School Year: **2023-24**

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	Pleasant Valley High School
Address	1475 East Ave. Chico
County-District-School (CDS) Code	04-61424-0437558
Principal	Damon Whittaker
District Name	Chico Unified School District
SPSA Revision Date	5/11/23
Schoolsite Council (SSC) Approval Date	5/11/23
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.

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School Vision and Mission

The mission of Pleasant Valley High School is to ensure student success via a 9-12 sequence of Teaching, Learning, Assessment, and Support.

The vision of PV is driven by the following questions:

1) What do we want students to know and be able to do?
2) How will we know they have learned it?
3) How will we respond when they don't learn it?
4) How will we respond when they do?
5) How will we ensure that every student is connected to the PV community?

In collaborative teams we are addressing these questions on an ongoing basis with high expectations for student learning and continual improvement.

Viking Learner Outcomes
As Vikings we strive to be...
1. Collaborative
a. Reflective
b. Open-minded
c. Lead by influence
d. Interdependent
2. Creative
a. Inquirers
b. Accessing Information
c. Synthesizing Information
3 Critical Thinkers
a. Content/Knowledge
b. Problem-solving
c. Application
d. Analyze Information
4. Communicators
a. Verbal
b. Written
c. Agility and adaptability
d. Access/convey
Information efficiently and effectively
5. People of Character
a. Act with integrity and honesty
b. Take Initiative
c. Courageous

School Profile

Pleasant Valley High School is a four-year comprehensive high school. PV is fully accredited through 2020-2021 school year by the Western Association of Schools and Colleges. (PV's upcoming WASC study for accreditation was postponed until the spring of 2022 due to the Coronavirus pandemic.) Students come from a variety of ethnic and cultural backgrounds.

School personnel, students and parents continue to study ways to improve the school program. Our mission is to serve all students equitably in ways that meet their academic, career, personal and social needs. A core academic program is required of all students and a wide variety of elective courses in the areas of visual and performing arts, career technical arts, industrial technology and physical education. Career programs and a comprehensive special education program are also offered. There is a cooperative arrangement between Pleasant Valley High School and the local colleges that allows our students to enroll concurrently in college classes.

PV is recognized locally and state wide as a strong academic school. In 2007, PV was recognized as a California Distinguished School. We are one of only a few schools in California with an AP Capstone diploma program for students who want the most rigorous academic course of study. In addition, we offer courses in Math, English, Science, Social Science and Visual/Performing Arts along with AVID and Carl Perkins funded school-to-career pathways. We also have CTE grant funded Career and Technical Education Pathways. We have tech-prep classes, 2 + 2 college-articulated programs, and many Advanced Placement courses that can be taken for college credit. We strive to serve each student with and provide a variety of programs to meet the needs of students at this school.

During the 2020-2021 school year Pleasant Valley High School has undergone a major face lift. With monies received through CTE grants and district funds we have been able to remodel our cafeteria into what is now our Administration offices. The new Administration offices now stand in the front of our campus which created better access for our families. Additionally through CTE grants and district funding a brand new Cafeteria and Culinary Arts center has been built. This new building with state of the art modern equipment, including a video wall, multiple culinary lab stations and a larger dining area will support our growing population of students. Finally, we are proud to announce the remodeling of our old administration offices has become our new Medical pathway building. This building houses our Medical careers classes as well as our Sports medicine classes. Our future continues to look bright as we take further steps to modernize our campus. In the 2021-2022 school year we will be remodeling our C, D, and E buildings. Those buildings are where students attend classes in our Child Care Pathway, Graphic Arts and Design pathway, and our Industrial Technologies/Manufacturing pathway respectively.

We believe that each student must acquire a core education of basic skills while in high school. Additionally, we expect all students to achieve the high standards we have set for them.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed by the School Site Council, comprised of students, parents, and staff. The SSC meets a minimum of four times a year. Additionally, the SPSA is reviewed by the PVHS Instructional Council, a group of Department Chairs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	434	515	470
Grade 10	446	422	501
Grade 11	425	419	434
Grade 12	414	419	435
Total Enrollment	1,719	1,775	1,840

Conclusions based on this data:

1. Enrollment is sustaining/increasing each year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	22	26	38	1.30%	1.5%	2.1%
Fluent English Proficient (FEP)	222	220	232	12.90%	12.4%	12.6%
Reclassified Fluent English Proficient (RFEP)	3			13.6%		

Conclusions based on this data:

1. The number of English Learners enrolled significantly dropped in 18-19 . However, our reclassification rate dropped as well. Need to look at why?

