained 0	
23		39	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Yellow
0.6	0	Less than 11 Students - Data 5	1
Maintained -0.1	Maintained 0		Increased +0.8
181	79		386

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	0.7

Conclusions based on this data:

1. Emma Wilson's student population reflects the diversity of our larger community. We are committed to equity in student discipline practices. Our administration utilizes PBIS and restorative justice to lower overall suspension rates.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Instruction and Tiered Interventions

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

a) Access to a rigorous core curriculum for all students through highly qualified teachers, facilities in good repair, access to instructional materials and technology, and use of a district-wide standards-aligned curriculum and assessments. An online educational option will also be available for all students.

b) Opportunities for differentiated instruction to meet varying student abilities, both within the classroom and through intervention teachers, after-school programs, English language development (ELD) teachers, Response to Intervention (RTI), Reading Pals at the elementary level, Math Lab and Read 180 at secondary, Power Reading, and a designated .4 RSP certificated RTI support staff at TK-5 sites.

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	Maintain 100%

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022,100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of all CUSD students have 1:1 device access.	Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain 100%
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2021-2022 All Students: 43.40% English Learner: 5.26% (1) Foster Youth: 0.00% Homeless: 20.00% (5) Socioeconomically: 33.15% Students with Disabilities: 28.57% (10) African American: 15.38% (2) American Indian or Alaska Native: 0.00% Asian: 35.00% (7) Filipino: 100.00% (2) Hispanic: 31.51% Native Hawaiian or Other Pacific Islander: N/A White: 52.99% Two or More Races: 45.45% (10)	Increase all student groups meeting or exceeding Benchmark by 3%
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2020-2021 All Students: 47.06% English Learner: 47.06% Foster Youth: N/A Homeless: 60.00% (3) Socioeconomically: 51.85% Students with Disabilities: 25.00% (1) African American: N/A	Increase all student groups making progress toward English Proficiency measured by ELPAC by 3%

Metric/Indicator	Baseline	Expected Outcome
	American Indian or Alaska Native: N/A Asian: 30.00% (3) Filipino: N/A Hispanic: 59.09% Native Hawaiian or Other Pacific Islander: 0.00% White: 0.00% Two or More Races: N/A	
Priority 4: Pupil Achievement - Reclassification Rate	2020-21 All Students: N/A English Learner: 0.00%	Increase Reclassification Rate by 3%
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	2021-22 All Students: 69.42% English Learner: 42.11% (8) Foster Youth: 33.33% (1) Homeless: 45.45% (10) Socioeconomically: 63.74% Students with Disabilities: 45.45% African American: 62.50% (5) American Indian or Alaska Native: 66.67% (2) Asian: 69.23% (9) Filipino: 100.00% (1) Hispanic: 61.19% Native Hawaiian or Other Pacific Islander: 50.00% (1) White: 74.55% Two or More Races: 61.54%	Increase Pupil Outcomes Gr. K-2 by 3%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	
	130,813

Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 4

Facilities Maintenance - Regularly inspect and maintain facilities

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 8

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 11

District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:
* Secondary Instructional Specialist TOSAs
* Elementary Instructional Specialist TOSAs
* Illuminate/Data TOSA (1.0 FTE)
*Tech PD (CSEA) TOSA (1.0 FTE)
* English Language Development (ELD) TOSA (1.0 FTE)
* After School Program (ASP) Intervention TOSA (.80 FTE)

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Amount	15,060
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aide Additional Hours

Strategy/Activity 12

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 13

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,070,823
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Amount	7,061
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library Media Assistant Additional Hours

Amount	8,000
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Learning Community Release Days

Amount	37,382
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title I Intervention Parent-Restricted Aides

Strategy/Activity 14

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	39,386

Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 15

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Amount	10,000
Source	Title I - Site
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Curriculum

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social-Emotional Learning, Supports, and Interventions

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

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

1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).
2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.

3) Continued monitoring of student mental wellness through School Climate Surveys, universal screeners (resuming in 2021-22), and Kelvin pulse surveys.

