

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Emma Wilson Elementary School
Address	1530 West Eighth Avenue Chico, CA 95926
County-District-School (CDS) Code	04-61424-6111116
Principal	Mele Benz
District Name	Chico Unified School District
SPSA Revision Date	March 10, 2021
Schoolsite Council (SSC) Approval Date	April 21, 2021
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 mission at Emma Wilson Elementary School is to assure high levels of learning for all students.

"Everyone Working for Excellence"

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

What do we expect students to learn?

How do we know when they have learned it?

How will we respond when students don't learn?

How will we respond when students have learned it?

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

School Profile

Emma Wilson Elementary opened in 1993. It is Chico Unified School District's newest elementary school. The beautiful campus is located on the suburban west side of Chico, surrounded by quiet neighborhoods, orchards and an adjacent city park. Emma Wilson is within walking distance of California State University, Chico, which provides additional opportunities and educational resources for our students. The architectural design of the campus fosters cohesiveness among staff and students. The school is arranged in u-shaped, pod-like clusters. This allows grade levels easy access to one another. Three of our clusters share small common rooms located between each classroom. These rooms are used for providing interventions and small group instruction. Having classrooms joined together allows for collaboration and interaction among grade levels and provides opportunities for older and younger children to work together. Three additional small size rooms house our Primary Intervention Program (PIP), school counseling services and English Language Development (ELD) programs. Our Resource Specialist Program (RSP) is located in an over-sized classroom in the front of the school and operates as a learning center. Two small rooms are attached which allow for additional space to provide occupational therapy services and Title I interventions. Music and Fine Arts programs are provided and take place in individual classrooms. We have two special day classes that occupy two full size classrooms.

The staff of Emma Wilson works hard to ensure that students are provided with a clean, safe and functional learning environment. We have a perimeter fence and security cameras located around the campus. Located in the heart of the school is a courtyard where school events, such as the 5th grade promotion assembly, take place. Our large staff room overlooks the courtyard and is part of the main office building. We are fortunate to have a large workroom for preparing and copying materials. Our library is state of the art with a Viewsonic smart TV, which we also have in every classroom. The library is neatly organized and offers an abundance of reading resources meeting the interest of all our students. Emma Wilson has more than one computer device per student (Chromebooks, iPads, iPad minis, desktops).

Support Services and Programs:

- Title 1 Program Support
- Response to Intervention (RTI) Program
- English Language Development (ELD) Program
- Primary Behavior Intervention Support (PBIS)
- Healthy Play/PIP- Grades K-5
- Tool Box and Second Step
- School Counselor
- IA Computer technician

- Elementary Counseling Assistant
- Targeted Case Manager
- Part Time Assistant Principal
- Full-time Campus Supervisor
- Active P.T.S.A.
- 5th Grade Band
- Student Leadership
- Collaboration with CSU, Chico-CAVE Aides
- Collaboration with CSU, Chico-Counseling Interns
- After School Program through Chico Area Recreation Department (CARD)

Awards:

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.13%	1.11%	0.8%	7	7	5
African American	3.70%	2.54%	2.23%	23	16	14
Asian	6.28%	5.71%	5.58%	39	36	35
Filipino	1.13%	1.27%	1.28%	7	8	8
Hispanic/Latino	21.90%	24.44%	24.4%	136	154	153
Pacific Islander	0.64%	0.63%	0.16%	4	4	1
White	55.72%	53.33%	55.02%	346	336	345
Multiple/No Response	3.06%	3.33%	7.81%	19	21	17
Total Enrollment				621	630	627

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	145	130	117
Grade 1	106	120	98
Grade 2	106	99	115
Grade3	83	107	99
Grade 4	82	82	106
Grade 5	99	92	92
Total Enrollment	621	630	627

Conclusions based on this data:

1. Our projections indicate that enrollment will be steady in the next school year. We plan to decrease class sizes as space allows.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	38	42	34	6.1%	6.7%	5.4%
Fluent English Proficient (FEP)	22	21	32	3.5%	3.3%	5.1%
Reclassified Fluent English Proficient (RFEP)	13	9	17	26.0%	23.7%	40.5%

Conclusions based on this data:

1. The number of students who are considered Fluent English Proficient and students who have been Reclassified improved in 2019-20. Our ELD staff has continued to provide support services in the 2020-21 school year, shifting to accommodate all instructional models.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	82	105	78	81	103	78	81	103	97.5	98.8	98.1
Grade 4	89	79	87	87	75	87	87	75	87	97.8	94.9	100
Grade 5	83	98	92	82	96	91	82	96	91	98.8	98	98.9
All Grades	252	259	284	247	252	281	247	252	281	98	97.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2391.	2413.	2425.	10.26	22.22	23.30	26.92	19.75	25.24	23.08	22.22	26.21	39.74	35.80	25.24
Grade 4	2470.	2447.	2467.	31.03	12.00	24.14	24.14	34.67	22.99	22.99	18.67	20.69	21.84	34.67	32.18
Grade 5	2505.	2519.	2525.	23.17	25.00	29.67	29.27	34.38	36.26	21.95	22.92	14.29	25.61	17.71	19.78
All Grades	N/A	N/A	N/A	21.86	20.24	25.62	26.72	29.76	28.11	22.67	21.43	20.64	28.74	28.57	25.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	23.46	24.27	38.46	34.57	49.51	42.31	41.98	26.21
Grade 4	25.29	24.00	27.59	55.17	44.00	44.83	19.54	32.00	27.59
Grade 5	25.61	28.13	28.57	47.56	52.08	50.55	26.83	19.79	20.88
All Grades	23.48	25.40	26.69	47.37	44.05	48.40	29.15	30.56	24.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.26	18.52	13.59	48.72	40.74	56.31	41.03	40.74	30.10
Grade 4	22.99	10.67	9.20	51.72	54.67	52.87	25.29	34.67	37.93
Grade 5	31.71	38.54	40.66	43.90	48.96	42.86	24.39	12.50	16.48
All Grades	21.86	23.81	21.00	48.18	48.02	50.89	29.96	28.17	28.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	16.05	23.30	70.51	62.96	57.28	21.79	20.99	19.42
Grade 4	19.54	16.00	19.54	65.52	65.33	64.37	14.94	18.67	16.09
Grade 5	12.20	17.71	23.08	69.51	64.58	64.84	18.29	17.71	12.09
All Grades	13.36	16.67	22.06	68.42	64.29	61.92	18.22	19.05	16.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.82	24.69	25.24	42.31	49.38	52.43	44.87	25.93	22.33
Grade 4	20.69	14.67	24.14	59.77	49.33	54.02	19.54	36.00	21.84
Grade 5	29.27	32.29	35.16	50.00	45.83	39.56	20.73	21.88	25.27
All Grades	21.05	24.60	28.11	51.01	48.02	48.75	27.94	27.38	23.13

