



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

Sierra View Elementary School

Address

1598 Hooker Oak Avenue
Chico, CA 95926

County-District-School (CDS) Code	04-61424-6003107
Principal	Kimberly Rodgers
District Name	Chico Unified School District
SPSA Revision Date	May 6, 2022
Schoolsite Council (SSC) Approval Date	May 4, 2023
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

Our School Brand is: SOARing Towards Excellence, Where Eagles Learn to Fly!

Sierra View's Vision and Mission Statements:

Our vision is to prepare 21st-Century Learners in an environment that fosters responsibility, respect, and compassion within an academically challenging framework.

Sierra View's Mission is to:

Sierra View Elementary is devoted to providing an academic environment based on collaboration, critical thinking, communication, and creativity while teaching personal responsibility and self-monitoring skills. This is accomplished by choosing an academically rigorous curriculum that puts these skills at the forefront, taking the whole child into focus during planning and instruction in a safe and respectful environment that celebrates diversity and fosters lifelong learning with the support of their families.

School Profile

Sierra View is a neighborhood school serving students in kindergarten through fifth grades. We take great pride in our Academic Plus focus that strongly centers around providing rigorous instruction in reading, writing and math, rounded out by a solid curriculum in composition, science, history, and geography. We are committed to developing the whole child. The Academic Plus program is designed to instill within each child confidence, a sense of responsibility, pride in accomplishment, and a positive self-image through academic achievement. Our classroom setting utilizes large-group interaction, targeted small-group instruction, and independent seatwork to help make the learning experience exciting and enjoyable. The average class size is an average of twenty-four students in kindergarten through second grade and thirty students in fourth and fifth grades.

Sierra View's Credentialed Staff includes one Site Administrator and twenty-one full-time General Education teachers in kindergarten through fifth grade. We have one full-time Education Specialist teacher, two Moderate and Severe teachers, and one Speech and Language Specialist who serve all students who have an Individual Education Plan (IEP). Our Fine Arts Specialist provides visual and performing arts lessons. We have one P.E./Health Specialist that provides physical education activities and health lessons to first through fifth graders. We have two Music Specialists who work with all students in Kindergarten, fourth and fifth grades. In addition, we have a Teacher/Student Support teacher that facilitates the School Based Intervention Team process in creating an intervention plan for students with specific academic, behavioral, and social-emotional needs. We also have a Reading Pals program that provides students with reading support, working one-to-one with community volunteers. District support is given by a one-day-a-week School Psychologist. Butte County Office of Education also provides support with Occupational Therapy, Visually Impaired, Adaptive P.E, etc. In addition to the above, the School District provides each campus with a District Leadership Council representative as well as a Multi-Tiered System of Support Coordinator.

The Sierra View Wellness Team consists of a Targeted Case Manager (TCM), a Counselor, and one Counseling Assistant. The counselor provides individual and small-group counseling services. The Counseling Assistant utilizes the Power of Play (P.O.P.), Playing and Learning Solutions (P.A.L.S.) programs and provides friendship groups. The wellness team conducts weekly, whole-class social and emotional lessons, utilizing the Kimochis program, Tool Box, and Second Step curriculum in kindergarten through fifth grade.

In addition to the teaching staff, Sierra View's team includes many Support Staff. This team includes our Office Manager, Attendance Clerk, Health Assistant, and Nurse one day per week. Our Computer Paraprofessional manages our digital devices, programs, and instruction, including the production of SVTV. Sierra View's Library Aide supports students and staff by overseeing the library media center. This includes circulation and maintenance of the library materials. We have one Instructional Bilingual Aide who provides English Language Development services in grades first through fifth, four general education Instructional Paraprofessionals and two Parent Classroom Aides. Our Cafeteria Manager and Assistant provide nutritious breakfasts and lunches daily. Lastly, we have one Senior Custodian working full-time during the school day, one full-time Night Custodian, and one part-time Night Custodian.

The parent community at Sierra View Elementary is a key factor contributing to our positive school culture and student success. The Parent Teacher Organization (PTO) and the School Site Council give educational program support. Parents are involved with their children's education on a variety of levels. Parent volunteers make up an important part of our daily school population. They dedicate countless hours working in the classroom. Parent volunteers are instrumental in providing campus beautification projects, and working in the school garden and library. The PTO meets monthly and helps coordinate many school events, as well as fundraising for specific projects (track, playground equipment, office supplies, teacher materials, and so much more). The School Site Council (SSC) meets at least three times per year. This council is made up of half parents and half school staff. This committee provides input into the development of the Single Plan for Student Achievement and approves how categorical money is to be spent (LCAP, Safe Schools, and Title II). Parent participation in their child's education is highly encouraged and welcomed! We also welcome their support and commitment to becoming a part of our school community. Studies show the more a parent is involved in their child's education, the more successful their child will be. We value this partnership in promoting our students' academic and social-emotional success at Sierra View.

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 School Plan for Student Achievement (SPSA) is overseen by the School Site Council (SSC). The SSC is comprised of teachers, staff, and parents. All members of the SSC must be elected by the school community. The SSC meets a minimum of three times a year to discuss student achievement based on data that has been collected. Each of the SSC members received a copy of the SPSA for review and input.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	66	57	79
Grade 1	79	69	59
Grade 2	73	89	72
Grade3	88	69	93
Grade 4	92	78	70
Grade 5	90	88	79
Total Enrollment	488	450	456

Conclusions based on this data:

1. Last year, our enrollment declined significantly from the 2020-2021 due to COVID. However, we have been able to maintain our enrollment with a slight increase of 6 students this year (2022-2023).
2. 2022-2023, our kindergarten and third-grade enrollment increased while our first, second, fourth, and fifth grades experienced declining enrollment.

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	14	15	26	2.90%	3.3%	5.7%
Fluent English Proficient (FEP)	10	11	14	2.00%	2.4%	3.1%
Reclassified Fluent English Proficient (RFEP)	1			7.1%		

Conclusions based on this data:

1. Our English Language (EL) group is too small to draw meaningful conclusions regarding this data. However, the number of EL students has increased since 2020-2021.
2. We have experienced an increase in the percent of Fluent English Proficient students.

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 3	86	71		0	71		0	71		0.0	100.0	
Grade 4	88	83		0	83		0	83		0.0	100.0	
Grade 5	87	88		0	88		0	88		0.0	100.0	
All Grades	261	242		0	242		0	242		0.0	100.0	

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 3		2501.			56.34			29.58			8.45			5.63	
Grade 4		2536.			55.42			26.51			8.43			9.64	
Grade 5		2559.			39.77			39.77			18.18			2.27	
All Grades	N/A	N/A	N/A		50.00			32.23			11.98			5.79	

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 3		45.07			49.30			5.63		
Grade 4		38.55			56.63			4.82		
Grade 5		46.59			51.14			2.27		
All Grades		43.39			52.48			4.13		

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 3		49.30			46.48			4.23	
Grade 4		48.19			48.19			3.61	
Grade 5		37.50			54.55			7.95	
All Grades		44.63			50.00			5.37	

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 3		15.49			80.28			4.23	
Grade 4		18.07			72.29			9.64	
Grade 5		17.05			80.68			2.27	
All Grades		16.94			77.69			5.37	

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 3		39.44			53.52			7.04	
Grade 4		32.53			59.04			8.43	
Grade 5		22.73			67.05			10.23	
All Grades		30.99			60.33			8.68	

Conclusions based on this data:

1. We have no scores from 2020-2021 to compare to 2021-2022 CAASPP due to COVID-19 pandemic. We are unable to measure growth at this time.

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 3	86	71		0	71		0	71		0.0	100.0	
Grade 4	88	83		0	82		0	82		0.0	98.8	
Grade 5	87	88		0	88		0	88		0.0	100.0	
All Grades	261	242		0	241		0	241		0.0	99.6	

* 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 3		2487.			43.66			33.80			14.08			8.45	
Grade 4		2542.			46.34			32.93			15.85			4.88	
Grade 5		2531.			23.86			32.95			29.55			13.64	
All Grades	N/A	N/A	N/A		37.34			33.20			20.33			9.13	

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 3		49.30			40.85			9.86	
Grade 4		59.76			34.15			6.10	
Grade 5		31.82			55.68			12.50	
All Grades		46.47			43.98			9.54	

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 3		46.48			42.25			11.27	
Grade 4		43.90			47.56			8.54	
Grade 5		18.18			65.91			15.91	
All Grades		35.27			52.70			12.03	

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 3		42.25			52.11			5.63	
Grade 4		46.34			45.12			8.54	
Grade 5		12.50			72.73			14.77	
All Grades		32.78			57.26			9.96	

Conclusions based on this data:

1. We have no scores from 2020-2021 to compare to 2021-2022 CAASPP due to COVID-19 pandemic. We are unable to measure growth at this time.

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		*	5	
5	*	*		*	*		*	*		*	*	
All Grades										11	18	

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
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	9.09	16.67		36.36	50.00		18.18	22.22		36.36	11.11		11	18	

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
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	18.18	16.67		36.36	50.00		18.18	22.22		27.27	11.11		11	18	

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
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	9.09	22.22		18.18	33.33		45.45	27.78		27.27	16.67		11	18	

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	18.18	50.00		54.55	22.22		27.27	27.78		11	18	

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	27.27	17.65		27.27	70.59		45.45	11.76		11	17	

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	0.00	16.67		54.55	55.56		45.45	27.78		11	18	

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	27.27	23.53		36.36	70.59		36.36	5.88		11	17	

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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
450	35.8	3.3	0.2
Total Number of Students enrolled in Sierra View Elementary 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	15	3.3
Foster Youth	1	0.2
Homeless	6	1.3
Socioeconomically Disadvantaged	161	35.8
Students with Disabilities	34	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	5	1.1
Asian	20	4.4
Filipino		
Hispanic	63	14.0
Two or More Races	33	7.3
Pacific Islander	2	0.4
White	310	68.9

Conclusions based on this data:

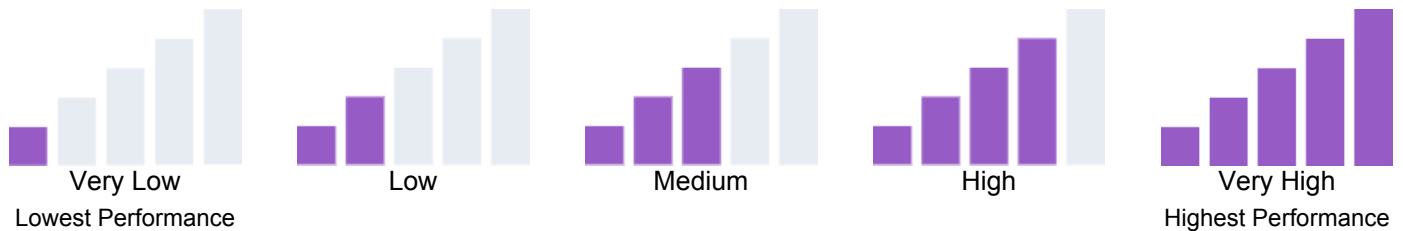
1. Sierra View's enrollment has declined significantly since 2020-2021 to 488 students in 2021-2022. We have 456 students enrolled in 2022-23.
2. Students with Disabilities have increased by 2.1% (9 students) since 2019-2020.
3. SED increased by 11.4 percent (42 students) in the 2021-2022 school year from the previous year.