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2021-2022 Targeted Case Manager Contacts by Percentage and (Contacts per Student) All Students: 9.54% (0.23) English Learner: 20.45% (0.32) Foster Youth: 40.00% (0.60) Homeless: 57.89% (1.84) Socioeconomically: 12.66% (0.33) Students with Disabilities: 12.22% (0.21) African American: 21.05% (0.95) American Indian or Alaska Native: 25.00% (0.50) Asian: 0.00% (0.00) Filipino: 0.00% (0.00) Hispanic: 15.82% (0.49) Native Hawaiian or Other Pacific Islander: 0.00% (0.00) White: 7.53% (0.12) Two or More Races: 7.55% (0.15)	Will maintain or increase from the previous year.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2021-2022 Social-Emotional Contacts by Percentage and (Contacts Per Student) All Students: 15.93% (0.39) English Learner: 2.22% (00.09) Foster Youth: 20.00% (0.70) Homeless: 17.54% (0.42) Socioeconomically: 18.38% (0.49) Students with Disabilities: 22.22% (0.62) African American: 40.91% (1.32) American Indian or Alaska Native: 0.00% (0.00) Asian: 2.70% (0.05) Filipino: 0.00% (0.00) Hispanic: 16.35% (0.48) Native Hawaiian or Other Pacific Islander: 0.00% (0.00) White: 16.52% (0.32) Two or More Races: 15.09% (0.58)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2021-22 Percentage of Students with an Associated Parent Portal Account All Students: 86.91% English Learner: 73.33% Foster Youth: 60.00% (6) Homeless: 63.16% Socioeconomically: 87.25% Students with Disabilities: 82.22% African American: 86.36% American Indian or Alaska Native: 100.00% (4) Asian: 78.38% Filipino: 100.00% (3) Hispanic: 85.53% Native Hawaiian or Other Pacific Islander: 66.67% (2) White: 88.89% Two or More Races: 83.02%	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.
Priority 3: Parent Involvement	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	Parent/Guardian engagement with CUSD via social media will increase form the previous year.
Priority 6: School Climate	2020-2021 100% of CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2021-22 All Students: 90.14% English Learner: 91.87% Foster Youth: 90.82% Homeless: 85.02% Socioeconomically: 88.92% Students with Disabilities: 88.18% African American: 82.91% American Indian or Alaska Native: 87.97% Asian: 92.88% Filipino: 98.35% (6) Hispanic: 88.73% Native Hawaiian or Other Pacific Islander: 87.16% White: 90.88% Two or More Races: 90.10%	All student groups will have an attendance rate of 95.5%.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-22 All Students: 37.18% English Learner: 26.67% Foster Youth: 40.00% (4) Homeless: 54.39%	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" will decline by a minimum of 5 points.

Metric/Indicator	Baseline	Expected Outcome
	Socioeconomically: 44.23% Students with Disabilities: 45.56% African American: 59.09% American Indian or Alaska Native: 50.00% (2) Asian: 18.92% (7) Filipino: 0.00% Hispanic: 47.80% Native Hawaiian or Other Pacific Islander: 66.67% (2) White: 31.63% Two or More Races: 43.04%	
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2021-22 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 83.25% English Learner: 88.78% Foster Youth: 85.71% Homeless: 82.71% Socioeconomically: 81.41% Students with Disabilities: 68.47% African American: 65.08% American Indian or Alaska Native: 64.29% (9) Asian: 95.24% Filipino: 85.71% Hispanic: 84.37% Native Hawaiian or Other Pacific Islander: N/A White: 83.85% Two or More Races: 74.29%	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	On-site PD from school counselor.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	4,644
Source	LCFF - Site Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Elementary Counseling Assistant Additional Hours
Amount	2,022,192
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	583,859

Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	30,627
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Targeted Case Manager Additional Hours

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Behavioral Instruction and Supports

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

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

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate - Suspension Rate	2021-2022 All Students: 0.32% (3) English Learner: 0.00% Foster Youth: 10.00% (1) Homeless: 1.75% (1) Socioeconomically: 0.25% (1)	All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, will decline by a minimum of 2.6 percentage points.