Conclusions based on this data:

1. Emma Wilson met participation rate.
2. 54% either exceeded or met standard in 2018-19 in English Language Arts. Our overall performance increased 4% from the previous years.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	82	104	78	81	102	78	81	102	97.5	98.8	98.1
Grade 4	89	79	86	87	75	86	87	75	86	97.8	94.9	100
Grade 5	83	98	92	82	95	90	82	95	90	98.8	96.9	97.8
All Grades	252	259	282	247	251	278	247	251	278	98	96.9	98.6

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2416.	2415.	2430.	15.38	14.81	20.59	33.33	28.40	31.37	16.67	19.75	15.69	34.62	37.04	32.35
Grade 4	2478.	2468.	2468.	13.79	14.67	17.44	40.23	30.67	30.23	28.74	33.33	29.07	17.24	21.33	23.26
Grade 5	2505.	2528.	2507.	15.85	27.37	23.33	25.61	31.58	18.89	35.37	18.95	31.11	23.17	22.11	26.67
All Grades	N/A	N/A	N/A	14.98	19.52	20.50	33.20	30.28	26.98	27.13	23.51	24.82	24.70	26.69	27.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.92	27.16	29.41	38.46	30.86	32.35	34.62	41.98	38.24
Grade 4	28.74	25.33	24.42	41.38	29.33	36.05	29.89	45.33	39.53
Grade 5	21.95	36.84	31.11	41.46	36.84	26.67	36.59	26.32	42.22
All Grades	25.91	30.28	28.42	40.49	32.67	31.65	33.60	37.05	39.93

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	22.22	31.37	44.87	39.51	43.14	38.46	38.27	25.49
Grade 4	26.44	25.33	23.26	50.57	41.33	41.86	22.99	33.33	34.88
Grade 5	19.51	27.37	26.67	54.88	55.79	44.44	25.61	16.84	28.89
All Grades	21.05	25.10	27.34	50.20	46.22	43.17	28.74	28.69	29.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.51	24.69	31.37	52.56	46.91	43.14	26.92	28.40	25.49
Grade 4	24.14	24.00	23.26	50.57	45.33	40.70	25.29	30.67	36.05
Grade 5	14.63	28.42	18.89	57.32	49.47	46.67	28.05	22.11	34.44
All Grades	19.84	25.90	24.82	53.44	47.41	43.53	26.72	26.69	31.65

Conclusions based on this data:

1. Emma Wilson met participation rate.
2. 47% exceeded or met standard in 2018-19 in mathematics, a decrease from the previous year.

School and Student Performance Data

ELPAC Results 2017-18 Summative Assessment Data

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

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

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
All Grades	57.89	33.33	*	27.27	*	21.21	*	18.18	38	33

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
All Grades	*	3.03	*	18.18	*	54.55	36.84	24.24	38	33

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*
All Grades	47.37	9.09	44.74	66.67	*	24.24	38		33

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*
All Grades	73.68	51.52	*	30.30	*	18.18	38		33

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	34.21	66.67	39.47	33.33	38		33

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
All Grades	*	6.06	55.26	69.70	*	24.24	38	33

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

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
630	61.9	6.7	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	6.7
Foster Youth	3	0.5
Homeless	25	4.0
Socioeconomically Disadvantaged	390	61.9
Students with Disabilities	80	12.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.5
American Indian	7	1.1
Asian	36	5.7
Filipino	8	1.3
Hispanic	154	24.4
Two or More Races	48	7.6
Pacific Islander	4	0.6
White	336	53.3

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. ELA and Mathematics are in an upward trend.
2. We will continue utilizing our PBIS system to lower our suspension rate.
3. The attendance rate at Emma Wilson continues to meet the requirement. We will continue to monitor student attendance and utilize strategies to improve attendance rates.