School and Student Performance Data

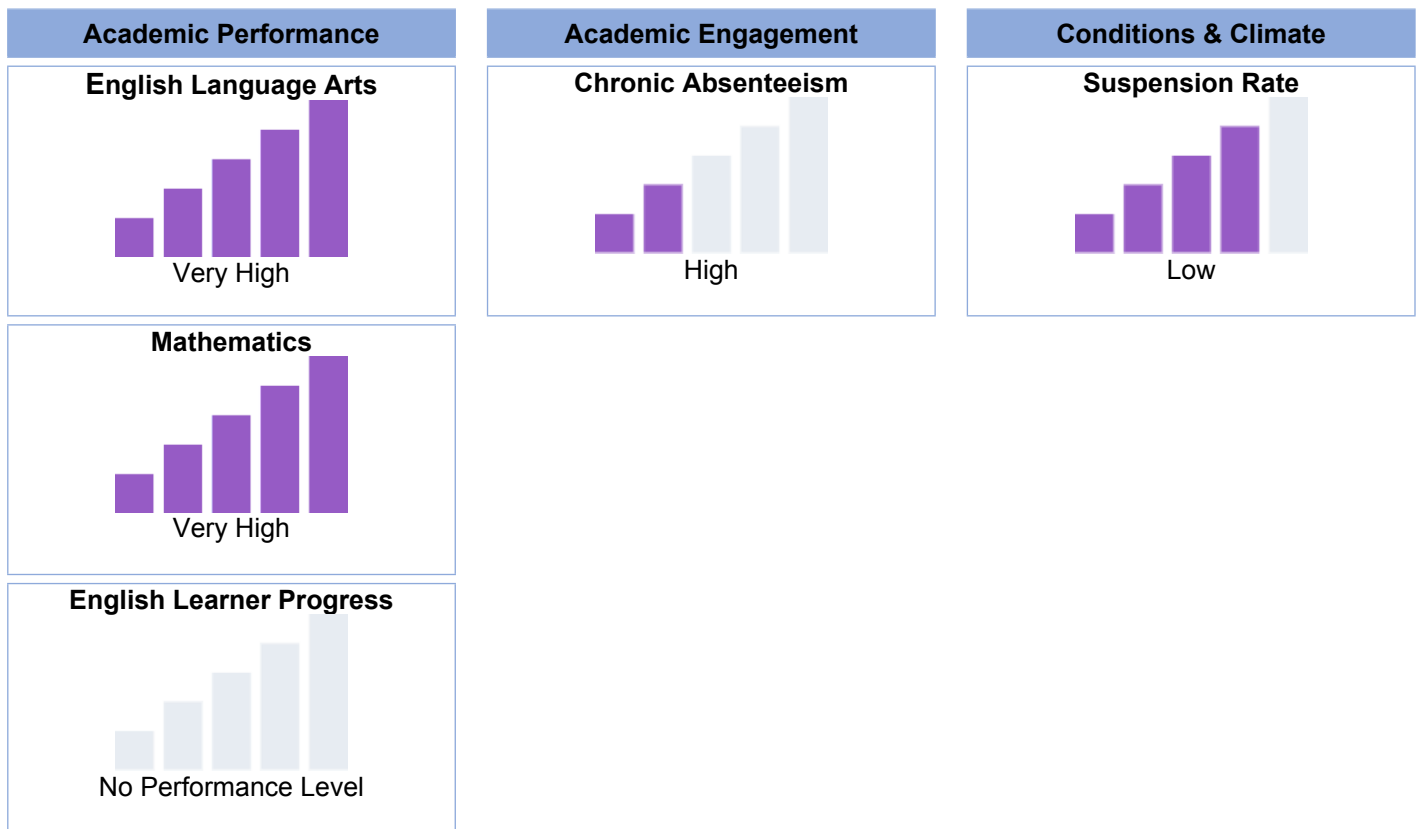
Overall Performance

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



Conclusions based on this data:

1. Sierra View's overall Chronic Absenteeism performance level is high at 12.4%. Our Chronic Absenteeism performance level is very high compared to previous years for Hispanic (24.2%), Socioeconomically Disadvantaged (21.5%), and Students with Disabilities (25.6%).
2. Our suspension rate is low at .6%, however, the performance level of our socioeconomically disadvantaged is medium at 1.1%.

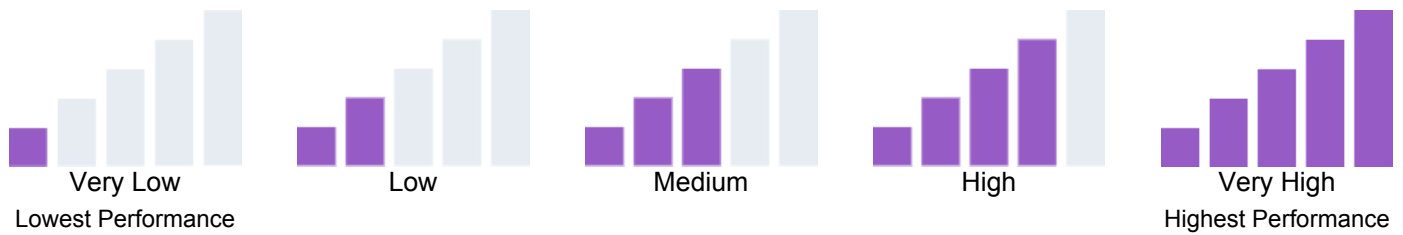
3. Sierra View continues to make progress at very high levels. In ELA, 63.1 points above standard, and in Math 37.9 points above standard. scored above standard. Of the 14 English Learners, 64.3% are making English Language proficiency by at least one ELPI level.

School and Student Performance Data

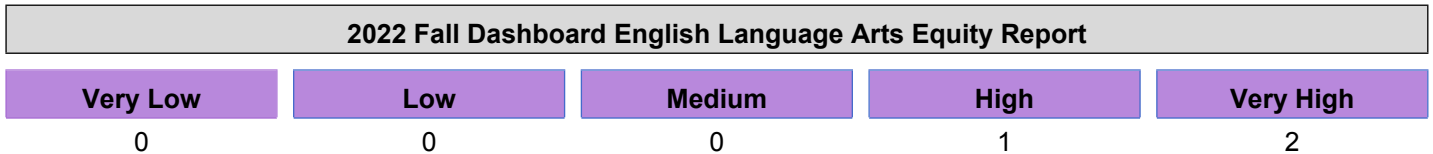
Academic Performance English Language Arts

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](#).

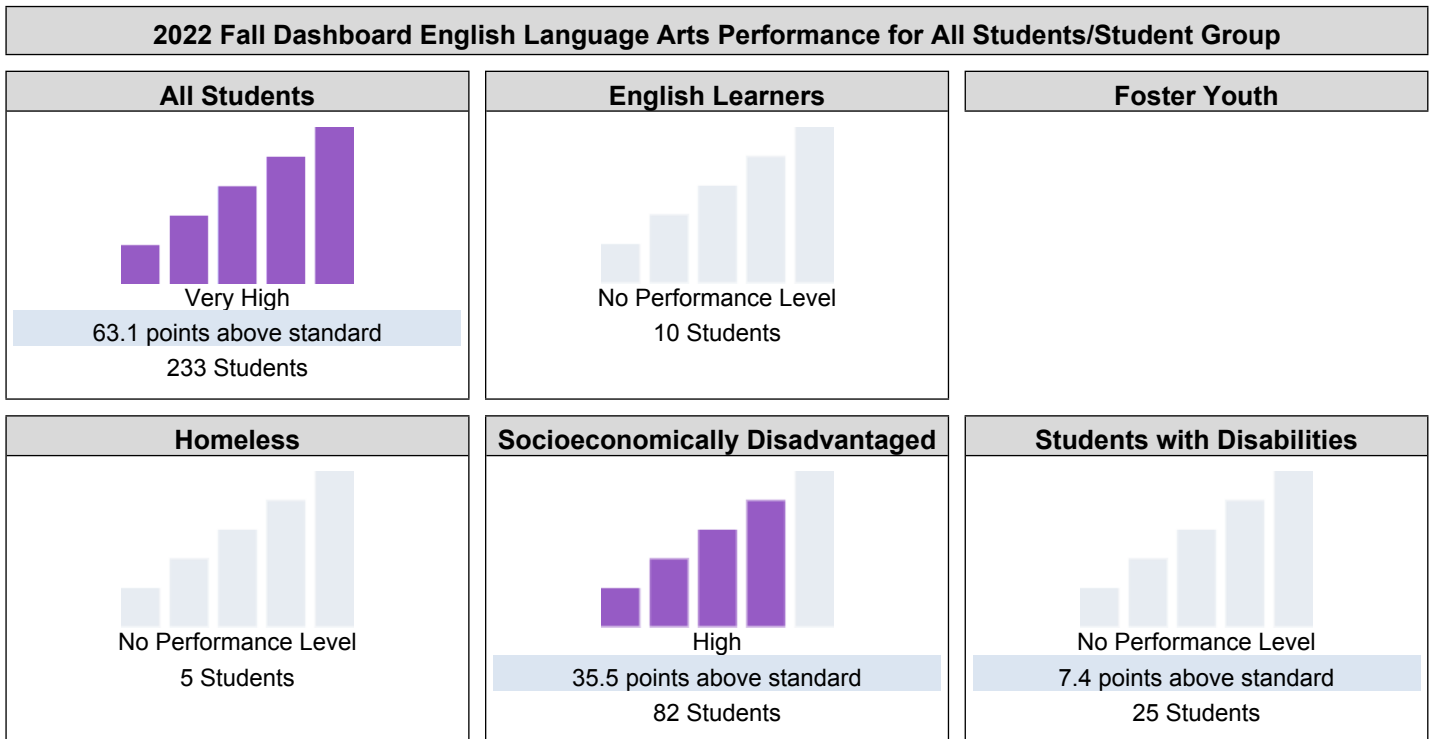
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