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities: 2.22% (3) African American: 4.55% (2) American Indian or Alaska Native: 0.00% Asian: 0.00% Filipino: 0.00% Hispanic: 0.00% Native Hawaiian or Other Pacific Islander: 0.00% White: 0.30% (1) Two or More Races: 0.00%	
Priority 6: School Climate - Expulsion Rate	2021-2022 All Students: 0.00% English Learner: 0.00% Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.00% Students with Disabilities: 0.00% African American: 0.00% American Indian or Alaska Native: 0.00% Asian: 0.00% Filipino: 0.00% Hispanic: 0.00% Native Hawaiian or Other Pacific Islander: 0.00% White: 0.00% Two or More Races: 0.00%	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2021-22 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 55.98% English Learner: 42.86% (6) Foster Youth: 50.00% (1) Homeless: 57.89% Socioeconomically: 52.94% Students with Disabilities: 41.38% African American: 44.44% (4) American Indian or Alaska Native: 50.00% (1) Asian: 73.33% Filipino: 100.00% (2) Hispanic: 56.60% Native Hawaiian or Other Pacific Islander: N/A White: 53.27% Two or More Races: 40.00% (6)	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

Planned Strategies/Activities

Strategy/Activity 1

Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways:
* Opportunity Programs (Center for Alternative Learning (CAL) and Chapman)
* Elementary Out of School Suspension Alternatives (e.g. Reset program)
* Alternative Education Supplemental Staffing

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	728,925
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	830,988
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible
Administrator

Proposed Expenditures for this Strategy/Activity

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

Amount	17,819
Source	LCFF - Site Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Yard Duties

Amount	13,000
Source	LCFF - Site Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	ASSIST Recess Coaches

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	Complete
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Complete
State Priority 1: Basic Instructional Materials	Emma Wilson classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	Complete
State Priority 1: Basic Instructional Materials	Emma Wilson will maintain a 1:1 device to student ratio for their chromebooks. Emma Wilson students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Complete

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Emma Wilson will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.	Complete		
Emma Wilson will prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning.	Complete	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000
		Renaissance Place/iReady (Total District Cost) 5000-5999:	Renaissance Place/iReady (Total District Cost) 5000-5999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Services And Other Operating Expenditures LCFF - District Supplemental 176,000	Services And Other Operating Expenditures LCFF - District Supplemental 121,000
		Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 200,000	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 200,000
		Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000
Emma Wilson will facilitate communicate with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.	Complete	Maintenance and Operations 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000	Maintenance and Operations 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000
Emma Wilson will facilitate the home and school usage of student Chromebooks including device management, and will ensure student access to emerging technologies.	Complete	IT Support Staff - Total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 385,000	IT Support Staff - Total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 296,692
Emma Wilson will provide Library/Media services.	Complete	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,091,168
		Additional Library Media Assistant 2000-2999: Classified Personnel Salaries Title I - Site 7,061	Additional Library Media Assistant 2000-2999: Classified Personnel Salaries Title I - Site 7,061

Analysis

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

Emma Wilson provided additional Library Media Assistant time to provide library time for all of our classes.

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

The extra time has allowed us to meet the goal of library time for all. The additional time has also allowed the Library Media Assistant to oversee improvements to our library space which will improve collaboration between students and staff.

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

N/A

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

We will keep this same goal next year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Emma Wilson will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 will continue to refine assessment plans.	Complete
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of Emma Wilson teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.	Complete

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District Leadership Council (DLC) will analyze overall district CCSS survey responses and recommend district-wide staff development.	Complete	District Leadership Council Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 395,495
		Illuminate/Data Teacher on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title I - District 116,000	Illuminate/Data Teacher on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title I - District 120,634
		Technology TOSA/TOSA DLC 1000-1999: Certificated Personnel Salaries Title II - District 151,000	Technology TOSA/TOSA DLC 1000-1999: Certificated Personnel Salaries Title II - District 151,000
		Teacher Professional Development Support 1000-1999: Certificated Personnel Salaries Title II - District 430,000	Teacher Professional Development Support 1000-1999: Certificated Personnel Salaries Title II - District 430,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		English Language Development (ELD) Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title I - District 140,000	English Language Development (ELD) Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title I - District 0
Emma Wilson will continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.		Site PD Opportunities/Conferences 1000-1999: Certificated Personnel Salaries Title II - Site 10,449	Site PD Opportunities/Conferences 1000-1999: Certificated Personnel Salaries Title II - Site 1,000
		PLC Release Days 1000-1999: Certificated Personnel Salaries Title I - Site 8,000	PLC Release Days 1000-1999: Certificated Personnel Salaries Title I - Site 3,000
		District PD Opportunities 5000-5999: Services And Other Operating Expenditures Title II - District 430,000	District PD Opportunities 5000-5999: Services And Other Operating Expenditures Title II - District 430,000
		Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 99,000	Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 99,000
Emma Wilson will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.			
Provide teachers opportunities to do peer observation		Release Days 1000-1999: Certificated Personnel Salaries Title II - Site 1,000	Release Days 1000-1999: Certificated Personnel Salaries Title II - Site 1,000
Emma Wilson staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and administer assessments that align with state standardized assessments (SBAC).			
Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)		iReady and Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000	iReady and Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 121,000