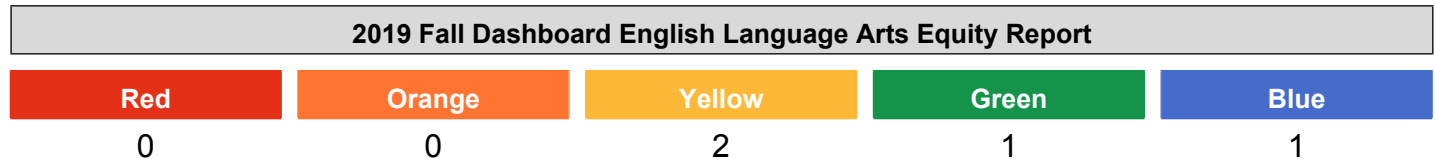
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 74.3 points below standard Increased Significantly ++37.6 points 17	Reclassified English Learners 28.5 points below standard Declined Significantly -49.4 points 11	English Only 12.9 points above standard Increased ++13.8 points 228
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Conclusions based on this data:

1. The number of students meeting grade level standards in English Language Arts performance increased. Our Hispanic subgroup is a focus for us due to achievement gap between Hispanic and White students.
2. We will continue to focus on our Students with Disabilities subgroup even though their performance increased significantly to ensure equity.

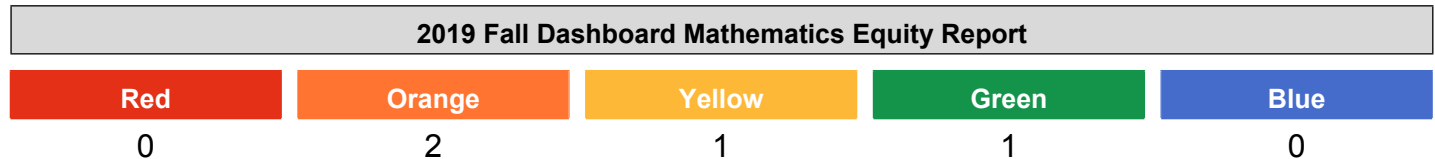
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 11.2 points below standard Maintained -0.4 points 254	English Learners  No Performance Color 81.5 points below standard Declined Significantly -34.9 points 28	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 33.5 points below standard Maintained ++2.3 points 24	Socioeconomically Disadvantaged  Yellow 30.1 points below standard Increased ++3.7 points 169	Students with Disabilities  Orange 70.3 points below standard Maintained ++0.3 points 37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color 34 points below standard Declined -11.4 points 14	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange 53.4 points below standard Declined -14.6 points 67	Two or More Races  No Performance Color 1.8 points below standard 13	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Green 14.7 points above standard Increased ++7.4 points 139

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 91 points below standard Increased ++12.7 points 17	Reclassified English Learners 66.9 points below standard Declined Significantly -81.7 points 11	English Only 3.8 points below standard Increased ++3.5 points 223
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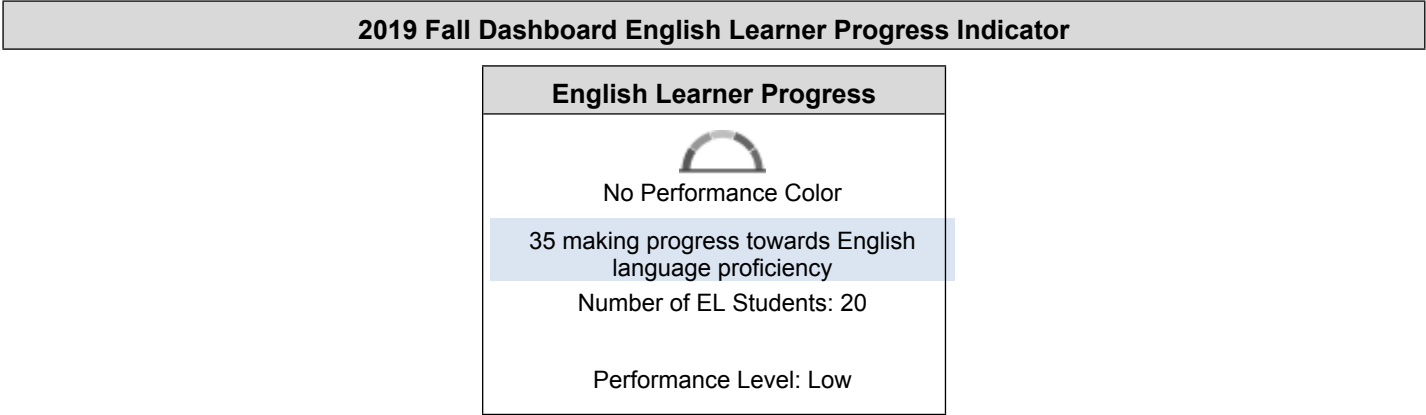
Conclusions based on this data:

1. The number of students meeting grade level standards in Mathematics performance is increasing or maintaining, with the exception of African American students and English Language Learners, which declined with 4.6 points and 6.8 points, respectively.
2. Falling significantly below grade level standards, Students with Disabilities, English Language Learners, Hispanic, and African American subgroups are a focus area for this year.
3. We have no scores for the 2019-20 CAASP due to the COVID-19 pandemic.

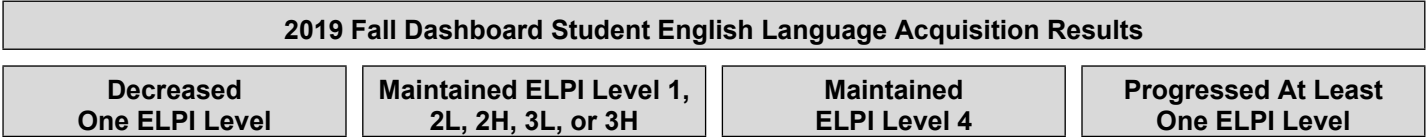
School and Student Performance Data

Academic Performance English Learner Progress

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



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



Conclusions based on this data:

- Over 50% of English Learners are meeting levels 3 and 4 on the ELPAC.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 9.1 Increased +4.7 22	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Asian  Orange 5.4 Increased +0.8 37	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Red 12.8 Increased Significantly +5.4 172	Two or More Races  Red 21.1 Increased +8.6 76	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange 7.5 Increased Significantly +3.4 374