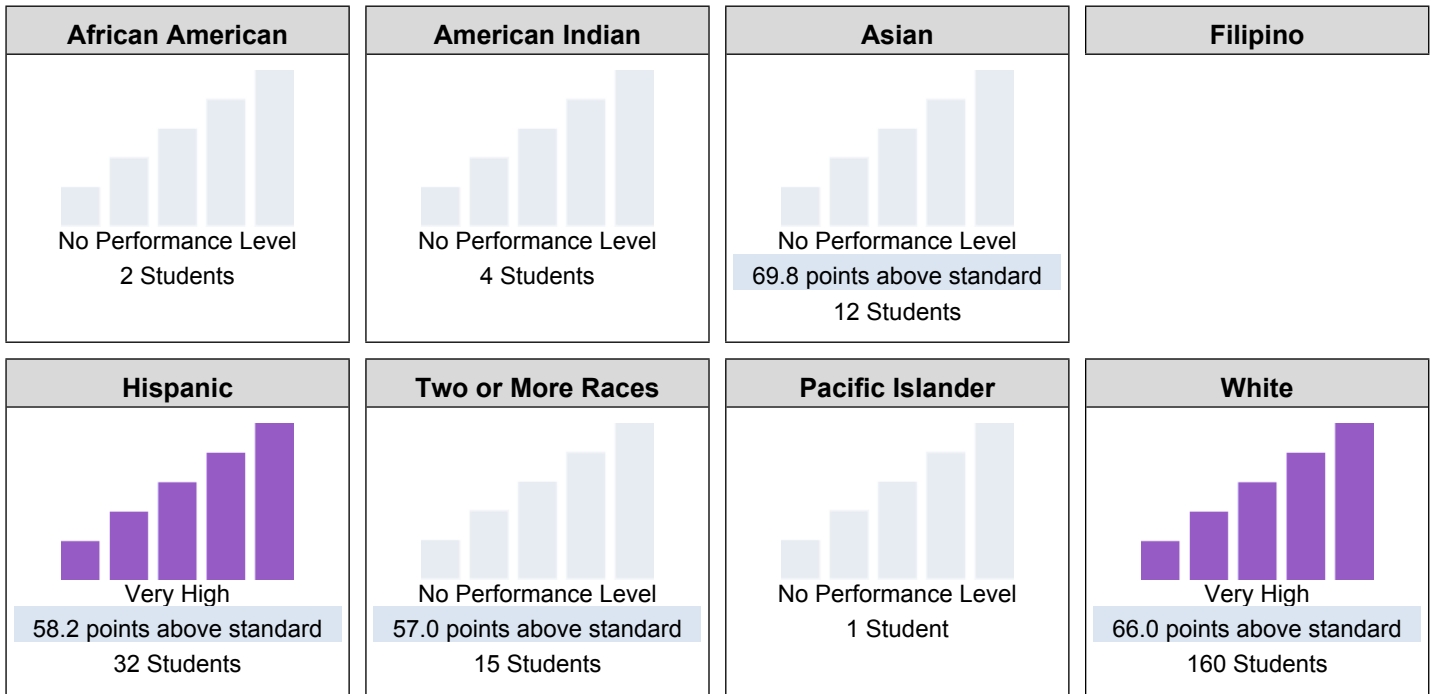
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
7 Students	3 Students	64.2 points above standard 219 Students

Conclusions based on this data:

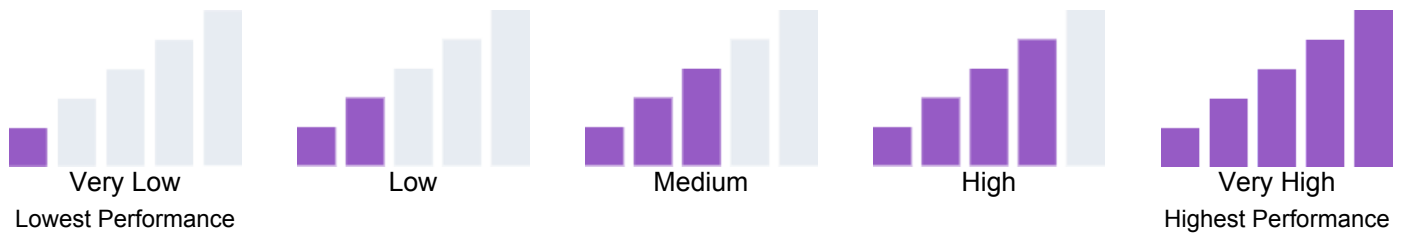
1. Performance data indicates that all student subgroups are performing at high or very high levels in ELA. All subgroups are performing above standard with the exception of 4 subgroups with not enough students to pull data from.

School and Student Performance Data

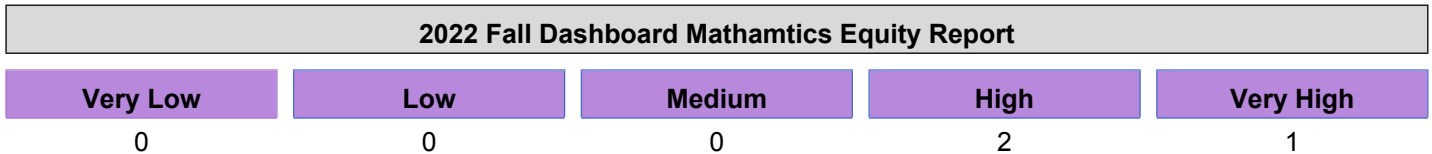
Academic Performance Mathematics

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](#).

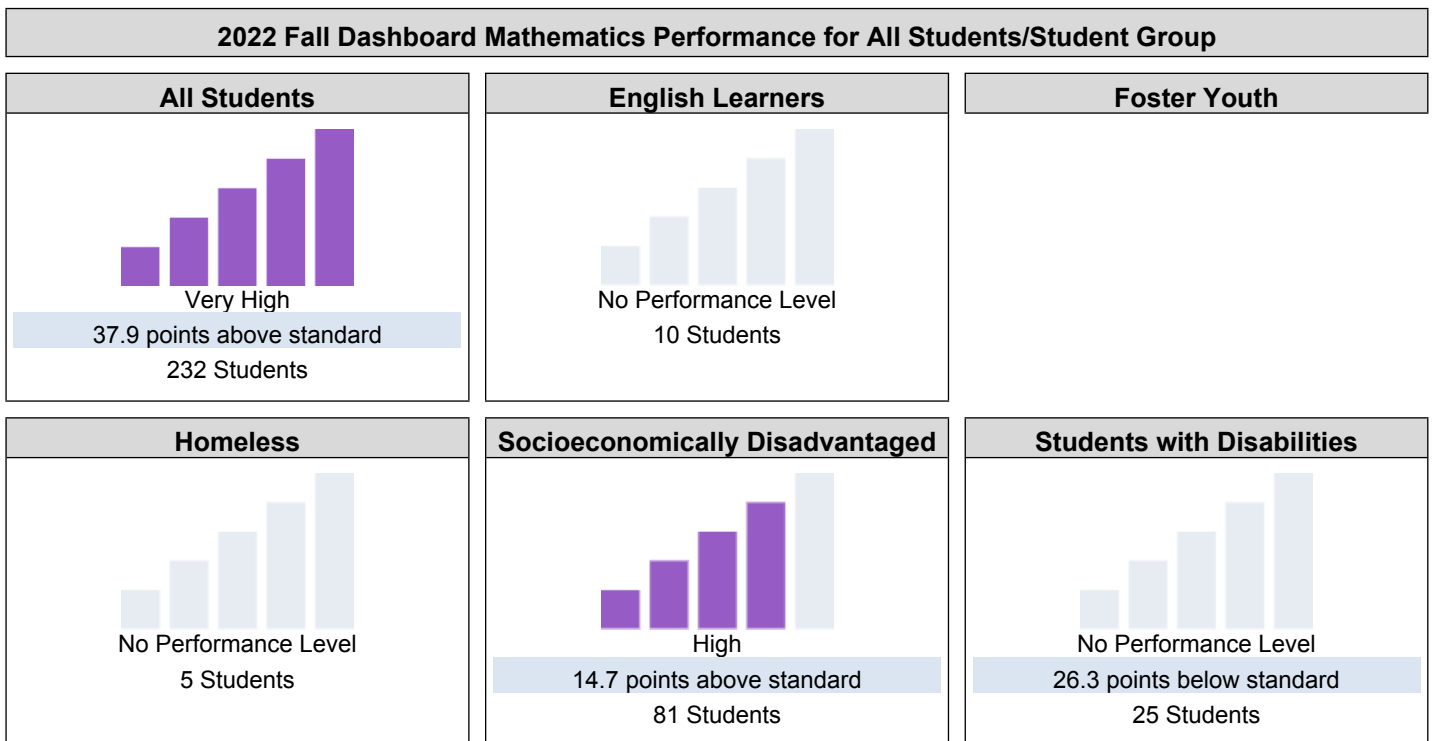
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



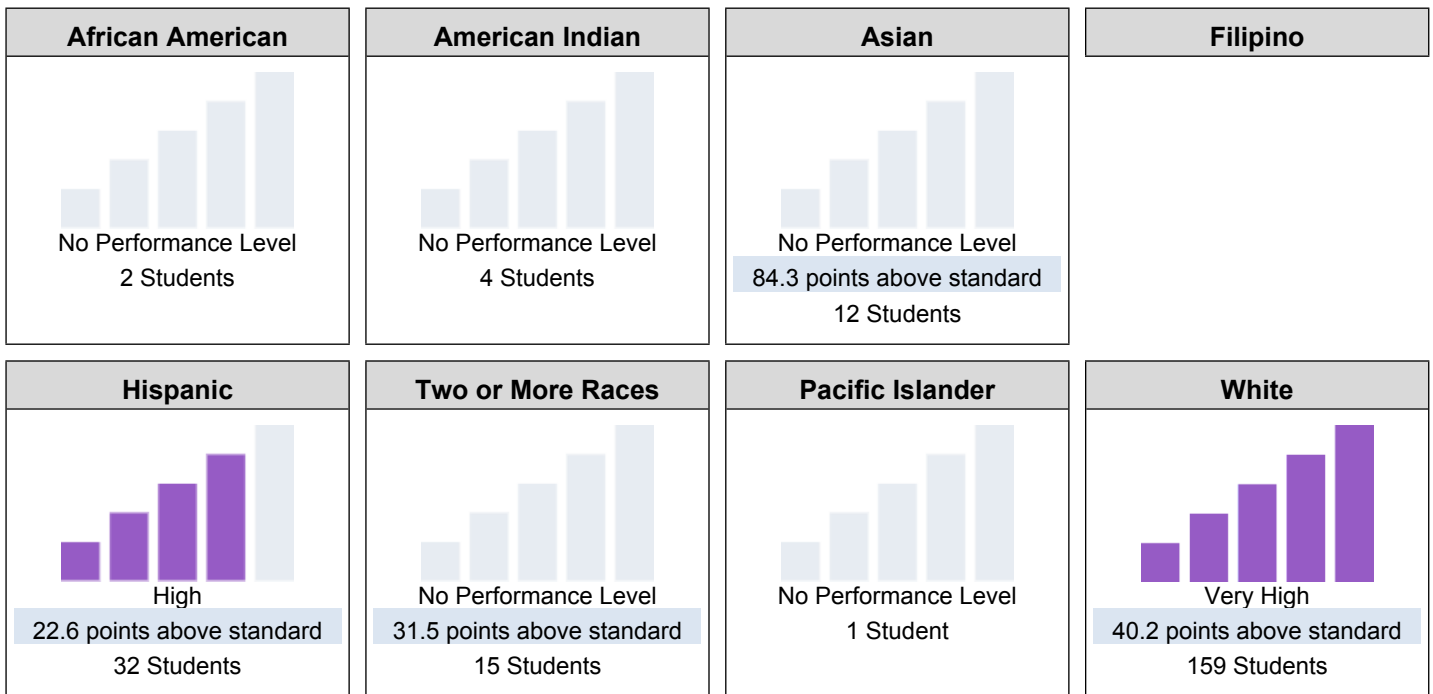
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
7 Students	3 Students	<p style="text-align: center;">37.3 points above standard 218 Students</p>