Analysis

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

We planned to attend online and in-person PD this year.

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

We feel PD is essential to our site's success and will continue to seek out PD and release days for our staff to help us achieve our site goals.

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

Two in-person PD opportunities had to be cancelled due to an injury and a conference being canceled due to COVID.

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

We will keep this goal the same next year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Emma Wilson will increase overall student achievement in English Language Arts and Mathematics. Emma Wilson teachers will utilize the NGSS curriculum to support high levels of student achievement in science.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard change in ELA. Use STAR Reading	Continue to increase.	Complete
State Dashboard change in Math Use iReady 3-5, Tri 2 2020 to Tri 2 2021	Continue to increase.	Complete

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District Provided All Day Kindergarten Aides	Complete	Supervision in All Day Kindergarten 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000	Supervision in All Day Kindergarten 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 247,3558
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	Changes to staffing at Emma Wilson due to assistant principal resignation.	Intervention and Instructional Support - Total District Cost 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000	Intervention and Instructional Support - Total District Cost 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 728,925
		Intervention Support Teacher (.8) 1000-1999: Certificated Personnel Salaries Title I - Site 77,288	Intervention Support Teacher (.8) 1000-1999: Certificated Personnel Salaries Title I - Site 33,041
		Title I Coordinator (.5) 1000-1999: Certificated Personnel Salaries Title I - Site 55,068	Title I Coordinator (.5) 1000-1999: Certificated Personnel Salaries Title I - Site 0
		Support Teacher (.3) 1000-1999: Certificated Personnel Salaries Site LCAP 33,041	Support Teacher (.3) 1000-1999: Certificated Personnel Salaries Site LCAP 0
		Reading Pals 1000-1999: Certificated	Reading Pals 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 All English Learners will take CUSD interim ELD Assessments and ELPAC Employ Parent Classroom Aides to support the Learning Center Supplemental Curriculum to support diverse learners Guided reading is a focus area; training will be provided at a site and district level, including support from the District Reading Specialist		Personnel Salaries Title I - Site 6,500 Parent Classroom Aides (3) 2000-2999: Classified Personnel Salaries Title I - Site 37,382 Parent Classroom Aide (1) 2000-2999: Classified Personnel Salaries Site LCAP 8,559 Raz Kids, Reflex Math, Mystery Science Intervention Curriculum and Materials 4000-4999: Books And Supplies Title I - Site 10,000	Personnel Salaries Title I - Site 0 Parent Classroom Aides (3) 2000-2999: Classified Personnel Salaries Title I - Site 37,382 Parent Classroom Aide (1) 2000-2999: Classified Personnel Salaries Site LCAP 8,559 Raz Kids, Reflex Math, Mystery Science Intervention Curriculum and Materials 4000-4999: Books And Supplies Title I - Site 5,000
Emma Wilson will employ a Bilingual Aide. Emma Wilson will employ 1 TK Aide at 3.5 hrs/day.	Complete	Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000 Additional Time - Bilingual Aide 2000-2999: Classified Personnel Salaries Title I - Site 15,060 ELD Coaches provide student curriculum and teacher professional development. 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 140,000	Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 401,938 Additional Time - Bilingual Aide 2000-2999: Classified Personnel Salaries Title I - Site 15,060 ELD Coaches provide student curriculum and teacher professional development. 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 0
Provide afterschool homework club support	Replaced by district's ESSER-funded tutoring program	Certificated Staff 1000-1999: Certificated	Certificated Staff

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title I - Site 10,000	
Medically Necessary Instruction (MNI)	Complete	Provide MNI if necessary 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	Provide MNI if necessary 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 125,906

Analysis

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

There were quite a few changes in this area.