Conclusions based on this data:

- Chronic Absenteeism increased across all subgroups. We believe this is related to the Camp Fire and are focusing on supporting families of students who are chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

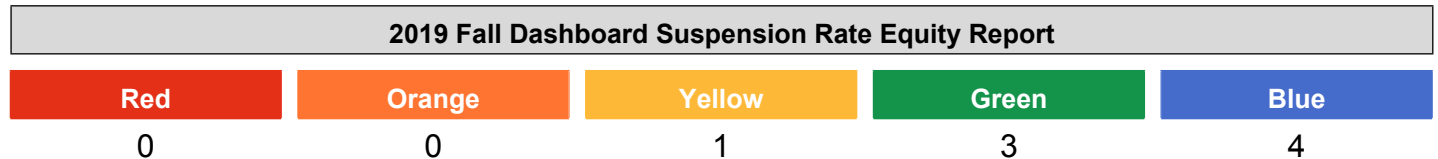
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.7 Maintained +0.1 729	English Learners  Blue 0 Maintained 0 58	Foster Youth  No Performance Color 0 Maintained 0 15
Homeless  Green 1.3 Declined -2 75	Socioeconomically Disadvantaged  Green 0.6 Declined -0.4 486	Students with Disabilities  Blue 0 Maintained 0 103

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	0.7

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials, and Facilities

Goal Statement

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

LCAP Goal

CUSD LCAP Goal 1: Quality Teacher, Materials, and Facilities

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

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

1.2: By 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:

Emma Wilson will adhere to Williams Act requirements.

Emma Wilson will maintain the ratio of students to device ratio 1:1.

By June 1, 2022, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS. (One of the four training sessions will address equity and bias.)

New Teachers will be trained in Bias and Equity practices

New Teachers will be trained in PBIS.

Basis for this Goal

Research indicates that teacher effectiveness has one of the greatest effects on student achievement. Students need and deserve access to highly-qualified teachers who are willing to engage in continuous learning. Emma Wilson, as part of the Chico Unified School District, is committed to attracting and retaining highly-qualified teachers. Additionally, we are committed to maintaining and beautifying our facilities in order for students, families, and staff members to have a sense of pride in our school. The safety of our facilities is consistently monitored by our Maintenance and Operations Department. Emma Wilson students have access to appropriate instructional materials and the necessary technology to ensure that they are ready and prepared for their educational experience.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Williams Compliance	All teachers are 100% appropriately assigned and credentialed.	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Facilities Inspection Tool (FIT) indicates "good".
State Priority 1: Basic Instructional Materials	100% of Emma Wilson classrooms have sufficient instructional materials	Emma Wilson classrooms will continue to have sufficient

Metric/Indicator	Baseline	Expected Outcome
	as verified by a CUSD School Board Resolution and the Williams Report.	instructional materials as verified by the Williams Report.
State Priority 1: Basic Instructional Materials	Emma Wilson has a 1:1 device to student ratio for their chromebooks. Emma Wilson students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Emma Wilson will maintain a 1:1 device to student ratio for their chromebooks. Emma Wilson students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.

Planned Strategies/Activities

Strategy/Activity 1

Emma Wilson will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Emma Wilson will prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies

Description	Instructional Materials - Textbooks
Amount	176,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Renaissance Place/iReady (Total District Cost)
Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity
Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure

Strategy/Activity 3

Emma Wilson will facilitate communicate with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	4,500,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Maintenance and Operations

Strategy/Activity 4

Emma Wilson will facilitate the home and school usage of student Chromebooks including device management, and will ensure student access to emerging technologies.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	385,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	IT Support Staff - Total District Cost

Strategy/Activity 5

Emma Wilson will provide Library/Media services.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,100,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Librarians and Library Media Assistants

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Fully Align Curriculum and Assessments with California State Standards

Goal Statement

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

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

LCAP Goal

CUSD LCAP Goal 2: Fully align Curriculum and Assessment with State Standards

2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities..

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

2.3: Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goals:

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

Basis for this Goal

Emma Wilson staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the California State Content Standards and Next Generation Science Standards (NGSS), and administer assessments that align with state standardized assessments (SBAC). Grades TK-5 have a comprehensive local assessment plan in place for both English Language Arts and Math. In order to improve teacher engagement in systematic formative assessment practices, ensure the most effective use of technology for assessment, and to improve the effectiveness of the assessments, it is necessary to constantly revise this plan. Emma Wilson has a teacher representative on the District Leadership Committee who regularly attends meetings and reports back to staff.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 have a fully-developed assessment plan and have implemented common District-Wide assessments.	TK-5 will continue to administer refine assessment plans.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	95% of Emma Wilson teachers attended one or more trainings in Math and/or the Next Generation Science Standards.	100% of Emma Wilson teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.

Planned Strategies/Activities

Strategy/Activity 1

District Leadership Council (DLC) will analyze overall district CCSS survey responses and recommend district-wide staff development.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

District
DLC

Proposed Expenditures for this Strategy/Activity

Amount	375,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District Leadership Council Teachers on Special Assignment (TOSA)
Amount	116,000
Source	Title I - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Illuminate/Data Teacher on Special Assignment (TOSA)
Amount	151,000
Source	Title II - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Technology TOSA/TOSA DLC
Amount	430,000
Source	Title II - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Professional Development Support
Amount	140,000
Source	Title I - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	English Language Development (ELD) Teachers on Special Assignment (TOSA)

Strategy/Activity 2

Emma Wilson will continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,449
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site PD Opportunities/Conferences
Amount	8,000
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PLC Release Days
Amount	430,000
Source	Title II - District
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	District PD Opportunities
Amount	99,000
Source	Title II - District
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology Professional Development

Strategy/Activity 3

Emma Wilson will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
Classroom Teachers
Support Staff
DLC

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide teachers opportunities to do peer observation

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

Emma Wilson staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	176,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	iReady and Renaissance Place

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support High Levels of Student Achievement in a Broad Range of Courses

Goal Statement

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

LCAP Goal

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

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

Site Goal:

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

Emma Wilson will increase by 10% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.