Conclusions based on this data:

1. Performance data indicates that all student groups are performing at high or very high levels in Mathematics. All subgroups are performing above standard with the exception of 4 subgroups with not enough students to pull data from.
2. Socioeconomically disadvantaged and Hispanic subgroups scored fewer points, however are still above performance standards.

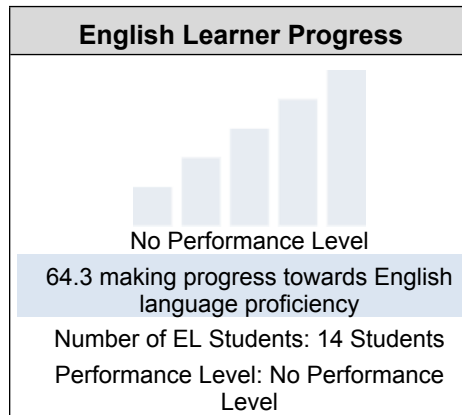
School and Student Performance Data

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



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
7.1%	28.6%	0.0%	64.3%

Conclusions based on this data:

1. Of the 14 English Learners, 64.3% are making English Language proficiency by at least one ELPI level.

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:

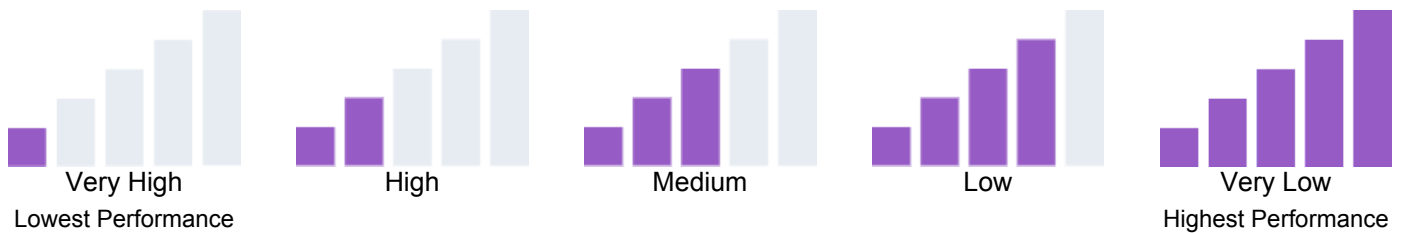
1. N/A

School and Student Performance Data

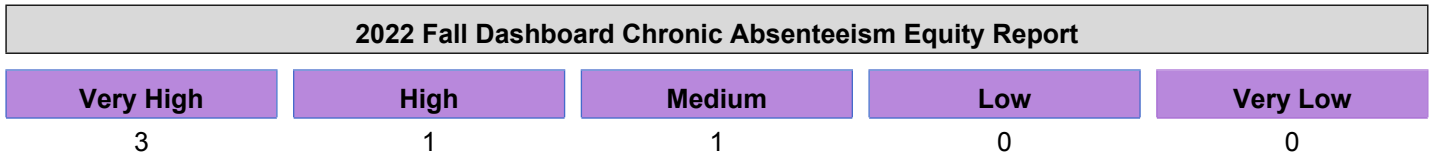
Academic Engagement Chronic Absenteeism

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](#).

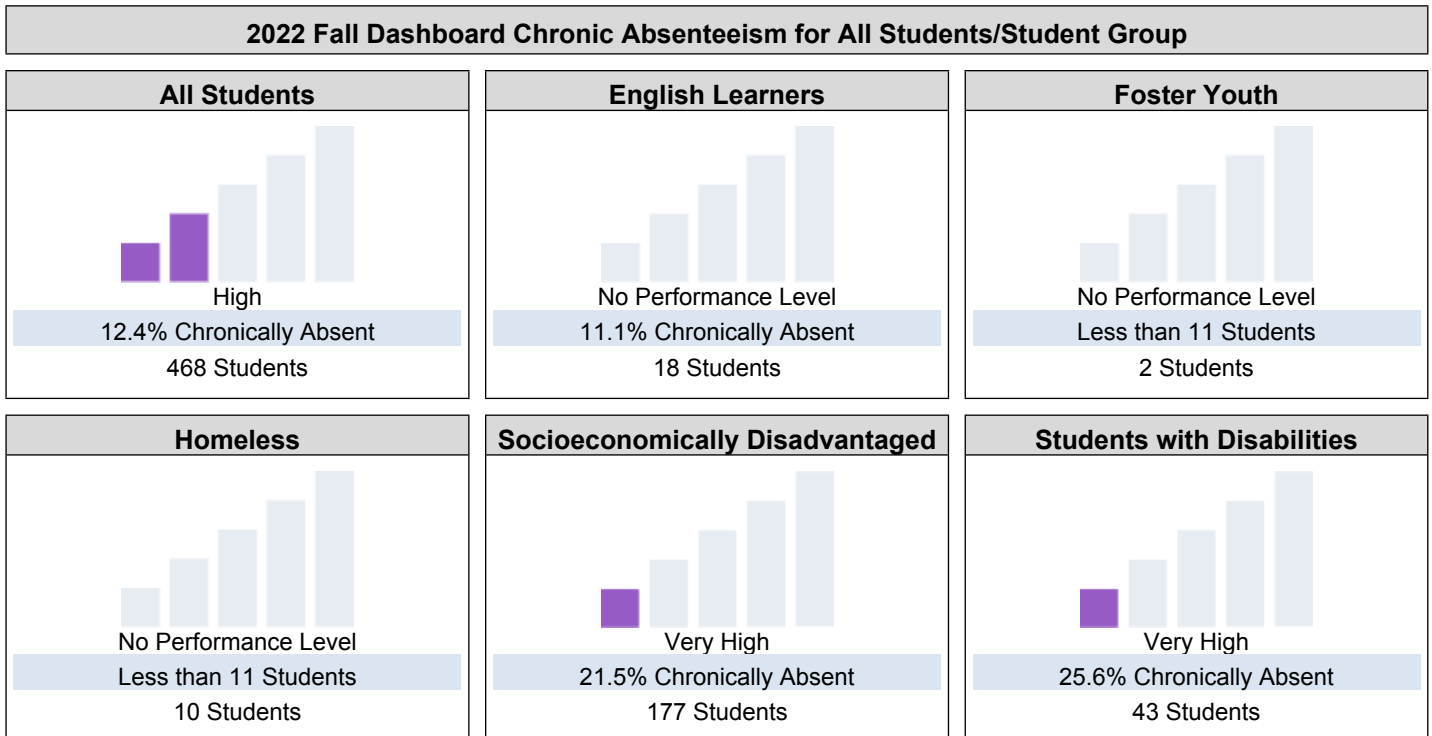
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



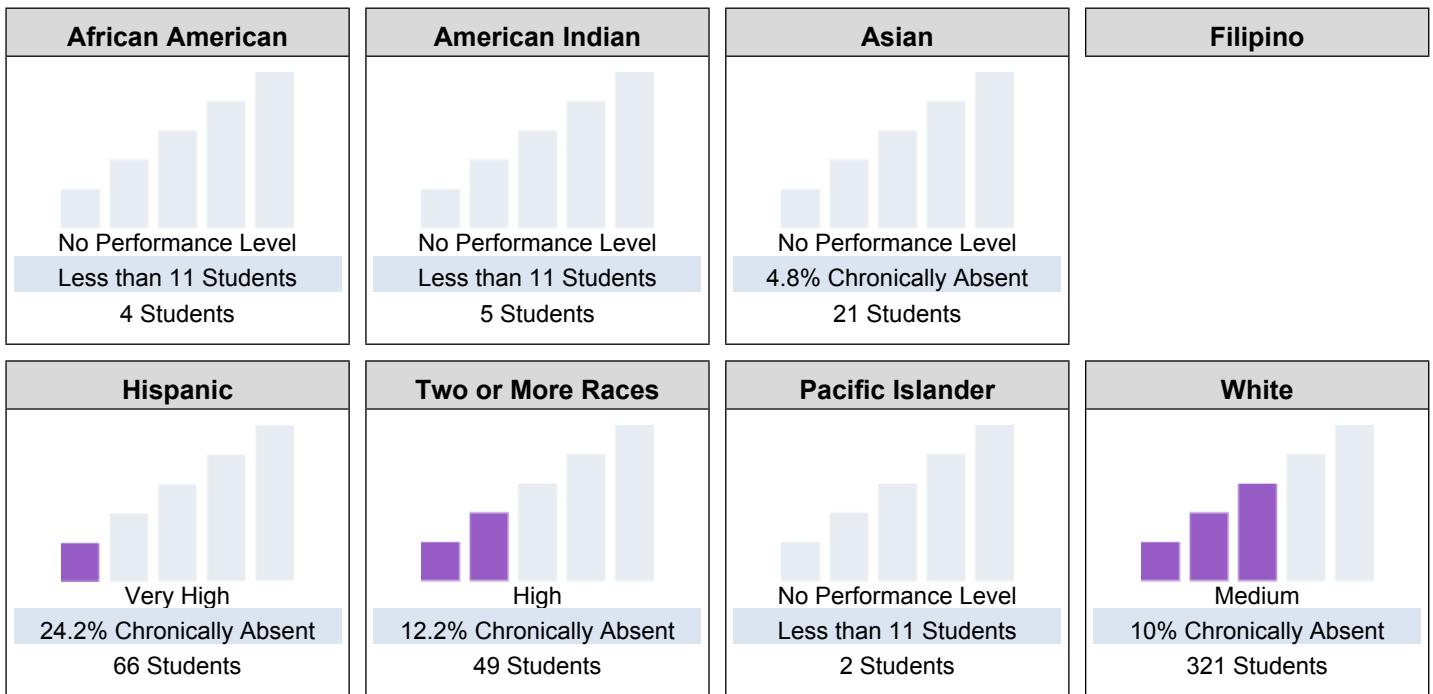
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