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

This goal area is crucial to student success at Emma Wilson. Our Title I funding is projected to be $90,000 less next school year so it will be important to reduce spending without eliminating student supports.

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

Our previous assistant principal resigning and CUSD funding ESSER programs that replaced site funding.

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

This goal will see changes next year due to the reduction in Title I funding. Many of the areas that our site did not spend on this year will not return next year due to reduced funding.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Emma Wilson will continuously seek ways to provide opportunities for meaningful parent involvement and input.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager	Continue Targeted Case Manger parent contact to support families to ensure academic, social, and emotional success. Maintain or increase the number of parent contacts.	2021-2022 Targeted Case Manager Contacts by Percentage and (Contacts per Student) All Students: 9.54% (0.23) English Learner: 20.45% (0.32) Foster Youth: 40.00% (0.60) Homeless: 57.89% (1.84) Socioeconomically: 12.66% (0.33) Students with Disabilities: 12.22% (0.21) African American: 21.05% (0.95) American Indian or Alaska Native: 25.00% (0.50) Asian: 0.00% (0.00) Filipino: 0.00% (0.00) Hispanic: 15.82% (0.49) Native Hawaiian or Other Pacific Islander: 0.00% (0.00) White: 7.53% (0.12) Two or More Races: 7.55% (0.15)
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Emma Wilson Social Media	Parent engagement with Emma Wilson social media will increase from baseline level.	Our school's Facebook page has 582 likes.
Priority 3: Parent Involvement	Increase or maintain opportunities for parent involvement and stakeholder engagement.	We held community activities like our Fall Carnival and a family reading day to invite our stakeholders. We have seen strong participation rates in these activities, PTA, and fundraising this year.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Complete		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to employ Targeted Case Manager (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed	Complete	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000 Add'l Targeted Case Manager (.5) 2000-2999: Classified Personnel Salaries Title I - Site 30,627	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 597,417 Add'l Targeted Case Manager (.5) 2000-2999: Classified Personnel Salaries Title I - Site 30,627
Advertise activities in multiple languages		Parent Liaison 2000-2999: Classified Personnel Salaries Site LCAP 10,389	Parent Liaison 2000-2999: Classified Personnel Salaries Site LCAP 0

Analysis

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

We continue to use site Title I funds to employ a fulltime Targeted Case Manager.

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

Families express that they are grateful for the TCM's support during LCAP meetings.

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

Our parent liaison moved away and we have not rehired for that position. We are prioritizing positions that work directly with students as we see reductions in funding.

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

We will not replace the parent liaison.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or higher.	2021-22 All Students: 90.14% English Learner: 91.87% Foster Youth: 90.82% Homeless: 85.02% Socioeconomically: 88.92% Students with Disabilities: 88.18% African American: 82.91% American Indian or Alaska Native: 87.97% Asian: 92.88% Filipino: 98.35% (6) Hispanic: 88.73% Native Hawaiian or Other Pacific Islander: 87.16% White: 90.88% Two or More Races: 90.10%
Priority 5: Pupil Engagement Chronic Absenteeism Rate		2021-22 All Students: 37.18% English Learner: 26.67% Foster Youth: 40.00% (4) Homeless: 54.39% Socioeconomically: 44.23% Students with Disabilities: 45.56% African American: 59.09% American Indian or Alaska Native: 50.00% (2) Asian: 18.92% (7) Filipino: 0.00% Hispanic: 47.80% Native Hawaiian or Other Pacific Islander: 66.67% (2) White: 31.63% Two or More Races: 43.04%
Priority 6: School Climate Suspension Rate		2021-2022 All Students: 0.32% (2) English Learner: 0.00% Foster Youth: 10.00% (1) Homeless: 1.75% (1) Socioeconomically: 0.25% (1) Students with Disabilities: 2.22% (2) African American: 4.55% (1) American Indian or Alaska Native: 0.00%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Asian: 0.00% Filipino: 0.00% Hispanic: 0.00% Native Hawaiian or Other Pacific Islander: 0.00% White: 0.30% (1) Two or More Races: 0.00%
Priority 6: School Climate Parent Survey	Complete	CUSD sent home a survey in January.
Priority 6: Local Indicator/Local tool for school climate PBIS	Complete	Emma Wilson sent home a Kahoot and will send a survey in May regarding PBIS.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Make teachers aware of PD opportunities	Complete	District PD Opportunity 1000-1999: Certificated Personnel Salaries Title II - District 430,000	District PD Opportunity 1000-1999: Certificated Personnel Salaries Title II - District 430,000
		Site PD Opportunity/Conferences Trauma PBIS 1000-1999: Certificated Personnel Salaries Title II - Site 6,000	Site PBIS PD 1000-1999: Certificated Personnel Salaries Title II - Site 2,000
Utilize Reset and Opportunity programs in lieu of suspension	No Opportunity Program this school year because a teacher could not be recruited for the program.	Reset/Opportunity Programs 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000	Reset/Opportunity Programs 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 165,368
CUSD will support student needs by employing the following staff: • Nurses • Targeted Case Manager • Counselor Assistant	Complete	Additional Elementary Counseling Assistant 2000-2999: Classified Personnel Salaries Site LCAP 4,644	Additional Elementary Counseling Assistant 2000-2999: Classified Personnel Salaries Site LCAP 4,644
		Nurses, Health Aides, LVNs (Total District	Nurses, Health Aides, LVNs (Total District