Emma Wilson's counseling staff will work with students to increase awareness of education and career options and to combat career stereotyping.

Basis for this Goal

Emma Wilson Elementary is committed to improving achievement outcomes for our students. Research indicates that students' college and career plans begin as early as kindergarten. Our Professional Learning Communities meet at least biweekly to analyze data and plan together, helping spread instructional best practices across our campus. Our Title I staff works with teachers to identify students who need intervention support to help them meet grade level standards.

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

District Provided All Day Kindergarten Aides

Students to be Served by this Strategy/Activity

Kindergarten Students

Timeline

2021-22

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	330,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision in All Day Kindergarten

Strategy/Activity 2

Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. High Concern lists of students will be looked at frequently and discussed among teachers. Employ supplementary support teachers (certificated). Reading Pals program will continue and data analyzed throughout the year. Site will use SBIT process to monitor placement of students in interventions. All English Learners will be given ELD using Language Star curriculum and assessment. ELD teachers will participate in on-going after school training. All English Learners will take CUSD interim ELD Assessments and ELPAC. Employ Parent Classroom Aides to support the Learning Center. Supplemental Curriculum to support diverse learners. Guided reading is a focus area; training will be provided at a site and district level, including support from the District Reading Specialist.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,325,000
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Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention and Instructional Support - Total District Cost
Amount	77,288
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Support Teacher (.8)
Amount	55,068
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title I Coordinator (.5)
Amount	33,041
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Support Teacher (.3)
Amount	6,500
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading Pals
Amount	37,382
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Classroom Aides (3)
Amount	8,559
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Classroom Aide (1)
Amount	10,000
Source	Title I - Site

Budget Reference	4000-4999: Books And Supplies
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Description	Raz Kids, Reflex Math, Mystery Science Intervention Curriculum and Materials
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Strategy/Activity 3

Emma Wilson will employ a Bilingual Aide.
Emma Wilson will employ 1 TK Aide at 3.5 hrs/day.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator, Teaching Staff, Auxiliary Staff

Proposed Expenditures for this Strategy/Activity

Amount	510,000
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Source	LCFF - District Supplemental
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Budget Reference	2000-2999: Classified Personnel Salaries
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Description	Bilingual Aides
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Amount	15,060
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Source	Title I - Site
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Budget Reference	2000-2999: Classified Personnel Salaries
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Description	Additional Time - Bilingual Aide
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Amount	140,000
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Source	LCFF - District Supplemental
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	ELD Coaches provide student curriculum and teacher professional development.
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Strategy/Activity 4

Provide afterschool homework club support

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator, Teaching Staff, Auxiliary Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Staff

Strategy/Activity 5

Medically Necessary Instruction (MNI)

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide MNI if necessary

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide Opportunities for Meaningful Parent Involvement and Input

Goal Statement

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

LCAP Goal

CUSD LCAP Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

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

Site Goal:

- Emma Wilson will increase the number of parents participating in PTA by 10%.
- Emma Wilson will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.
- Emma Wilson will increase the percentage of parents completing the School Climate Survey by 20%
- Emma Wilson will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar. SSC agendas and Minutes will also be posted to the Emma Wilson Website.

Basis for this Goal

According to the National Coalition for Parent Involvement in Education, parent/guardian involvement is crucial. No matter their income or background, students with involved parents and guardians are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (2006). According to the National PTA, the most accurate predictor of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high, yet reasonable expectations for the child's achievement and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent/guardian involvement.

Through the COVID-19 pandemic, parent involvement was not only crucial, but necessary, as our students navigated online learning. The communication between our schools and families continues to be imperative.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager	Emma Wilson has a Targeted Case Manager (TCM) to support families to ensure academic, social, and emotional success and maintain baseline parent contact as a minimum.	Continue Targeted Case Manger parent contact to support families to ensure academic, social, and emotional success. Maintain or increase the number of parent contacts.

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Emma Wilson Social Media	Parent Involvement with Emma Wilson social media will be tracked to establish a baseline level.	Parent engagement with Emma Wilson social media will increase from baseline level.
Priority 3: Parent Involvement	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn-out is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement.

Planned Strategies/Activities

Strategy/Activity 1

Remind staff of timely responses to parent inquiries in staff notes and at staff meetings

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator, staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to employ Targeted Case Manager (TCM) at site to:

- *increase parent participation as demonstrated by logging instances of parent contact in Aeries
- *support parents during Parent-Teacher Conferences
- *conduct home visits as needed

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
District
Targeted Case Manager

Proposed Expenditures for this Strategy/Activity

Amount

570,000

Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Targeted Case Managers (Total District Cost)
Amount	30,627
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Add'l Targeted Case Manager (.5)

Strategy/Activity 3

Advertise activities in multiple languages

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator, staff

Proposed Expenditures for this Strategy/Activity

Amount	10,389
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Liaison

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve School Climate

Goal Statement

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

LCAP Goal

CUSD LCAP Goal 5: Improve School Climate

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

Site Goal:

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

Incorporate school mental health into the already established PBIS framework by Fall 2021.