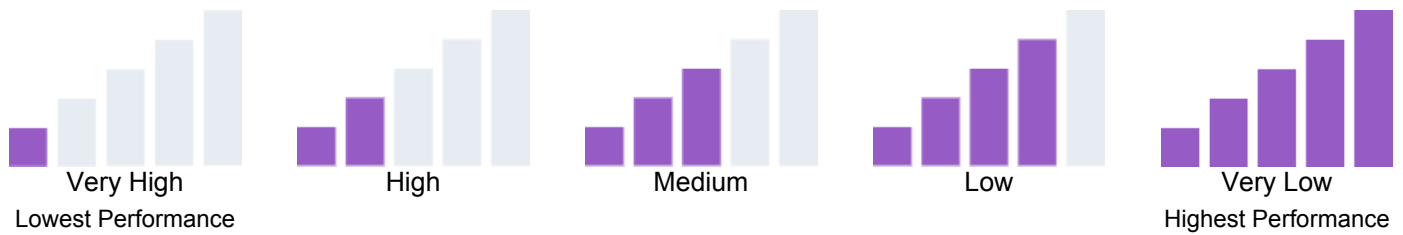
- Sierra View's overall Chronic Absenteeism performance level is high at 12.4%. Our Chronic Absenteeism performance level is very high compared to previous years for Hispanic (24.2%), Socioeconomically Disadvantaged (21.5%), and Students with Disabilities (25.6%).

School and Student Performance Data

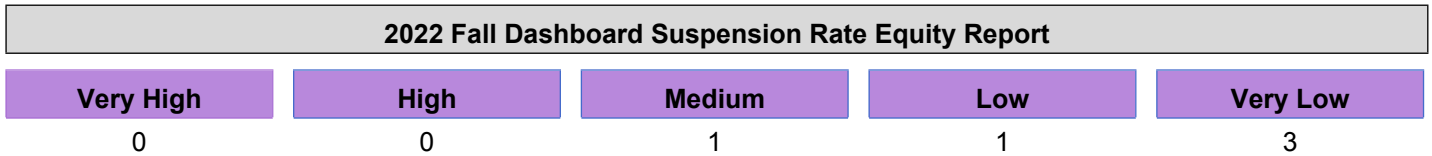
Conditions & Climate Suspension Rate

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](#).

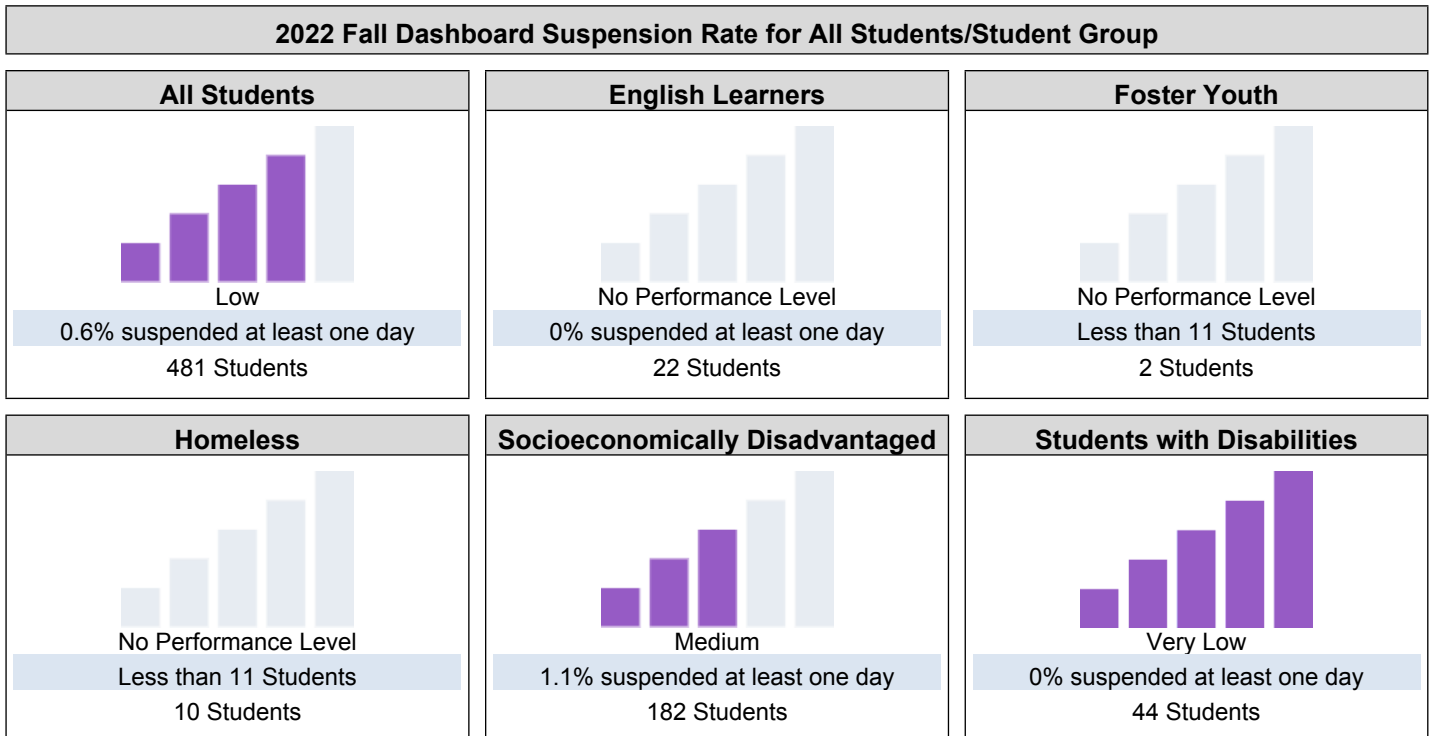
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



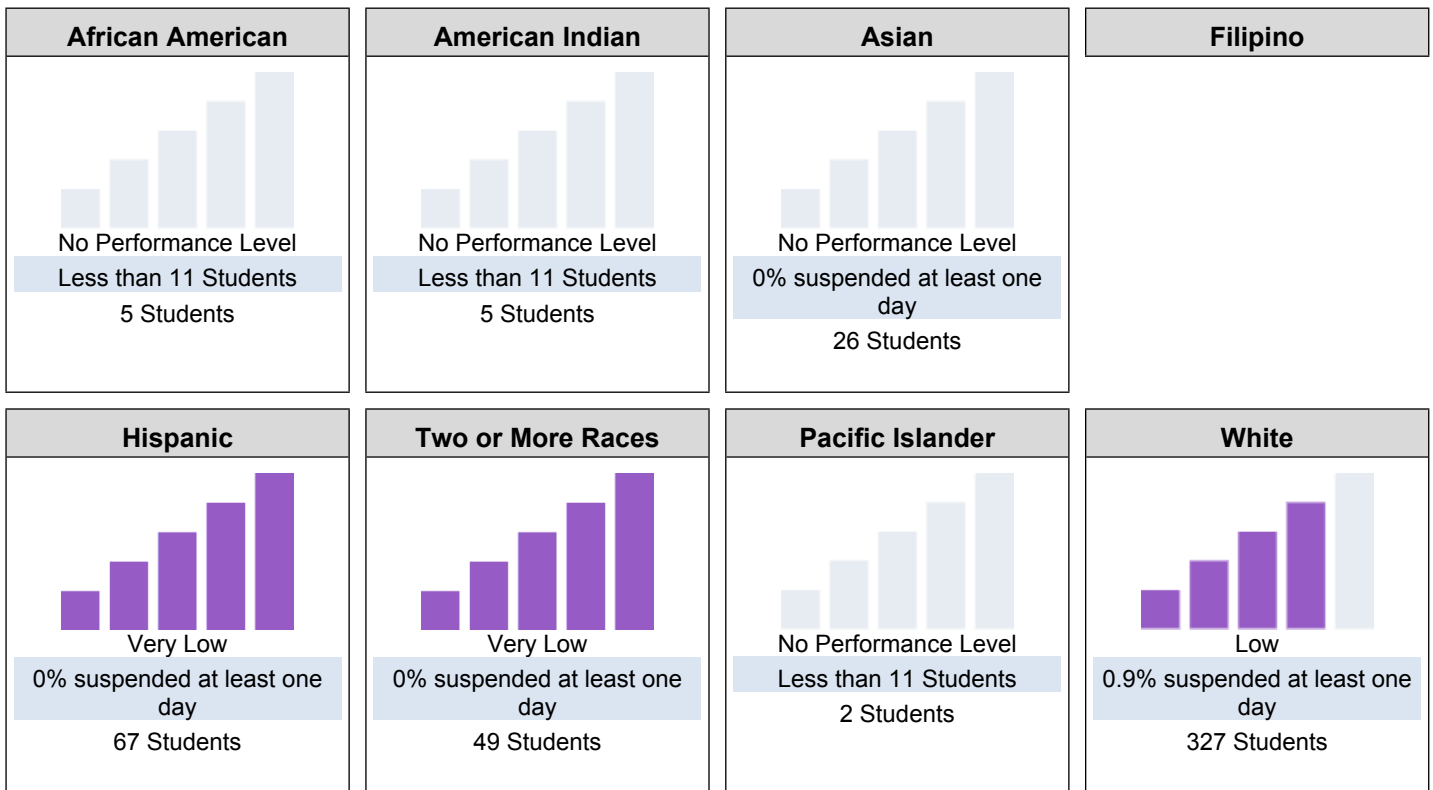
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate is low at .6%, however, the performance level of our socioeconomically disadvantaged is medium at 1.1%.