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*			0			0					
Grade 11	381	388		359	379		359	379		94.2	97.7	
All Grades	382	388		359	379		359	379		94.0	97.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2662.	2642.		46.52	43.01		34.26	31.66		13.09	12.66		6.13	12.66	
All Grades	N/A	N/A	N/A	46.52	43.01		34.26	31.66		13.09	12.66		6.13	12.66	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	40.67	36.24		51.25	52.91		8.08	10.85	
All Grades	40.67	36.24		51.25	52.91		8.08	10.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	47.91	43.92		45.68	43.65		6.41	12.43	
All Grades	47.91	43.92		45.68	43.65		6.41	12.43	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.61	20.37		72.14	70.63		7.24	8.99	
All Grades	20.61	20.37		72.14	70.63		7.24	8.99	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	45.96	36.24		49.86	54.23		4.18	9.52	
All Grades	45.96	36.24		49.86	54.23		4.18	9.52	

Conclusions based on this data:

1. Participation rate remained high and writing continues to be a strength.
2. Reading and Listening sub-categories need to be addressed.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*			0			0					
Grade 11	381	387		363	377		363	377		95.3	97.4	
All Grades	382	387		363	377		363	377		95.0	97.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2632.	2611.		24.52	20.95		30.30	25.99		25.07	22.55		20.11	30.50	
All Grades	N/A	N/A	N/A	24.52	20.95		30.30	25.99		25.07	22.55		20.11	30.50	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	32.23	28.91		45.18	41.91		22.59	29.18	
All Grades	32.23	28.91		45.18	41.91		22.59	29.18	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.03	25.73		56.47	56.50		13.50	17.77	
All Grades	30.03	25.73		56.47	56.50		13.50	17.77	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.07	22.02		64.19	63.40		10.74	14.59	
All Grades	25.07	22.02		64.19	63.40		10.74	14.59	

Conclusions based on this data:

1. Participation rates continue to increase

2. Problem-solving skills remain relatively similar with the majority of our students at or near standard

3. Need to focus on Communicating Reasoning and Data Analysis.

School and Student Performance Data

ELPAC Results
2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		4	8	
10	*	*		*	*		*	*		9	6	
11	*	*		*	*		*	*		*	10	
12	*	*		*	*		*	*		5	6	
All Grades										21	30	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	9.52	20.00		38.10	43.33		28.57	13.33		23.81	23.33		21	30	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	38.10	50.00		33.33	26.67		4.76	13.33		23.81	10.00		21	30	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	3.33		9.52	23.33		42.86	36.67		47.62	36.67		21	30	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	3.33		47.62	63.33		52.38	33.33		21	30	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	76.19	86.67		0.00	6.67		23.81	6.67		21	30	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	6.67		47.62	46.67		52.38	46.67		21	30	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		76.19	76.67		23.81	23.33		21	30	

Conclusions based on this data:

1. Reading domain has drastically improved.
2. Need to focus on Listening, and Writing domain.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,775	**47.0**	**1.5**	**0.3**
Total Number of Students enrolled in Pleasant Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	1.5
Foster Youth	5	0.3
Homeless	31	1.7
Socioeconomically Disadvantaged	835	47.0
Students with Disabilities	247	13.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	2.4
American Indian	20	1.1
Asian	118	6.6
Filipino	17	1.0
Hispanic	358	20.2
Two or More Races	72	4.1
Pacific Islander	7	0.4
White	1,104	62.2

Conclusions based on this data:

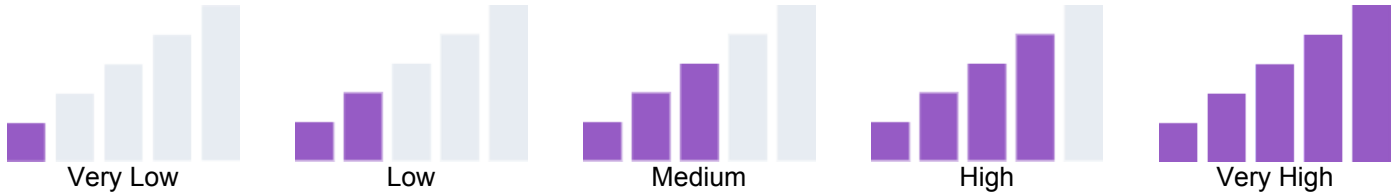
1. Socio-economically disadvantaged, homeless and foster youth will be a focus for our school. PV wants to ensure that students in these sub groups are being supported with resources.
2. Our Hispanic population is growing, does our hiring reflect this?

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Graduation Rate** Very High	**Suspension Rate** Medium
Mathematics Medium		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Math and ELA have become stagnant the last couple of years with no movement. 2021-2022 Math and English will be a focus for improvement.
2. College and Career data is representing well, our CTE pathways and courses are supporting this.
3. Suspension rate will be a focus moving forward, especially with our under represented sub groups.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	0	2	0	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
59.3 points above standard	9 Students	2 Students
377 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
8 Students	25.3 points above standard	100.4 points below standard
	164 Students	49 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 7 Students	No Performance Level 79.2 points above standard 24 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 13.1 points above standard 90 Students	No Performance Level 26.2 points above standard 12 Students	No Performance Level 1 Student	Very High 76.5 points above standard 225 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
5 Students	4 Students	66.0 points above standard 311 Students

Conclusions based on this data:

1. We need to identify why our English Learners ELA scores are not improving.
2. Supporting students with disabilities with resources will be a focus moving forward.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

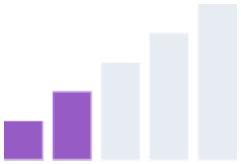
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	1	2	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium 14.7 points below standard 373 Students	No Performance Level 10 Students	No Performance Level 2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 7 Students	Medium 51.8 points below standard 162 Students	Very Low 156.3 points below standard 47 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students	No Performance Level 7 Students	No Performance Level 15.8 points above standard 24 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 62.6 points below standard 89 Students	No Performance Level 38.3 points below standard 12 Students	No Performance Level 1 Student	Medium 0.3 points below standard 222 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
6 Students	4 Students	8.1 points below standard 307 Students