Reduce Suspension Rate by 3% using the suspension rate from the 18-19 school year.

Create a Equity and Bias team made of students and educators that meet monthly and provide input to ILT and School Site council by Fall 2021.

Basis for this Goal

In order for students and families to feel confident in their school there must be trust. Trust that their school will provide a safe nurturing learning environment that caters to their academic, social emotional and safety needs.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or better.	Maintain student attendance rate of 95.6% or higher.
Priority 5: Pupil Engagement Chronic Absenteeism Rate		
Priority 6: School Climate Suspension Rate		
Priority 6: School Climate Parent Survey		
Priority 6: Local Indicator/Local tool for school climate PBIS		

Planned Strategies/Activities

Strategy/Activity 1

Make teachers aware of PD opportunities

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator/District

Proposed Expenditures for this Strategy/Activity

Amount	430,000
Source	Title II - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District PD Opportunity
Amount	6,000
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site PD Opportunity/Conferences Trauma PBIS

Strategy/Activity 2

Utilize Reset and Opportunity programs in lieu of suspension

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	341,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reset/Opportunity Programs

Strategy/Activity 3

CUSD will support student needs by employing the following staff:

- Nurses
- Targeted Case Manager
- Counselor Assistant
- School Counselor
- Health Assistants
- Provide MNI Services as needed

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

District
Principal

Proposed Expenditures for this Strategy/Activity

Amount	4,644
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Elementary Counseling Assistant

Amount	800,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nurses, Health Aides, LVNs (Total District Cost)

Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	MNI (Total District Cost)

Strategy/Activity 4

Employ campus supervisors to ensure adequate student supervision during unstructured times of the day (ie: recess)
Maintain walkie-talkie radios and ensure that all staff carry them at all times

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator, District

Proposed Expenditures for this Strategy/Activity

Amount	1,185,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervision (Total District Cost)
Amount	12,819
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervisor
Amount	5,000
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Campus Supervision
Amount	1,200
Source	Safe Schools
Budget Reference	4000-4999: Books And Supplies
Description	Purchase New Radios
Amount	500
Source	Safe Schools
Budget Reference	4000-4999: Books And Supplies
Description	Health Office Supplies

Amount	13,000
Source	Site LCAP
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultants to provide playground activities for student engagement: ASSIST

Strategy/Activity 5

Support Fine Arts, Music and PE programs as needed

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,720,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Elementary Art, Music, PE

Strategy/Activity 6

Not applicable

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: 2020-21

Goal 1

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

Annual Measurable Outcomes

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

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Emma Wilson will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.	Emma Wilson will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.		
Emma Wilson will prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	Emma Wilson will prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 750,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Emma Wilson will communicate with CUSD M&O department to help identify and prioritize site facility repair needs.	Emma Wilson will communicate with CUSD M&O department to help identify and prioritize site facility repair needs.	Maintenance and Operations 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000	Maintenance and Operations 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,500,000
Emma Wilson will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	Emma Wilson will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	Tech Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 250,000	Tech Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000
Emma Wilson will maintain the site library and make it available for student use.	Emma Wilson will maintain the site library and make it available for student use.	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000 Additional Site Media Assistant 2000-2999: Classified Personnel Salaries Title I - Site 7,061	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,061,000 Additional Site Media Assistant 2000-2999: Classified Personnel Salaries Title I - Site 7,061
Renaissance Place/iReady (Total District Cost)	Renaissance Place/iReady (Total District Cost)	Renaissance Place/iReady (Total District Cost) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000	Renaissance Place/iReady (Total District Cost) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000
Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 200,000	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 875,000
Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure 4000-4999: Books And Supplies LCFF - District Supplemental 850,000

Analysis

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

Technology played a big role this year in providing instruction to our students during the COVID-19 pandemic. Chromebooks and instructional software allowed us to provide instruction every school day this year, regardless of our instructional model.

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

The EWE technology aide and our school library media assistant provided support for students throughout the pandemic. The tech aide provided support to our families and other sites as well. Our LMA created a protocol for safe lending of books to use this school year.

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

Some adjustments up or down in expenditure this past year were due to changes related to COVID-19 restrictions.