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 Sierra View, 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	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 2021-2022, 100% of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of all CUSD students have 1:1 device access.	Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain 100%
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2021-2022 All students: 63.1 points above African American: N/A Asian: 69.8 points above English learner: N/A Foster youth: N/A Hispanic: 58.2 points above Homeless youth: N/A SE disadvantaged: 35.5 points above Students w/disabilities: 7.4 points above White: 66.0 points above Two or more races: 57.0 points above	Increase the percentage of students who meet or exceed standards by 3%.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2021-2022 All students: 37.9 points above African American: N/A Asian: 84.3 points above English learner: N/A Foster youth: N/A Hispanic: 22.6 points above Homeless youth: N/A SE disadvantaged: 14.7 points above Students w/disabilities: 26.3 points below White: 40.2 points above Two or more races: 31.5 points above	Increase the percentage of students who meet or exceed standards by 3%.
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	2021-2022 All Students: 67.05% English Learner: N/A Homeless: N/A Economically disadvantaged: 65% Students With Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A	N/A

Metric/Indicator	Baseline	Expected Outcome
	Asian: N/A Hispanic: 57.14% White: 72.13% Two or more races: N/A	
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2022-2023 All Students: 59.8% (155) English Learner: 6.7% (1) Foster Youth: N/A Homeless: 11.1% (1) Socioeconomically: 51.2% (44) Students with Disabilities: 17.9% (5) African American: N/A American Indian or Alaska Native: 33.3% (1) Asian: 55.6% (10) Filipino: N/A Hispanic: 53.3% (16) Native Hawaiian or Other Pacific Islander: 0.0% White: 61.9% (112) Two or More Races: 66.7% (10)	Increase the percentage of all student groups meeting or exceeding Benchmark by 3%.
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2021-2022 All Students: 1.04% (5) English Learner: 23.81% (5) Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 1.65% (3) Students with Disabilities: 2.27% (1) African American: 0.00% (0) American Indian or Alaska Native: 0.00% (0) Asian: 7.69% (2) Filipino: N/A Hispanic: 0.00% (0) Native Hawaiian or Other Pacific Islander: 50.00% (1) White: 0.31% (1) Two or More Races: 0.00% (0) Not reported: 6.25% (1)	Increase English proficiency by 3% as measured by the ELPAC.
Priority 4: Pupil Achievement - Reclassification Rate	2021-22 English Learner: 11.11% (1)	Increase Reclassification Rate by 3%
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	2022-2023 All Students: 77.5% (172) English Learner: 84.6% (11) Foster Youth: 0% (0) Homeless: 33.3% (5) Socioeconomically: 66% (62) Students with Disabilities: 26.8% (11) African American: 0% (0) American Indian or Alaska Native: 100.00% (2) Asian: 83.3% (10) Filipino: N/A Hispanic: 65.5% (26)	Increase Pupil Outcomes in Grades Kg-2 by 3%.

Metric/Indicator	Baseline	Expected Outcome
	Native Hawaiian or Other Pacific Islander: 100.0% (1) White: 79.4% (112) Two or More Races: 88.9% (16)	

Planned Strategies/Activities

Strategy/Activity 1

Review credentials and assignments - Sierra View will work in collaboration with CUSD to 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

2023-2024

Person(s) Responsible

Site 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

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,601,200
Source	LCFF - District Supplemental

Budget Reference

4000-4999: Books And Supplies

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).
Sierra View will prioritize learning needs and purchase supplemental materials to support instruction.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity**Amount**

2,000,000

Source

LCFF - District Supplemental

Budget Reference

4000-4999: Books And Supplies

Amount

2,090

Source

LCAP Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Curriculum and Instructional Supplies

Strategy/Activity 4

Facilities Maintenance - Regularly inspect and maintain facilities

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site 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.

District Leadership Council (DLC) will ensure district initiatives are aligned to student academic and emotional needs.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount

546,182

Source

LCFF - District Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

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
Amount	19,600
Source	LCAP Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Restricted Aides

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

2023-2024

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 four times yearly after school.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Site Administration

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

2023-2024

Person(s) Responsible

Site Administration

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

2023-2024

Person(s) Responsible

Site Administration

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

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

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

Amount	8,500
Source	LCAP Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Library Media Support

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

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 15

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 16

Sierra View staff will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. A Multi-Tiered System of Supports (MTSS) model will be utilized to meet students' academic, behavioral, and social-emotional needs. At-risk students will be supported through the Tiered I,II, and III supports and will be monitored through the SBIT process. All staff will use collaboration time (PLCs) to analyze data, plan for CCSS aligned instruction, and respond to student needs for intervention and enrichment

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,095
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Data Analysis, PLC, Assessment

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social-Emotional Learning, Supports, and Interventions

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

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

- 1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).
- 2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.
- 3) Continued monitoring of student mental wellness through School Climate Surveys, universal screeners (resuming in 2021-22), and Kelvin pulse surveys.

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

Additional Targeted Support and Improvement (ATSI): For Sierra View, the Students with Disabilities and Socioeconomically Disadvantaged student groups are 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 - 12.7% (61) *English Learners - 46.4% (13) *Foster Youth - 100.00% (1) *Homeless - 95.8% (23) *Socioeconomically Disadvantaged - 24.4% (44) *Students with Disabilities - 29.4% (20) *African American - 0.00% (0) *American Indian/Alaska Native - 0.00% (0) *Asian - 26.7% (8) *Filipino - NA *Hispanic - 20.0% (14) *Native Hawaiian or Other Pacific Islander - 0.0% (0) *White - 10.3% (33) *Two or more races - 15.2% (5)	Will maintain or increase from the previous year.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2022-2023 Social-Emotional Contacts by Percentage and (Contacts) *All Students - 1.3% (6) *English Learners - 0.00% (0) *Foster Youth - 0.00% (0) *Homeless - 0.00 (0) *Socioeconomically Disadvantaged - 1.7% (3) *Students with Disabilities - 1.5% (1) *African American - 0.00% (0) *American Indian/Alaska Native - 0.00% (0) *Asian - 0.00% (0) *Filipino - NA	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
	*Hispanic - 0.00% (0) *Native Hawaiian or Other Pacific Islander - 0.00% (0) *White - 1.6% (5) *Two or more races - 3.0% (1)	
Priority 3: Parental Involvement	2022-2023 Percentage of Students with an Associated Parent Portal Account *All Students - 93.8% (421) *English Learners - 92.3% (25) *Foster Youth - 100.00% (1) *Homeless - 75%(15) *Socioeconomically Disadvantaged - 90.4% (150) *Students with Disabilities - 82.0% (50) *African American - 100.0% (2) *American Indian/Alaska Native - 100.0% (4) *Asian - 100.0% (28) *Filipino -NA *Hispanic - 85.9% (55) *Native Hawaiian or Other Pacific Islander - 100.0% (2) *White - 94.4% (285) *Two or more races - 96.8% (30)	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 from 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 - 95.4% *English Learners - 95.1% *Foster Youth - 95.0% *Homeless - 93.6% *Socioeconomically Disadvantaged - 94.1% *Students with Disabilities - 92.7% *African American - 88.2% *American Indian/Alaska Native - 94.6% *Asian - 97.2% *Filipino - NA *Hispanic - 94.3% *Native Hawaiian or Other Pacific Islander - 94.2% *White - 95.4%	All student groups will have an attendance rate of 95.5%.

Metric/Indicator	Baseline	Expected Outcome
	*Two or more races - 96.0%	
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-2022 *All Students - 12.4% (58) *English Learners -11.1% (2) *Foster Youth - N/A *Homeless - N/A *Socioeconomically Disadvantaged - 21.5% (38) *Students with Disabilities - 25.6% (11) *African American - N/A *American Indian/Alaska Native - N/A *Asian - 4.8% (1) *Filipino - N/A *Hispanic - 24.2% (16) *Native Hawaiian or Other Pacific Islander - N/A *White - 10.0% (32) *Two or more races - 12.2% (6)	All students will decline by a minimum of 1.5 percentage points in grades K-8.
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. Elementary *All Students - 91.2% (1,602) *English Learners - 78.0% (71) *Foster Youth - 100.0% (7) *Homeless - 92.9% (39) *Socioeconomically Disadvantaged - 87.5% (496) *Students with Disabilities - 93.5% (144) *African American - 100.0% (7) *American Indian/Alaska Native - 81.0% (17) *Asian - 86.6% (103) *Filipino - N/A *Hispanic - 89.7% (157) *Native Hawaiian or Other Pacific Islander - 42.9% (3) *White - 92.7% (1,161) *Two or more races - 95.8% (114)	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

2023-2024

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Amount	1,000
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development

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

2023-2024

Person(s) Responsible

Site Administration

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. Sierra View's Counselor and TCM will contact all new families who enroll at Sierra View during the school year within the first week to welcome them to our school community and make them aware of resources available.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Administration, TCM, Counselor

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

2023-2024

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
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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 Sierra View, 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 - 0.8% (4)	All student groups will decline by a minimum of .9 percentage points.

Metric/Indicator	Baseline	Expected Outcome
	<ul style="list-style-type: none"> *English Learners - N/A *Foster Youth - N/A *Homeless - N/A *Socioeconomically Disadvantaged - 0.6% (1) *Students with Disabilities - 4.4% (3) *African American - N/A *American Indian or Alaska Native - N/A *Asian - N/A *Filipino - NA *Hispanic - N/A *Native Hawaiian or Other Pacific Islander - N/A *White - N/A *Two or more races - N/A 	Sierra View will decrease the suspension rate of students with disabilities by 1%.
Priority 6: School Climate - Expulsion Rate	2022-2023 <ul style="list-style-type: none"> *All Students - N/A *English Learners - N/A *Foster Youth - N/A *Homeless - N/A *Socioeconomically Disadvantaged - N/A *Students with Disabilities - N/A *African American - N/A *American Indian/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 	Sierra View will maintain a 0% 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. Elementary <ul style="list-style-type: none"> *All Students - 74.1% (186) *English Learners - 61.5% (8) *Foster Youth - 100.0% (1) *Homeless - 50.00% (3) *Socioeconomically Disadvantaged - 71.6% (58) *Students with Disabilities - 77.3% (17) *African American - 100% (1) *American Indian/Alaska Native - 100% (3) *Asian - 58.8% (10) *Filipino - NA *Hispanic - 76.0% (19) *Native Hawaiian or Other Pacific Islander - 100.0% (1) *White - 75.4% (135) *Two or more races - 70.6% (12) 	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

2023-2024

Person(s) Responsible

Site Administration

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 Students

Timeline

2023-2024

Person(s) Responsible

Administrator

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

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount 1,264,109

Source LCFF - District Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 3,000

Source Safe Schools

Budget Reference 2000-2999: Classified Personnel Salaries

Description Campus Supervision

Amount 2,500

Source LCAP Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Description Campus Supervision

Strategy/Activity 4

Sierra View will implement PBIS Tiers 1-3.
Sierra View will follow the PBIS Action Plan developed from the Tiered Fidelity's Inventory completed in the Spring of 2023.
Sierra View will utilize the Wellness Team, PBIS and SBIT teams will monitor and implement interventions for students in Tiers 1, 2, and 3.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Administrator, MTSS and PBIS Coordinator, Wellness Team

Proposed Expenditures for this Strategy/Activity

Amount 1,700

Source	LCAP Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	PBIS - Tier 1-3 Supports

Strategy/Activity 5

Professional Development: Restorative Justice, Zones of Regulation, PBIS, Equity and Bias, and Effects of Trauma on the Brain
 ALL Sierra View staff will be fully trained and support the implementation of the school-wide PBIS program with fidelity; behavioral expectations, discipline procedures, eagle eyes, posters, supplies, incentives, assemblies, etc.