Conclusions based on this data:

1. Need to identify why SWD scores are so low.
2. While Math remains low, overall our Math scores are exceeding the state averages in all subgroups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
50.0 making progress towards English language proficiency
Number of EL Students: 24 Students
Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	33.3%	0.0%	50.0%

Conclusions based on this data:

1. According to the data our EL students are progressing towards re-designation.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1. The grants ARE working!!!
2. CTE pathways are an effective way to reach our homeless student population.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. No data to report.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	2	3

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
96% graduated	Less than 11 Students	Less than 11 Students
423 Students	7 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
High	Very High	Medium
94.3% graduated	95.3% graduated	80% graduated
35 Students	235 Students	55 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	No Performance Level
Less than 11 Students	Less than 11 Students	94.1% graduated	Less than 11 Students
6 Students	2 Students	34 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level	No Performance Level	Very High
97.1% graduated	92.3% graduated	Less than 11 Students	96.5% graduated
70 Students	13 Students	5 Students	282 Students

Conclusions based on this data:

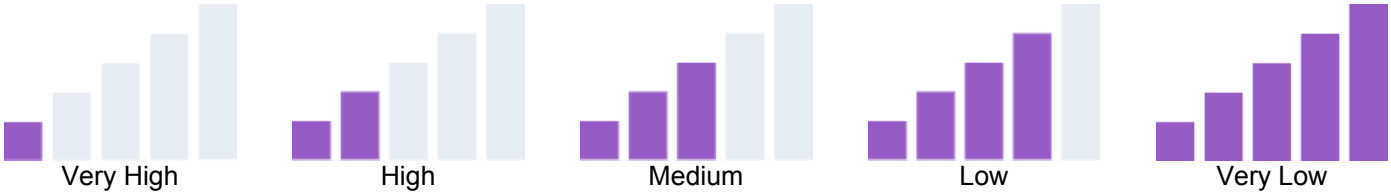
1. Hispanic students are maintaining. Asian students decreased a little but had strong test scores junior year, where is the disconnect.
2. SWD did not improve. How can we support SWD with resources to raise the graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

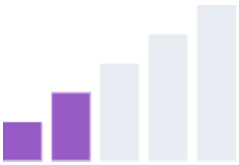
Very High	High	Medium	Low	Very Low
1	4	4	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
4.7% suspended at least one day	7.5% suspended at least one day	18.8% suspended at least one day
1886 Students	40 Students	16 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	Medium	Very High
6.4% suspended at least one day	6% suspended at least one day	10.9% suspended at least one day
47 Students	935 Students	276 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High	No Performance Level	Medium	No Performance Level
6.1% suspended at least one day	13% suspended at least one day	1.6% suspended at least one day	5.6% suspended at least one day
49 Students	23 Students	123 Students	18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Medium	High	No Performance Level	Medium
4.2% suspended at least one day	8.2% suspended at least one day	Less than 11 Students	4.5% suspended at least one day
381 Students	122 Students	7 Students	1163 Students

Conclusions based on this data:

1. suspension rates among all subgroups increased. What are the factors related to our suspension and can we mitigate any to reduces these 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.

Additional Targeted Support and Improvement (ATSI): For Pleasant Valley High School, the Students with Disabilities student group is receiving services needed to improve outcomes in areas of need as identified by the California State Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	In 2019-2020, 100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021,100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021, 100% of all CUSD students have 1:1 device access.	Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain 100%
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2021-2022 All Students: 59.3 points over English Learner: 108.9 points under Foster Youth: N/A Homeless: N/A Socioeconomically: 25.3 points over Students with Disabilities: 100.4 points under African American: N/A American Indian or Alaska Native: N/A Asian: 79.2 points over Filipino: N/A Hispanic: 13.1 points over Native Hawaiian or Other Pacific Islander: N/A White: 76.5 points over Two or More Races: 26.2 points below	Increase by 2%.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2021-2022 All Students: 14.7 points under English Learner: 108.9 points under Foster Youth: N/A Homeless: N/A Socioeconomically: 51.8 points under Students with Disabilities: 156.3 points under African American: N/A American Indian or Alaska Native: N/A Asian: 15.8 points over Filipino: N/A Hispanic: 62.6 points under Native Hawaiian or Other Pacific Islander: N/A White: 0.3 points under Two or More Races: 38.3 points below	Increase by 2%

Metric/Indicator	Baseline	Expected Outcome
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	2021-2022 All Students: 35.8% English Learner: 0% Homeless: 13.33% Foster Youth: N/A Economically disadvantaged: 29.48% Students With Disabilities: 4.84% Filipino: N/A African American: 42.86% American Indian or Alaska Native: N/A Asian: 40.35% Hispanic: 25.49% Native Hawaiian or Pacific Islander: N/A White: 38.4% Two or more races: 38.89%	N/A
Priority 7: Course Access - High School Honors Enrollment	2021-22 All Students: 22.34% English Learner: 10.71% Foster Youth: 0.00% Homeless: 8.82% Socioeconomically: 13.43% Students with Disabilities: 0.00% African American: N/A American Indian or Alaska Native: N/A Asian: 0.00% Filipino: N/A Hispanic: 12.50% Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: N/A	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 4: Pupil Achievement Local Indicator: A-G Completion	2020-21 All Students: 47.50% English Learner: 0.00% Foster Youth: N/A Homeless: 26.30% Socioeconomically: 35.30% Students with Disabilities: 14.80% African American: N/A American Indian or Alaska Native: N/A Asian: 48.50% Filipino: N/A Hispanic: 35.40% Native Hawaiian or Other Pacific Islander: N/A White: 50.60% Two or More Races: 69.20%	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 4: Pupil Achievement Local indicator - CTE Pathway Completion	All Students: 23.90% English Learner: 0.00% Foster Youth: N/A	All student groups will show progress moving toward the All Students