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

We anticipate that line items with overages this year will return to the planned spending as we transition back to full time in-person instruction.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Emma Wilson will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.
Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 will continue to administer and refine assessment plans.	Same as expected outcomes.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of Emma Wilson teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.	Teachers attended math training this year. They did not attend NGSS training as implementation of our new science curriculum was delayed due to the pandemic.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District Leadership Council will analyze overall district CCSS survey responses and recommend district-wide staff development.	District Leadership Council will analyze overall district CCSS survey responses and recommend district-wide staff development.	District Leadership Council Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 349,000
Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	Funding source - Collaboration Days- No Funding Needed	Funding source - Collaboration Days- No Funding Needed
Emma Wilson will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.	Emma Wilson will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.	TOSAs (Total District Cost) See Goal 3 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	TOSAs (Total District Cost) See Goal 3 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 349,000
Provide teachers opportunities to do peer observation	Provide teachers opportunities to do peer observation	Release Days 1000-1999: Certificated	Release Days 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title II - Site 1,000	Personnel Salaries Title II - Site 0
Illuminate/Data Teacher on Special Assignment (TOSA)	Illuminate/Data Teacher on Special Assignment (TOSA)	Illuminate/Data Teacher on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 116,000	Illuminate/Data Teacher on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 115,000
English Language Development (ELD) Teachers on Special Assignment (TOSA)	English Language Development (ELD) Teachers on Special Assignment (TOSA)	English Language Development (ELD) Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title I - District 140,000	English Language Development (ELD) Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries Title I - District 119,000
Technology TOSA/TOSA DLC	Technology TOSA	Technology TOSA 1000-1999: Certificated Personnel Salaries Title I - District 99,000	Technology TOSA 1000-1999: Certificated Personnel Salaries Title I - District 151,000
Site PD Opportunities/Conferences	Site PD Opportunities/Conferences	Site PD Opportunities/Conferences 1000-1999: Certificated Personnel Salaries Title II - Site 10,449	Site PD Opportunities/Conferences 1000-1999: Certificated Personnel Salaries Title II - Site 1,036
PLC Release Days	PLC Release Days	PLC Release Days 1000-1999: Certificated Personnel Salaries Title I - Site 8,000	PLC Release Days 1000-1999: Certificated Personnel Salaries Title I - Site 0
District PD Opportunities	District PD Opportunities	District PD Opportunities 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 430,000	District PD Opportunities 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 0.00
Technology Professional Development	Technology Professional Development	Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 99,000	Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 0.00
iReady and Renaissance Place	iReady and Renaissance Place	iReady and Renaissance Place 5000-5999: Services And Other Operating	iReady and Renaissance Place 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures LCFF - District Supplemental 176,000	Expenditures LCFF - District Supplemental 131,000

Analysis

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

Implementation of professional development shifted this year in response to the pandemic. CUSD provided professional development at the district level but no site level PD occurred.

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

Teachers received new technology and curriculum this year to meet the needs presented by COVID-19 regulations and guidelines. Teachers began using this technology right away and support from the technology aide helped them implement the new equipment quickly and effectively.

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

Differences in the proposed and estimated actual expenditures were due to changes related to the pandemic.

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

We will aim to match spending on professional development to district focus areas and specific needs at our site based on achievement data.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement (ELA) CAASPP	Continue to increase.	CUSD is not administering CAASPP this school year. Local assessments will be used instead.
State Priority 4: Pupil Achievement (Math) CAASPP	Continue to increase.	CUSD is not administering CAASPP this school year. Local assessments will be used instead.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intervention support, curriculum and supplemental material to support instruction.	Provide intervention support, curriculum and supplemental material to support instruction.	Intervention and Instructional Support - Total District Cost 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000	Intervention and Instructional Support - Total District Cost 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,372,000
		Parent Classroom Aide 2000-2999: Classified Personnel Salaries Site LCAP 8,559	Parent Classroom Aide 2000-2999: Classified Personnel Salaries Site LCAP 8,559
		Parent Classroom Aides (3) 2000-2999: Classified Personnel Salaries Title I - Site 37,382	Parent Classroom Aides (3) 2000-2999: Classified Personnel Salaries Title I - Site 37,382
		Title I Site Coordinator (.5) 1000-1999: Certificated Personnel Salaries Title I - Site 55,068	Title I Site Coordinator (.5) 1000-1999: Certificated Personnel Salaries Title I - Site 55,068
		Support Teacher (.3) 1000-1999: Certificated Personnel Salaries Site LCAP 33,041	Support Teacher (.3) 1000-1999: Certificated Personnel Salaries Site LCAP 33,041
		Title I Intervention Teacher (.8) 1000-1999:	Title I Intervention Teacher (.8) 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries Title I - Site 77,288	Certificated Personnel Salaries Title I - Site 77,288
Emma Wilson will employ a Bilingual Aide.	Emma Wilson will employ a Bilingual Aide.	Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000	Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 517,000
		Additional Bilingual Aide 2000-2999: Classified Personnel Salaries Title I - Site 15,060	Additional Bilingual Aide 2000-2999: Classified Personnel Salaries Title I - Site 15,060
Provide afterschool homework club support	Provide afterschool homework club support	Certificated Staff 2000-2999: Classified Personnel Salaries Title I - Site 10,000	Certificated Staff 2000-2999: Classified Personnel Salaries Title I - Site 0
Provide ELD Coaches	Provide ELD Coaches	Provide ELD Coaches 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 140,000	Provide ELD Coaches 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 119,000
Emma Wilson will provide a Kindergarten Aide	Emma Wilson will provide a Kindergarten Aide	All Day Kindergarten Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000	All Day Kindergarten Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000
Emma Wilson will provide medically necessary instruction if needed	Emma Wilson will provide medically necessary instruction if needed	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 37,300

Analysis

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

Due to the pandemic, Emma Wilson Elementary's tutoring program was funded by CUSD COVID-relief dollars rather than site Title I.

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

The tutoring program this year was very effective. We had over twenty small groups running, reaching over 100 students.

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

Site Title I funds were not used for tutoring because CUSD paid for tutoring with COVID-relief funds.

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.