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development

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 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100%	Maintained 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100%	Maintained 100%
Priority 1: Basic - School Facilities in Good Repair	Maintain 100%	Maintained 100%
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	Maintain 100%	Maintained 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	Increase the percentage of students who meet or exceed standards by 3%. All students 78.09% 3rd grade: 72.81% 4th grade: 83% 5th grade: 79.85%	2021-2022 is our new baseline for CAASPP data. We will keep this metric in place to analyze growth in this school year. 2021-2022 All students: 63.1 points above African American: N/A Asian: 69.8 points above English learner: N/A Foster youth: N/A Hispanic: 58.2 points above Homeless youth: N/A SE disadvantaged: 35.5 points above Students w/disabilities: 7.4 points above White: 66.0 points above Two or more races: 57.0 points above
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	Increase the percentage of students who meet or exceed standards by 3%. All students 74.88% 3rd grade: 75.65% 4th grade: 75.84% 5th grade: 73.21%	2021-2022 is our new baseline for CAASPP data. We will keep this metric in place to analyze growth in this school year. 2021-2022 All students: 37.9 points above African American: N/A Asian: 84.3 points above English learner: N/A Foster youth: N/A Hispanic: 22.6 points above

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Homeless youth: N/A SE disadvantaged: 14.7 points above Students w/disabilities: 26.3 points below White: 40.2 points above Two or more races: 31.5 points above
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	N/A	2021-2022 will serve as a new baseline for CAASPP testing in 2023. 2021-2022 All Students: 67.05% English Learner: N/A Homeless: N/A Economically disadvantaged: 65% Students With Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: 57.14% White: 72.13% Two or more races: N/A
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	Increase the percentage of 3rd-5th grade Sierra View students by 3% who are reading at or above grade level at the end of the second trimester based on the STAR Reading Assessment. Tri II Star 2022 % of Sierra View students at or above grade level 3rd grade- 75.7% 4th grade - 63.9% 5th grade- 64.8%	Tri II Star 2023 % of Sierra View students at or above grade level 3rd grade- 76.9% 4th grade - 50.7% 5th grade- 62.5%
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	Increase English proficiency by 3% as measured by the ELPAC.	64.3% making progress towards English language proficiency
Priority 4: Pupil Achievement - Reclassification Rate	Increase Reclassification Rate by 3%	Less than 11 students - data not displayed for privacy
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	Increase the percentage of Kg-2nd grade Sierra View students by 3% who are reading at or above grade level at the end of the second trimester based on the BPST. Tri II BPST 2022 % of Sierra View students at or above grade level Kindergarten: 87.9% 1st grade: 94.2% 2nd grade: 88.8%	Tri II BPST 2023 % of Sierra View students at or above grade level Kindergarten: 87.7% 1st grade: 93% 2nd grade: 84.7%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Review credentials and assignments - Sierra View will work in collaboration with CUSD to review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.</p>	<p>100% of CUSD teachers are appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 116,566</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 123,962</p>
<p>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.</p> <p>Sierra View will adhere to the Williams Act requirements.</p>	<p>100% of all Sierra View K-5 classrooms have sufficient instructional materials as verified by the Williams Report.</p>	<p>4000-4999: Books And Supplies LCFF - District Supplemental 2,480,622</p>	<p>4000-4999: Books And Supplies LCFF - District Supplemental 2,844,266</p>
<p>Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).</p> <p>Sierra View will prioritize learning needs and purchase supplemental materials to support instruction.</p> <p>Sierra View will facilitate home and school usage of student Chromebooks, including device management, and will ensure student access to emerging technologies and educational software.</p>	<p>100% of all students at Sierra view have 1:1 device access.</p>	<p>4000-4999: Books And Supplies LCFF - District Supplemental 527,052</p> <p>Curriculum and Instructional Supplies 4000-4999: Books And Supplies LCAP Supplemental 3,000</p>	<p>4000-4999: Books And Supplies LCFF - District Supplemental 385,771</p> <p>IXL's (Math), Curriculum ELA & Math) - Printing Costs 4000-4999: Books And Supplies LCAP Supplemental 3,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Facilities Maintenance - Regularly inspect and maintain facilities	Sierra View school rates good or exemplary as measured by the Facility Inspection Tool (FIT).	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, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs. District Leadership Council (DLC) will ensure district initiatives are aligned to student academic and emotional needs.	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum. Sierra View's DLC Representative works with our staff to assist and monitor assessment programs and to ensure district initiatives are aligned with student academic and emotional needs. Feedback is consistently sought and taken back to the DLC team.	0	0
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.	Sierra View utilizes the RTI model to identify and provide all students who are at risk with targeted interventions.		
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	Sierra View benefits from a Bilingual Aide, Tech Aide, Parents Aides and Instructional Paraprofessional to support our program and students in need of extra support.	LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,899,323 Parent Restricted Aides 2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,912,991 Parent Restricted Aides 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction for all unduplicated pupils.		LCAP Supplemental 19,000	LCAP Supplemental 17,242
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.	Sierra View relies on the afterschool CARD program to provide homework support. In 2023-2024, we will benefit from having an afterschool BLAST program to provide additional academic/homework support.	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.	All teachers at Sierra View attended District-Wide Staff Development before and throughout the school year.	0	0
<p>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.</p> <p>Sierra View staff will have PD opportunities via conferences, PLC teams, staff meetings to develop ELA/NGSS scope and sequences and a math scope and sequence by grade level with designated common assessments.</p>	In addition to the DWSD days, teachers attended a variety of trainings throughout the year at staff meetings and going to conferences; Best Instructional Practices, PBIS, LTRS, Kg Conference, Math Framework, Trauma Informed Practices, Equity, Kimochi, etc.	Local Funds: 60,820 and Federal One Time Funds: 249,735 1000-1999: Certificated Personnel Salaries One Time District Funding 520,747	<p>1000-1999: Certificated Personnel Salaries One Time District Funding 579,661</p> <p>LTRS Professional Development and Debrief 1000-1999: Certificated Personnel Salaries LCAP Supplemental 3,490</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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:</p> <ul style="list-style-type: none"> * 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) 	<p>In addition to the DLC and TOSA staff that is provided by the District, Sierra View has a .4 K-5 Teacher on Special Assignment (TOSA) supporting teachers and students needing academic, behavioral and social-emotional needs.</p>	<p>LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 898,957</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 966,227</p>
<p>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.</p>	<p>Fully Implemented</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,100,405</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,051,569</p>
<p>Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.</p>	<p>In addition to the Library Media Assistant funded by the District, Sierra View funds additional library media time to ensure all students benefit from library time.</p>	<p>2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,070,823</p> <p>Additional Library Media Support 2000-2999: Classified Personnel Salaries LCAP Supplemental 8,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,248,013</p> <p>Additional Library Media Support 2000-2999: Classified Personnel Salaries LCAP Supplemental 8,049</p>
<p>Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.</p>	<p>Fully Implemented.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 152,366</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 100,008</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.	All students have access to Online Education Options.	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
Sierra View staff will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. A Multi-Tiered System of Supports (MTSS) model will be utilized to meet students' academic, behavioral, and social-emotional needs. At-risk students will be supported through the Tiered I,II, and III supports and will be monitored through the SBIT process. All staff will use collaboration time (PLCs) to analyze data, plan for CCSS aligned instruction, and respond to student needs for intervention and enrichment	Fully Implemented. The PBIS Coordinator and the site administrator attended a PBIS Conference to gain new learning through a leadership lens.	PLC, SBIT, Data Analysis, Assessment 1000-1999: Certificated Personnel Salaries Title II - Site 2,000	PD- PBIS 1000-1999: Certificated Personnel Salaries Title II - Site 1,905

Analysis

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

Sierra View Elementary met all William's Act requirements.

High-Quality teachers at Sierra View are appropriately assigned and credentialed.

Teachers and students are comfortable with Chromebook usage in class and utilize them for a variety of activities and programs. Sierra View staff uses student assessment data to monitor academic progress and disaggregate site, district, and state testing data. A Multi-Tiered System of Support (MTSS) model is utilized to meet students' academic, behavioral, and social-emotional needs.

At-risk students are supported through the Tiered I, II, and III supports and are monitored through the SBIT process. All staff uses collaboration time (PLCs) to analyze data, plan for CCSS-aligned instruction, and respond to student needs for intervention and enrichment.

The administration and PBIS/MTSS Coordinator attended a PBIS Training to help support our PBIS program.

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

Sierra View Kg-2nd grade students had a 5.5% decrease in BPST scores. 2nd grade decreased most significantly by 4.1%. Sierra View 3rd-5th grade students had a 14.3% decrease in STAR Reading. 4th decreased most significantly by 13.2%. Grade-level PLC teams and the whole staff will meet to review this data and review instructional strategies, interventions, and other strategies that can be used to increase student reading achievement scores. Results are showing promise as we continue to recover from significant learning loss due to the pandemic. Sierra View is now in a state of learning recovery.

Sierra View teachers have met bi-weekly to monitor student progress and program effectiveness.

All students and teachers had the necessary materials needed to instruct students.

Library Media hours were extended beyond what the district funds to ensure library access to all students.

The ratio of technology devices to student ratio is 1:1. Sierra View's Tech Aide maintains all devices.

Our MTSS model has been utilized to meet academic, Social-emotional needs, and behavioral needs.

The administration and PBIS/MTSS coordinator received PBIS professional development and are utilizing this information to continue implementing our PBIS program through a leadership lens.

Sierra View teachers used the SBIT process to best meet the needs of our at-risk students. Targeted goals and interventions were established through this process. Parents, teachers, and the SBIT Coordinator are a part of this process. The school counselor attends when social-emotional supports are needed.

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

The overall cost of our parent aides was less due to the resignation of one parent aide. It took time to fill the vacancy. We spent in excess of \$48 over what was budgeted for our Library Media Assistant.

The administration and PBIS/MTSS Coordinator attended a PBIS Training. The cost of this PD was less than estimated by \$95.