Metric/Indicator	Baseline	Expected Outcome
	Homeless: 6.30% Socioeconomically: 19.20% Students with Disabilities: 9.10% African American: N/A American Indian or Alaska Native: N/A Asian: 6.90% Filipino: N/A Hispanic: 17.30% Native Hawaiian or Other Pacific Islander: N//A White: 27.00% Two or More Races: 43.80%	group. The All Students group will show improvement as well.
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2021-2022 All Students: 0.37% (7) English Learner: 3.45% (1) Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.64% (0) Students with Disabilities: 0.36% (1) African American: 0.00% American Indian or Alaska Native: 0.00% Asian: 1.63% (2) Filipino: 0.00% Hispanic: 1.31% (5) Native Hawaiian or Other Pacific Islander: 0.00% White: 0.00% Two or More Races: 0.00%	Increase the percentage of students improving by one level or more on the ELPAC.
Priority 4: Pupil Achievement - Reclassification Rate	2020-2021 All Students: N/A English Learner: 10.00% (3)	Increase the reclassification rate for English Learners by 2%.
Priority 4: Pupil Achievement Local Indicator - Graduates Passing an AP Exam with a score of 3 or higher	2020-21 All Students: 13.84% (58) English Learner: 0.00% (0) Foster Youth: 0.00% Homeless: 2.50% (1) Socioeconomically: 5.29% (11) Students with Disabilities: 0.00% African American: 30.00% (3) American Indian or Alaska Native: 25.00% (1) Asian: 27.59% (8) Filipino: 100.00% (3) Hispanic: 8.00% (6) Native Hawaiian or Other Pacific Islander: 0.00% White: 12.96% (35) Two or More Races: 6.25% (1)	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate	All Students: 57.32% (180) English Learner: N/A Foster Youth: N/A Homeless: N/A	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.

Metric/Indicator	Baseline	Expected Outcome
	Socioeconomically: 61.67% (37) Students with Disabilities: 0.00% (0) African American: 46.67% (7) American Indian or Alaska Native: 100.00% (2) Asian: 51.22% (21) Filipino: 50.00% (3) Hispanic: 53.57% (15) Native Hawaiian or Other Pacific Islander: 33.33% (1) White: 60.29% (126) Two or More Races: 50.00% (4)	
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	2021-2022 All Students: 4.10% (17) English Learner: 7.10% (1) Foster Youth: N/A Homeless: 15.60% (5) Socioeconomically: 5.80% (12) Students with Disabilities: 6.20% (4) African American: N/A American Indian or Alaska Native: N/A Asian: 0.00% Filipino: N/A Hispanic: 4.00% (3) Native Hawaiian or Other Pacific Islander: N/A White: 4.10% (11) Two or More Races: 6.30% (1)	Decrease by 1%.
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	2021-2022 All Students: 92.60% (386) English Learner: 85.70% (12) Foster Youth: N/A Homeless: 81.3% (26) Socioeconomically: 89.9% (186) Students with Disabilities: 73.80% (48) African American: N/A American Indian or Alaska Native: N/A Asian: 100% (28) Filipino: N/A Hispanic: 90.70% (68) White: 92.6% (249) Two or More Races: 87.50% (14)	All student groups will increase by 1%.
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	N/A	N/A

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,000,000
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

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0

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 Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 8

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	621,110

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

Strategy/Activity 11

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 12

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,606,804

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

Strategy/Activity 13

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 14

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	39,386
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 15

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social-Emotional Learning, Supports, and Interventions

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

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

1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).

2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.