If the district does not continue to fund tutoring, we plan to pick up the cost using our site Title I funds.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Targeted Case Manager	Continue Targeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts.	Same as expected outcome.
Priority 6: Local Indicator/Parent Involvement/Local Evaluation Tool	Parent engagement with Emma Wilson via social media will increase from the baseline level.	Same as expected outcome.
Priority 3: Parent Involvement	Increase or maintain opportunities for parent involvement and stakeholder engagement.	Fewer opportunities for parent involvement this year due to COVID-19.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	No Funding Needed	No Funding Needed
Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English Learner Advisory Committee	Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English Learner Advisory Committee	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000 Parent Liaison 2000-2999: Classified Personnel Salaries Site LCAP 10,389 Additional Targeted Case Manager (.5) 2000-2999: Classified Personnel Salaries Title I - Site 30,627	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000 Parent Liaison 2000-2999: Classified Personnel Salaries Site LCAP 10,389 Additional Targeted Case Manager (.5) 2000-2999: Classified Personnel Salaries Title I - Site 30,627

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Emma Wilson will: *advertise activities on all social media sites * employ a Parent Liaison Aide *communicate via Aeries Communication *continue to provide opportunities for parents to connect with the school via Movie Nights, Blood Drives, and various other activities	Emma Wilson will: *advertise activities on all social media sites * employ a Parent Liaison Aide *communicate via Aeries Communication *continue to provide opportunities for parents to connect with the school via Movie Nights, Blood Drives, and various other activities	No Funding Needed	No Funding Needed

Analysis

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

Our Targeted Case Manager has been helpful in reaching out to families of students who were not engaged during Distance Learning. Though opportunities for parent involvement have decreased, we have communicated consistently with our families using Aeries Communication and social media.

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

Communication with parents has increased this school year even though opportunities for involvement have decreased.

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

No material differences in expenditures at the site level.

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

No changes anticipated to these goals for the next year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6 or better.	Our attendance rate is anticipated to be lower than this at the end of the school year.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Decrease chronic absenteeism rate for All Students by 0.5%.	We will likely see an increase in chronic absenteeism for this school year.
Priority 6: School Climate Suspension Rate		
Priority 6: School Climate Parent Survey		

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CUSD will employ: <ul style="list-style-type: none"> Employ Nurses and Health Assistants 	CUSD will employ: <ul style="list-style-type: none"> Employ Nurses and Health Assistants 	Nurses, Health Aides, LVN's 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 800,000	Nurses, Health Aides, LVN's 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 778,000
Utilize Reset and Opportunity programs in lieu of suspension	Utilize Reset and Opportunity programs in lieu of suspension	Utilize Reset and Opportunity programs in lieu of suspension 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000	Utilize Reset and Opportunity programs in lieu of suspension 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000
Attendance Team, TCM, Counselor, Attendance Clerk, and Principal will meet bi-weekly to review and address subgroups with attendance and chronic absenteeism issues.	Attendance Team, TCM, Counselor, Attendance Clerk, and Principal will meet bi-weekly to review and address subgroups with attendance and chronic absenteeism issues.	Additional Elementary Counselor Assistant Hours 2000-2999: Classified Personnel Salaries Site LCAP 4,644	Additional Elementary Counselor Assistant Hours 2000-2999: Classified Personnel Salaries Site LCAP 4,511.32

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Elementary Guidance Aides - Total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 345,000	Elementary Guidance Aides - Total District Cost 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 345,000
<ul style="list-style-type: none"> • Employ campus supervisors • Radio Maintenance/Purchase 	<ul style="list-style-type: none"> • Employ campus supervisors • Radio Maintenance/Purchase 	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000
		Campus Supervisor 2000-2999: Classified Personnel Salaries Site LCAP 12,819	Campus Supervisor 2000-2999: Classified Personnel Salaries Site LCAP 12,819
		Additional Campus Supervision 2000-2999: Classified Personnel Salaries Site LCAP 5,000	Additional Campus Supervision 2000-2999: Classified Personnel Salaries Site LCAP 5,000
		Purchase/Maintain Radios 4000-4999: Books And Supplies Safe Schools 1,200	Purchase/Maintain Radios 6000-6999: Capital Outlay Safe Schools 1,200
		Health Office Supplies 4000-4999: Books And Supplies Safe Schools 500	Health Office Supplies 4000-4999: Books And Supplies Safe Schools 500
		Consultants to provide playground activities for student engagement 5800: Professional/Consulting Services And Operating Expenditures Site LCAP 13,000	Consultants to provide playground activities for student engagement 5800: Professional/Consulting Services And Operating Expenditures Site LCAP 13,000
Support Fine Arts, Music, and PE programs	Support Fine Arts, Music, and PE programs	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,720,000	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,760,000
Utilize a .5 Elementary Counselor	Utilize a .5 Elementary Counselor	Elementary Counselor (Total District Cost) 2000-2999: Classified Personnel Salaries	Elementary Counselor (Total District Cost) 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - District Supplemental 580,000	LCFF - District Supplemental 580,000

Analysis

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

Implementation of strategies/activities for Goal 5 has gone as planned.

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

The staff supported by this goal have been instrumental during the pandemic in supporting students and their families. Our counselor has worked to increase capacity on our site by partnering with community agencies such as NVCSS.

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

No material differences in 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.

CUSD will fund a 1.0 FTE counselor position for Emma Wilson Elementary next year. We also plan to increase hours for our elementary counseling assistant.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	183,654
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	103,202,840
LCAP - District	14,504,597
LCAP - Site	77,356
Title 1 - District	2,981,080
Title I - Site	263,897
Title II - District	411,111
Title II - Site	17,449
Title III - District	79,735

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

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

- x School Principal
- x Classroom Teachers
- x Other School Staff
- x Parent or Community Members

Name of Members	Role
Mele Benz	Principal
Roxanne Ray	Classroom Teacher
Stacy Hansen	Classroom Teacher
Alisha Stephens	Classroom Teacher
Miriam Baldivid	Other School Staff
Hildi Myers	Other School Staff
Lilian Arrigoni	Parent or Community Member
Alisha Rivas	Parent or Community Member
Richard Priest	Parent or Community Member
Allie McGaugh	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 21, 2021.

Attested:



Principal, Mele Benz on 4/23/2021



SSC Chairperson, Alisha Stephens on 4/23/2021

Addendum

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

Instructions: Linked Table of Contents

Stakeholder 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.

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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