Teachers attended LTRS training followed by Debrief days throughout the year. The cost of personnel was not originally allocated under this goal.

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

At the site level, I do not expect any changes to this goal or the expected outcomes; with the exception of our SBIT process. There is more training needed.

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	Will maintain or increase from the previous year.	Our Targeted Case Manager has maintained contact and outreach with families. Our Wellness Team and SBIT team have also worked in collaboration with families. Sierra View also sends out a bi-weekly newsletter to inform families of school news, events and highlights around the campus.
Priority 3: Parental Involvement	Maintain 100%	Contacts have been 100% maintained.
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.	Student and parent contacts have been 100% maintained.
Priority 3: Parental Involvement	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.	Increased the percentage by 1 students who has at least one parent/guardian with parent portal access. We have 422 students whose parents have access to Parent Portal. 33 families do not.
Priority 3: Parent Involvement	Parent/Guardian engagement with CUSD via social media will increase from the previous year.	355 parents are followers on our school's Facebook page. 156 parents are following our school's Twitter account
Priority 6: School Climate	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	100% of the staff has attended at least one training.
Priority 5: Pupil Engagement - Attendance Rates	All student groups will have an attendance rate of 95.5%.	All student groups had an attendance rate of 95.4 %
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.	Sierra View's overall Chronic Absenteeism performance level is high at 12.4%. Our Chronic Absenteeism performance level is very high compared to previous years for Hispanic (24.2%), Socioeconomically Disadvantaged (21.5%), and Students with Disabilities (25.6%).

Metric/Indicator	Expected Outcomes	Actual Outcomes
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.	Sierra View only had 33 responses on the survey and will work to increase this for next year to get a larger sample of parent input. Kelvin Pulses have been implemented and the data is being used to help support students

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.</p> <p>Sierra View will provide professional development opportunities for staff to support school-wide implementation of PBIS, Zones of Regulation, and other social-emotional learning opportunities.</p>	<p>Staff members attended the PBIS Conference, BCOE Belonging Through a Culture of Dignity, Toolbox I & II, and ASIST Suicide Prevention training. The PBIS team participated in two additional team collaboration days.</p>	<p>Professional Development 1000-1999: Certificated Personnel Salaries Title II - Site 1,000</p>	<p>Professional Development Title II - Site 790</p>
<p>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.</p>	<p>Sierra View has a 6-hour health assistant, full-time counselor, and 4-hour counseling assistant, and participates in district-wide programs such as parenting programs.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,183,212</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,158,813</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.	Sierra View has a bilingual 4-hour TCM who works hard to support our families.	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.	School climate surveys were given and results were reviewed. The suggestions from the climate surveys from both staff and parents have been implemented.	0	0
Counselor and TCM will contact all new families who enroll at Sierra View during the school year within the first week to welcome them to our school community and make them aware of resources available.	Sierra View's Counselor and TCM met with all new students and parents during the first week of school. This happened throughout the year as new students enrolled.		
The Sierra View Wellness Team will meet regularly to address students' academic, behavioral, and social-emotional needs. The Wellness Team will utilize Securely web-filtering to identify students who may be at risk and to keep students safe while using school devices. The Wellness Team will administer monthly student pulses using Kelvin and respond to student needs accordingly.	Our Wellness Team has been a great system of support and is very effective in responding to the needs of all our students.		
Sierra View will increase the number of parent and student outreach opportunities and	Sierra View encourages parent and student involvement on an ongoing basis through a variety of outreach		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>activities including, but not limited to:</p> <ol style="list-style-type: none"> 1) Back to School Night 2) Kindergarten Round-Up 3) Parent Teacher Organization Sponsored Events (Spring Carnival, Whole School Skate Night, Movie Night, PTO Meetings, Book fair, Science Fair, etc.) 4) Monthly Award Assemblies 5) Open House 5) Utilize Social Media and Parent Square to involve parents in the happenings of the school 7) By-Weekly Newsletters/Bulletin emailed to families and posted on the school website 	<p>opportunities. Their attendance at school events has increased significantly since COVID.</p>		
<p>Sierra View will participate in the CUSD Equity Alliance. Our Equity Alliance lead will facilitate conversations around equity during monthly staff meetings. All instructional practices and curricular decisions will be viewed through an equity lens and modified as necessary to foster diversity, inclusion, and equity for all students.</p>	<p>Conversations around equity have been happening informally and formally during staff meetings. We had our first training from BCOE, "Belonging Through a Culture of Dignity." We will be collaborating with BCOE and more training opportunities will be taking place next year.</p>		

Analysis

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

The entire school, K - 5th, receives SEL lessons in their classrooms weekly. Staff members attended the PBIS Conference, BCOE Belonging Through a Culture of Dignity, Toolbox I & II, and ASIST Suicide Prevention training. The PBIS team participated in two additional team collaboration days and meets monthly to do what is needed to move forward in its implementation.

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

Sierra Views school counselor contributes to supporting a positive and safe culture and climate in several capacities. She supports students with student-based counseling and provides SEL to 3rd-5th grade students. Our counselor coordinates the wellness team, is a member of the PBIS committee, and is in charge of all 504s. She has created a Wellness Center that is state of the art and a popular place for all students to visit. Our school counselor and MTSS

Coordinator gather Kelvin's Pulse data and share it with staff regularly. Sierra View's Targeted Case Manager supports students and their families. Specifically, she organizes and coordinates with families for ELAC and works closely with our homeless, foster youth, and with families with immediate needs. She also helps to facilitate Pop Fridays where students can utilize the eagle eyes to purchase popcorn and popsicles, etc.

Our school qualifies for the PBIS Silver recognition. The PBIS team and staff have worked very hard to enhance and grow our PBIS program. We went from Bronze last year to silver this year!

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

Toolbox I and II training for members of the wellness team cost less than anticipated. There was no cost to the trauma training that was provided in the Spring, of 2023.

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.

Train ALL staff in utilizing our school-wide discipline procedures and the supports we have in place when responding to social-emotional and behavioral needs. Continue providing training on how to respond to students who come from trauma and best practices. We will continue our focus on equity and looking at our instructional practices and curriculum choices making sure they are Equitable for all students.

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.	Out of 481 students .6% were suspended for at least day. There were 182 socioeconomically disadvantaged students and out of those students 1.1% were suspended for at least one day.
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 the All Students expulsion rate.	Sierra View had 0% Expulsion rate in 2022-2023.
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.	Sierra View students feel safe on campus as is evident by Kelvin Universal Screener with 90% favorable in February 2023.

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	Sierra View has benefited this year from district alternative education support programs; Opportunity and RESET programs.	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 772,729	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 944,903

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	N/A	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.	Sierra View provided additional supervision support over and beyond what is funded at the District level.	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,264,109 Campus Supervision 2000-2999: Classified Personnel Salaries Safe Schools 3,000	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,425,285 Campus Supervision 2000-2999: Classified Personnel Salaries LCAP Supplemental 3,000
Sierra View will implement PBIS Tiers 1-3. Sierra View will follow the PBIS Action Plan developed from the Tiered Fidelity's Inventory completed in the Spring of 2022. Sierra View will utilize a parent, student and staff survey to provide feedback for program improvement.	Sierra View is making progress in it's implementation of PBIS. Our School earned the Silver recognition this year.		
Professional Development: Restorative Justice, Zones of Regulation, PBIS, Equity and Bias. Sierra View will fully support the implementation of the school-wide PBIS program; eagle eyes, posters, supplies, incentives, assemblies, etc.	PD opportunities are being provided to support teachers in working with at-risk students. Sierra View Purchased a Core Essentials site license to support our school-wide PBIS program.	Professional Development 1000-1999: Certificated Personnel Salaries Title II - Site 1,680 Implementation of School-Wide PBIS - Tiers 1-3 4000-4999: Books And Supplies LCAP Supplemental 2,059	0 Core Essentials Values License 4000-4999: Books And Supplies LCAP Supplemental 300

Analysis

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

Our PBIS team meets once a month and our Wellness team meets biweekly, placing students in appropriate interventions as well as through the teacher referral process. Data is collected to determine the efficacy of the intervention. This year we have a full-time counselor who supports all students. She teaches SEL in grades 3rd-5th on topics such as conflict resolution, bullying, and empathy. She also provides school-based counseling and friendship groups. Our part-time Counseling Assistant teaches SEL in grades K-2nd, utilizing Toolbox and Kimochis. Additionally, she provides POP services and friendship groups to our primary students.

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

Kelvin Mental Health Pulse (March) 89% favorable, Universal Screener (February) 90% favorable, Bullying/Cyberbullying Pulse (December) 91% favorable, Knowledge and Fairness of Discipline Rules and Norms Pulse (October) 83% favorable. In previous Kelvin pulses, we have students not feeling comfortable going to an adult about something that is bothering them and they feel bullied. We implemented things such as Stop, Walk, and Talk and discussions/activities at assemblies to assist with this.

School-Wide PBIS Tiered Fidelity Inventory we were at 44% in 2022 ,earning the bronze; now we are at 82% in 2023, earning the silver.

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

The cost of supervision was paid for out of LCAP.
We planned on utilizing LCAP to purchase Books and Supplies to support our school-wide PBIS program. However, this cost was funded by our PTO with the exception of the Core Essential Values License.
All PD opportunities this year having to do with Restorative Justice, Zones of Regulation, PBIS, and Equity and Bias were at no cost.

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.

During staff meetings we will analyze PBIS student behavior data. We will have staff discussions on creating action plans for students, areas and/or times of need. Continue to look at data to assure plan is working. At a staff meeting the PBIS team will introduce the PBIS walkthrough. For future staff meetings, we will break the walkthrough into parts and discuss a section at a time with staff and implement best practices within the classroom through collaboration with colleagues. We will continue to look at Kelvin data as a staff and during Wellness team meetings and design school wide plans to best meet the social and emotional needs of our students.

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	136,460,966
LCAP - District	15,343,623
LCAP - Site	34,390
Title 1 - District	859,163
Title I - Site	0
Title II - District	342,566
Title II - Site	4,095
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
- 5 Parent or Community Members

Name of Members	Role
Kimberly Rodgers	Principal
Whitney Toste	Classroom Teacher
Nicole Smith	Classroom Teacher
Melissa Heath	Classroom Teacher
Diane Fisher	Other School Staff
Emily Mullins	Parent or Community Member
Ryan Patten	Parent or Community Member
Chelsea Marshall	Parent or Community Member
Laura Gunter	Parent or Community Member
Ashley Szczepanski	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 4, 2023.

Attested:



Principal, Kimberly Rodgers on May 4, 2023



SSC Chairperson, Whitney Toste on May 4, 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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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