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

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

Additional Targeted Support and Improvement (ATSI): For Pleasant Valley High School, the Students with Disabilities student group is receiving services needed to improve outcomes in areas of need as identified by the California State Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2022-2023 Targeted Case Manager Contacts by Percentage and (Contacts) All Students: 3.8% (73) English Learner: 13.0% (6) Foster Youth: 24.00% (6) Homeless: 31.3% (15) Socioeconomically: 5.9% (69) Students with Disabilities: 8.4% (24) African American: 7.8% (4) American Indian or Alaska Native: 16.0% (4) Asian: 6.9% (8) Filipino: 0.00% (0) Hispanic: 3.4% (14) White: 3.0% (35) Two or More Races: 6.3% (6)	Targeted Cased Manager Contacts will increase.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2022-2023 Social-Emotional Contacts by Percentage and (Contacts) All Students: 39.5% (760) English Learner: 69.6% (32) Foster Youth: 60.00% (15) Homeless: 75.00% (36) Socioeconomically: 43.1% (503) Students with Disabilities: 42.5% (122) African American: 51.0% (26) American Indian or Alaska Native: 52.0% (13) Asian: 35.3% (41) Filipino: 36.8% (7) Hispanic: 40.5% (166) White: 37.4% (432) Two or More Races: 50.0% (48)	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	2022-2023 Percentage of Students with an Associated Parent Portal Account All Students: 99.9% (1,775) English Learner: 100.0% (38) Foster Youth: 100.0% (15) Homeless: 100.0% (30) Socioeconomically: 99.9% (1,057) Students with Disabilities: 99.6% (1,057) African American: 100.0% (47) American Indian or Alaska Native: 100.0% (22) Asian: 100.0% (47) Filipino: 100.00% (19) Hispanic: 100.0% (381) Native Hawaiian or Other Pacific Islander: 100.00% (3) White: 99.8% (1,070) Two or More Races: 100.0% (87)	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	2022-2023 All Students: 94.8% English Learner: 92.4% Foster Youth: 90.2% Homeless: 91.5% Socioeconomically: 94.1% Students with Disabilities: 91.5% African American: 95.9% American Indian or Alaska Native: 91.4% Asian: 95.4% Filipino: 97.7% Hispanic: 94.7% Native Hawaiian or Other Pacific Islander: 97.8% White: 94.8% Two or More Races: 95.0%	Attendance rate will increase to 95.5%.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-2022 All Students: 23.21% English Learner: 25.71% (9) Foster Youth: 25.00% (3) Homeless: 45.61% Socioeconomically: 29.65%	All students will decline by a minimum of 1.5 percentage points in grades K-8.

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities: 40.44% African American: 23.40% American Indian or Alaska Native: 47.83% Asian: 14.63% Filipino: 11.76% Hispanic: 23.08% Native Hawaiian or Other Pacific Islander: 0.00% White: 23.05% Two or More Races: 33.75%	
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2022-2023 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 62.4% (8,201) English Learner: 68.2% (105) Foster Youth: 75.0% (66) Homeless: 58.2% (128) Socioeconomically: 60.7% (4,772) Students with Disabilities: 58.4% (963) African American: 60.7% (207) American Indian or Alaska Native: 43.6% (48) Asian: 63.9% (499) Filipino: 68.5% (98) Hispanic: 60.9% (1,600) White: 63.2% (5,073) Two or More Races: 56.0% (437)	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	2,022,192
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

Amount	0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Behavioral Instruction and Supports

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

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

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

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

Additional Targeted Support and Improvement (ATSI): For Pleasant Valley High School, the Students with Disabilities student group is receiving services needed to improve outcomes in areas of need as identified by the California State Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate - Suspension Rate	2022-2023 All Students: 3.6% (70) English Learner: 8.7% (4) Foster Youth: 20.0% (5) Homeless: 14.9% (7) Socioeconomically: 5.6% (65) Students with Disabilities: 8.7% (25) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: 7.1% (1) Native Hawaiian or Other Pacific Islander: N/A White: 23.8% (5) Two or More Races: 25.0% (1)	All student groups will decline by a minimum of .9 percentage points.
Priority 6: School Climate - Expulsion Rate	2022-2023 All Students: 0.2% (3) English Learner: N/A Foster Youth: N/A Homeless: N/A Socioeconomically: 0.3% (3) Students with Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: N/A Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: N/A	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2022-2023 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 72.3% (2,588) English Learner: 71.4% (30) Foster Youth: 91.7% (22) Homeless: 75.0% (45) Socioeconomically: 72.1% (1,547) Students with Disabilities: 70.9% (319) African American: 73.1% (68) American Indian or Alaska Native: 53.3% (16) Asian: 76.5% (163) Filipino: 76.9% (30) Hispanic: 72.7% (521) Native Hawaiian or Other Pacific Islander: 80.0% (4) White: 72.5% (1,588) Two or More Races: 65.3% (139)	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	Maintain 100%	Maintained
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100%	Maintained
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100%	Maintained
Priority 1: Basic - School Facilities in Good Repair	Maintain 100%	Maintained
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	Maintain 100%	Maintained
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	These assessments will take place in April, 2022	2021-2022 All Students: 59.3 points over English Learner: 108.9 points under Foster Youth: N/A Homeless: N/A Socioeconomically: 25.3 points over Students with Disabilities: 100.4 points under African American: N/A American Indian or Alaska Native: N/A Asian: 79.2 points over Filipino: N/A Hispanic: 13.1 points over Native Hawaiian or Other Pacific Islander: N/A White: 76.5 points over Two or More Races: 26.2 points below
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	These assessments will take place in April, 2022	2021-2022 All Students: 14.7 points under English Learner: 108.9 points under Foster Youth: N/A Homeless: N/A Socioeconomically: 51.8 points under Students with Disabilities: 156.3 points under African American: N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes
		American Indian or Alaska Native: N/A Asian: 15.8 points over Filipino: N/A Hispanic: 62.6 points under Native Hawaiian or Other Pacific Islander: N/A White: 0.3 points under Two or More Races: 38.3 points below
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	This assessment will take place in April, 2022	2021-2022 All Students: 35.8% English Learner: 0% Homeless: 13.33% Foster Youth: N/A Economically disadvantaged: 29.48% Students With Disabilities: 4.84% Filipino: N/A African American: 42.86% American Indian or Alaska Native: N/A Asian: 40.35% Hispanic: 25.49% Native Hawaiian or Pacific Islander: N/A White: 38.4% Two or more races: 38.89%
Priority 7: Course Access - High School Honors Enrollment	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2021-22 All Students: 22.34% English Learner: 10.71% Foster Youth: 0.00% Homeless: 8.82% Socioeconomically: 13.43% Students with Disabilities: 0.00% African American: N/A American Indian or Alaska Native: N/A Asian: 0.00% Filipino: N/A Hispanic: 12.50% Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: N/A
Priority 4: Pupil Achievement Local Indicator: A-G Completion	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2020-21 All Students: 47.50% English Learner: 0.00% Foster Youth: N/A Homeless: 26.30% Socioeconomically: 35.30% Students with Disabilities: 14.80% African American: N/A American Indian or Alaska Native: N/A Asian: 48.50%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Filipino: N/A Hispanic: 35.40% Native Hawaiian or Other Pacific Islander: N/A White: 50.60% Two or More Races: 69.20%
Priority 4: Pupil Achievement Local indicator - CTE Pathway Completion	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	All Students: 23.90% English Learner: 0.00% Foster Youth: N/A Homeless: 6.30% Socioeconomically: 19.20% Students with Disabilities: 9.10% African American: N/A American Indian or Alaska Native: N/A Asian: 6.90% Filipino: N/A Hispanic: 17.30% Native Hawaiian or Other Pacific Islander: N//A White: 27.00% Two or More Races: 43.80%
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	Increase the percentage of students improving by one level or more on the ELPAC.	2020-2021 All Students: 28.57% (6) English Learner: 28.57% (6) Foster Youth: N/A Homeless: 0.00% Socioeconomically: 29.41% (5) Students with Disabilities: 22.22% (2) African American: N/A American Indian or Alaska Native: N/A Asian: 14.29% (1) Filipino: N/A Hispanic: 30.77% Native Hawaiian or Other Pacific Islander: N/A White: 100.00% (1) Two or More Races: N/A
Priority 4: Pupil Achievement - Reclassification Rate	Increase the reclassification rate for English Learners by 2%.	2020-2021 All Students: N/A English Learner: 10.00% (3)
Priority 4: Pupil Achievement Local Indicator - Graduates Passing an AP Exam with a score of 3 or higher	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2020-21 All Students: 13.84% (58) English Learner: 0.00% (0) Foster Youth: 0.00% Homeless: 2.50% (1) Socioeconomically: 5.29% (11) Students with Disabilities: 0.00% African American: 30.00% (3) American Indian or Alaska Native: 25.00% (1) Asian: 27.59% (8) Filipino: 100.00% (3)