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• School Counselor • Health Assistants • Provide MNI Services as needed		Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 800,000	Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 842,707
		MNI (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	MNI (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 125,906
Employ campus supervisors to ensure adequate student supervision during unstructured times of the day (ie: recess) Maintain walkie-talkie radios and ensure that all staff carry them at all times	Complete	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,720,000
		Campus Supervisor 2000-2999: Classified Personnel Salaries Site LCAP 12,819	Campus Supervisor 2000-2999: Classified Personnel Salaries Site LCAP 12,819
		Additional Campus Supervision 2000-2999: Classified Personnel Salaries Site LCAP 5,000	Additional Campus Supervision 2000-2999: Classified Personnel Salaries Site LCAP 5,000
		Purchase New Radios 4000-4999: Books And Supplies Safe Schools 1,200	Purchase New Radios 4000-4999: Books And Supplies Safe Schools 0
		Health Office Supplies 4000-4999: Books And Supplies Safe Schools 500	Health Office Supplies 4000-4999: Books And Supplies Safe Schools 0
		Consultants to provide playground activities for student engagement: ASSIST 5800: Professional/Consulting Services And Operating Expenditures Site LCAP 13,000	Consultants to provide playground activities for student engagement: ASSIST 5800: Professional/Consulting Services And Operating Expenditures Site LCAP 13,000
Support Fine Arts, Music and PE programs as needed	Complete	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,720,000	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,790,554
Not applicable			

Analysis

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

The campus supervision funded by our site LCAP is critical. We have focused on our PBIS implementation this year and plan to fund PD for it next year.

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

We recruited all new yard duties except for one person this year. Funding to train them has been important as we focus on our PBIS implementation.

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

We did not spend on radios or health office materials. The radios were funded by district ESSER dollars and our health aide is out on maternity leave.

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

We will keep the planned line items for next year so we can attend the California PBIS conference next fall.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	183,654
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	107,456,323

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	107,456,323
LCAP - District	12,566,794
LCAP - Site	84,555
Title 1 - District	158,664
Title I - Site	242,350
Title II - District	162,632
Title II - Site	10,044
Title III - District	83,889

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

School Site Council Membership

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

x School Principal

x Classroom Teachers

x Other School Staff

x Parent or Community Members

Name of Members	Role
Mele Benz	Principal
Lynda West	Classroom Teacher
Lindsay Stalions	Classroom Teacher
Stacy Hansen	Classroom Teacher
Miriam Baldivid	Parent or Community Member
Ryan Fabian	Other School Staff
Kari Park	Parent or Community Member
Steven Hatcher	Parent or Community Member
Richard Priest	Parent or Community Member
Allie McGaugh	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 20, 2022.

Attested:

	Principal, Mele Benz on 4/20/2022
	SSC Chairperson, Lynda West on 4/20/2022

Addendum

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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