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Hispanic: 8.00% (6) Native Hawaiian or Other Pacific Islander: 0.00% White: 12.96% (35) Two or More Races: 6.25% (1)
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	All Students: 57.32% (180) English Learner: N/A Foster Youth: N/A Homeless: N/A Socioeconomically: 61.67% (37) Students with Disabilities: 0.00% (0) African American: 46.67% (7) American Indian or Alaska Native: 100.00% (2) Asian: 51.22% (21) Filipino: 50.00% (3) Hispanic: 53.57% (15) Native Hawaiian or Other Pacific Islander: 33.33% (1) White: 60.29% (126) Two or More Races: 50.00% (4)
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	Decrease by 1%.	2020-21 All Students: 3.00% English Learner: 7.00% Foster Youth: N/A Homeless: 15.00% Socioeconomically: 4.00% Students with Disabilities: 3.00% African American: N/A American Indian or Alaska Native: N/A Asian: 0.00% Filipino: N/A Hispanic: 4.00% Native Hawaiian or Other Pacific Islander: N/A White: 3.00% Two or More Races: 6.00%
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	All student groups will increase by 1%.	2021-2022 All Students: 96.0% (406) English Learner: N/A Foster Youth: N/A Homeless: 94.3% (33) Socioeconomically: 95.3% (224) Students with Disabilities: 80.0% (44) African American: N/A American Indian or Alaska Native: N/A Asian: 94.1% (32) Filipino: N/A Hispanic: 97.1% (68) White: 96.5% (272) Two or More Races: 92.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	N/A	N/A

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 116,566	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 123,962
Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.	Completed	LCFF Funds: $997,275 and Other State Funds: $603,925 4000-4999: Books And Supplies LCFF - District Supplemental 2,480,622	4000-4999: Books And Supplies LCFF - District Supplemental 2,844,266
Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	Completed	4000-4999: Books And Supplies LCFF - District Supplemental 527,052	4000-4999: Books And Supplies LCFF - District Supplemental 385,771
Facilities Maintenance - Regularly inspect and maintain facilities	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 5,562,008	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 6,171,674
Implementation of District Wide Assessments - CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state,	Completed	0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs.			
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.	Completed	0	0
Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.	Completed	LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,899,323	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,912,991
After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.	Completed	Includes Chico Area Recreation District Contract 1000-1999: Certificated Personnel Salaries Grant Funding 2,771,350	1000-1999: Certificated Personnel Salaries Grant Funding 2,238,649
District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.	Completed	0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Completed	Local Funds: 60,820 and Federal One Time Funds: 249,735 1000-1999: Certificated Personnel Salaries One Time District Funding 520,747	1000-1999: Certificated Personnel Salaries One Time District Funding 579,661
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)	Completed	LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 898,957	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 966,227
Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,100,405	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,051,569

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,176,020	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,248,013
Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 152,366	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 100,008
Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.	Completed	LCFF Funds: 733,000 and Other State Funds: 305,214 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,714,709	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,030,416

Analysis

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

PVHS will have access to curriculum, instructional materials and technology to support student achievement. All P"VHS classrooms have ViewSonic monitors mounted or on a portable cart for teacher and student use. In addition all PVHS students are 1 to 1 with Chromebooks. PVHS will continue to implement and develop our Multi-Tiered System of Support (MTSS) for our students. PVHS has a dedicated MTSS coordinator who receives a release period during the day to focus on best practices related to Tiered intervention for all students. MTSS coordinator provides professional development during faculty meetings. All students receive Tier 1 intervention. The ongoing development of Tier 2 and Tier 3 interventions will continue during the 2023-24 school year.

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

100% of our students have 1 to 1 Chromebooks. Teacher have received ViewSonic training and are effectively using the ViewSonic technology in their classrooms. Collaboration time is used by teachers to share best practices related to instruction, common assessments, and classroom interventions.

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

No material differences in the proposed and actual expenditures

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

PVHS will foster a schoolwide culture focused on data analysis, reflection, and continuous improvement to support all students. PVHS will further develop our Multi-Tiered System of Supports (MTSS) to ensure a welcoming environment that engages students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Parental Involvement	2020-21 Targeted Case Manager Contacts by Percentage and (Contacts per Student) *All Students - 16.8% (0.6) *English Learners - 60.6% (3.4) *Foster Youth - 60.6% (2.2) *Homeless - 61.1% (3.1) *Socioeconomically Disadvantaged - 26.0% (1.0) *Students with Disabilities - 22.3% (0.9) *African American - 28.0% (1.1) *American Indian/Alaska Native - 22.3% (0.6) *Asian - 28.9% (1.3) *Filipino - 12.5% (0.3) *Hispanic - 25.1% (1.0) *Native Hawaiian or Other Pacific Islander - 29.6% (0.7) *White - 10.6% (0.3) *Two or more races - 18.2% (0.5)	2022-2023 Targeted Case Manager Contacts by Percentage and (Contacts) All Students: 3.8% (73) English Learner: 13.0% (6) Foster Youth: 24.00% (6) Homeless: 31.3% (15) Socioeconomically: 5.9% (69) Students with Disabilities: 8.4% (24) African American: 7.8% (4) American Indian or Alaska Native: 16.0% (4) Asian: 6.9% (8) Filipino: 0.00% (0) Hispanic: 3.4% (14) White: 3.0% (35) Two or More Races: 6.3% (6)
Priority 3: Parental Involvement	Maintain 100%	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.	2022-2023 Social-Emotional Contacts by Percentage and (Contacts) All Students: 39.5% (760) English Learner: 69.6% (32) Foster Youth: 60.00% (15) Homeless: 75.00% (36) Socioeconomically: 43.1% (503) Students with Disabilities: 42.5% (122) African American: 51.0% (26) American Indian or Alaska Native: 52.0% (13) Asian: 35.3% (41) Filipino: 36.8% (7) Hispanic: 40.5% (166) White: 37.4% (432) Two or More Races: 50.0% (48)

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Parental Involvement	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.	2022-2023 Percentage of Students with an Associated Parent Portal Account All Students: 99.9% (1,775) English Learner: 100.0% (38) Foster Youth: 100.0% (15) Homeless: 100.0% (30) Socioeconomically: 99.9% (1,057) Students with Disabilities: 99.6% (1,057) African American: 100.0% (47) American Indian or Alaska Native: 100.0% (22) Asian: 100.0% (47) Filipino: 100.00% (19) Hispanic: 100.0% (381) Native Hawaiian or Other Pacific Islander: 100.00% (3) White: 99.8% (1,070) Two or More Races: 100.0% (87)
Priority 3: Parent Involvement	Parent/Guardian engagement with CUSD via social media will increase form the previous year.	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480
Priority 6: School Climate	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	Some CUSD staff received professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2020-2021 *All Students - 92.1% *English Learners - 92.2% *Foster Youth - 85.3% *Homeless - 81.7% *Socioeconomically Disadvantaged - 90.2% *Students with Disabilities - 90.3% *African American - 88.0% *American Indian/Alaska Native - 86.6% *Asian - 95.2% *Filipino - 95.7% *Hispanic - 91.0% *Native Hawaiian or Other Pacific Islander - 92.3% *White - 93.2% *Two or more races - 91.0%	2022-2023 All Students: 94.8% English Learner: 92.4% Foster Youth: 90.2% Homeless: 91.5% Socioeconomically: 94.1% Students with Disabilities: 91.5% African American: 95.9% American Indian or Alaska Native: 91.4% Asian: 95.4% Filipino: 97.7% Hispanic: 94.7% Native Hawaiian or Other Pacific Islander: 97.8% White: 94.8% Two or More Races: 95.0%
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	All students will decline by a minimum of 1.5 percentage points in grades K-8.	2021-2022 All Students: 23.21% English Learner: 25.71% (9) Foster Youth: 25.00% (3) Homeless: 45.61% Socioeconomically: 29.65% Students with Disabilities: 40.44%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		African American: 23.40% American Indian or Alaska Native: 47.83% Asian: 14.63% Filipino: 11.76% Hispanic: 23.08% Native Hawaiian or Other Pacific Islander: 0.00% White: 23.05% Two or More Races: 33.75%
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.	2022-2023 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 62.4% (8,201) English Learner: 68.2% (105) Foster Youth: 75.0% (66) Homeless: 58.2% (128) Socioeconomically: 60.7% (4,772) Students with Disabilities: 58.4% (963) African American: 60.7% (207) American Indian or Alaska Native: 43.6% (48) Asian: 63.9% (499) Filipino: 68.5% (98) Hispanic: 60.9% (1,600) White: 63.2% (5,073) Two or More Races: 56.0% (437)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.	Not complete for 100% of staff	0	0
Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,183,212	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,158,813

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

Analysis

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

Pleasant Valley High School has 2 full time wellness counselors to support the social emotional needs of our students. In addition, Pleasant Valley High School also has a wellness center available to students throughout the school year. Pleasant Valley High School has a part-time targeted case manager to support our families with academic, social-emotion, behavioral, and resource needs. PVHS hopes to increase the targeted case manager to full time by the 23-24 school year. Pleasant Valley High School utilizes climate surveys, and Kelvin surveys to better understand the needs of our students and families.

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

The strategies and activities have been highly effective in achievement of the goals based on feedback data from surveys and wellness center intake data.

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

No material differences.

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

Increase to a full time targeted case manager by the 23-24 school year. As a staff look at Kelvin survey and school climate data and collaborate ideas for student support.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 6: School Climate - Suspension Rate	All student groups will decline by a minimum of .9 percentage points.	2022-2023 All Students: 3.6% (70) English Learner: 8.7% (4) Foster Youth: 20.0% (5) Homeless: 14.9% (7) Socioeconomically: 5.6% (65) Students with Disabilities: 8.7% (25) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: 7.1% (1) Native Hawaiian or Other Pacific Islander: N/A White: 23.8% (5) Two or More Races: 25.0% (1)
Priority 6: School Climate - Expulsion Rate	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.	2022-2023 All Students: 0.2% (3) English Learner: N/A Foster Youth: N/A Homeless: N/A Socioeconomically: 0.3% (3) Students with Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: N/A Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: N/A
Priority 6: Local Indicator/Local tool for school climate: School Safety	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.	2022-2023 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 72.3% (2,588) English Learner: 71.4% (30) Foster Youth: 91.7% (22) Homeless: 75.0% (45) Socioeconomically: 72.1% (1,547)

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Students with Disabilities: 70.9% (319) African American: 73.1% (68) American Indian or Alaska Native: 53.3% (16) Asian: 76.5% (163) Filipino: 76.9% (30) Hispanic: 72.7% (521) Native Hawaiian or Other Pacific Islander: 80.0% (4) White: 72.5% (1,588) Two or More Races: 65.3% (139)

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways: * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman) * Elementary Out of School Suspension Alternatives (e.g. Reset program) * Alternative Education Supplemental Staffing	Completed	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 772,729	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 944,903
Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 873,770	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 911,390
Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.	Completed	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,264,109	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,425,285

Analysis

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

Pleasant Valley High School has several programs on campus to support positive student behaviors and climate.
A) PBIS team which includes, counselors, registrar, campus supervisors, teachers, and admin.
B) Viking committed is a school wide focus. Students are taught the Circle Values...Commitment, Integrity, Respect, Champions, Learning, and Excellence.
C) Pleasant Valley High School has over 25 clubs and organizations that students can join. Each club/organization has a faculty member as an advisor to students.

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

A) PVHS has implemented Viking pride cards to reward students who demonstrate positive behaviors, attitudes and work ethic. Students can turn in their Viking Pride cards for rewards through the student store (The Viking Vault)
B) Circle Values are shared with students through Athletics, Music, Academic Success classes
C) Students meet weekly, bi monthly, and regularly throughout the semester with their clubs, and advisors.
D) PVHS uses Kelvin Surveys to gage student feedback related to school culture and school climate.

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

No differences

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

No changes

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

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

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	136,460,966
LCAP - District	15,343,623
LCAP - Site	148,156
Title 1 - District	859,163
Title 1 - Site	0
Title II - District	342,566
Title II - Site	50,181
Title III - District	92,949

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Maddie Margetts	Secondary Student
Chloe White	Secondary Student
Susan Warren	Parent or Community Member
Tierra Lloyd	Parent or Community Member
Robin Cook	Parent or Community Member
Charlotte Mallory	Other School Staff
Kelsey Allen	Classroom Teacher
Ray Barber	Classroom Teacher
Damon Whittaker	Principal
Lacey Coulson	Classroom Teacher
Jessica Hunt	Parent or Community Member
Gavin Pasillas	Secondary Student

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
	State Compensatory Education 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 May. 11th, 2023.

Attested:

	Principal, Damon Whittaker on 5/11/2023
	SSC Chairperson, Suzanne Warren on 5/11/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual 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 Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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