Emma Wilson Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Emma Wilson Elementary School
Street	1530 West Eighth Avenue
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3297
Principal	Kimberly Rodgers
E-mail Address	krodgers@chicousd.org
Web Site	emmawilson.chicousd.org/
CDS Code	04-61424-6111116

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Description and Mission Statement (School Year 2017-18)

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 the California State University, Chico, which provides additional opportunities and educational resources for our students. The architectural design of the campus fosters cohesiveness among staff and students. The school is arranged in u-shaped, pod-like clusters. This allows grade levels easy access to one another. Two of our clusters share small common rooms located between each classroom. These rooms are used for providing interventions and small group instruction, and in some cases for small computer labs. Having classrooms joined together allow for collaboration and interaction among grade levels and provide opportunities for older and younger children to work together. Four additional small size rooms house our Primary Intervention Program (PIP), school counseling services and are used to provide small group interventions. Our Resource Specialist Program (RSP) and Communicably Handicapped program (CH) share an over-sized classroom in the front of the school and operate as a learning center. Two small rooms are attached which allow for small group instruction. We have two autistic classes (Autism Center for Education, ACE) that occupy two full size classrooms. Our Title I and English Language Development (ELD) program also occupy a full size classroom. Music and Fine Arts programs are provided and take place in individual classrooms and on the stage in the multipurpose room.

The staff of Emma Wilson works hard to ensure that students are provided with a clean, safe and functional learning environment. Located in the heart of the school is a courtyard where school events, such as the 5th grade promotion assembly, take place. Our large staff room overlooks the courtyard and is part of the main office building. Because our school is relatively new, we have the luxury of a large workroom for preparing and copying materials. Our library is state of the art! It is neatly organized and offers an abundance of reading resources meeting the interest of any student. The library also houses our computer lab, consisting of forty computers interconnected with the school network server. Both the library and computer labs are well used by students and staff, and are maintained and updated with the newest publications and technology including school-wide wireless access. Emma Wilson is approaching one computer device per student (Chromebooks, iPads, iPad minis, desktops).

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 is guided by the following essential questions:

1) What do we expect students to learn?
2) How do we know when they have learned it?
3) How will we respond when students don't learn?
4) What enrichment opportunities will we provide students?
5) How will we provide students the opportunity to connect to our community?

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

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

Other Pride and Strengths:
- 2015 and 2016 HONOR ROLL School
- California Distinguished School 2010

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	121
Grade 1	99
Grade 2	78
Grade 3	81
Grade 4	93
Grade 5	82
Total Enrollment	554

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	1.3
Asian	6.5
Filipino	1.3
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.7
White	57.9
Two or More Races	4
Socioeconomically Disadvantaged	48.6
English Learners	9
Students with Disabilities	13
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	29	31	599
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October, 2017

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (Revised: K-2 in 2013, 3 - 6 in 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on CA Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Meets State Guidelines		0
Science Laboratory Equipment (grades 9-12)			N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Emma Wilson School takes great efforts to ensure that our campus is clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Emma Wilson School was constructed in 1992-93. Our facility houses 30 classrooms. The school has three large playground areas designated for kindergarten, primary and intermediate. The school has posted requirements that all visitors check in at the office and receive a visitor's badge or sticker. The school provides before-school and after-school supervision for students being dropped off or picked up. District maintenance staff and site custodial staff ensure that the school is in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist the school district with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Carpeting damaged or stained in Rooms Main Office, 13, 14, 15, and 17 - summer project.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Horizontal surfaces are excessively dusty/dirty.
Electrical: Electrical	X			Lighting fixture or bulbs are not working or missing in Room 17 - site to fix
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Exit door is blocked - Site to correct Plug-in air fresheners are found in classrooms - removed
Structural: Structural Damage, Roofs	X			Wet ceiling tiles or walls inside the classroom indicating an active roof leak in Rooms 3, 7, 9, 21, 25, 26, 27 and Kitchen.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Gopher holes, trip hazards - in-house repair on-going Open "S" hooks, protruding bolt ends, sharp points and edges in playground equipment - summer project

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December, 2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	51	48	51	51	48	48
Mathematics (grades 3-8 and 11)	52	47	44	42	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	253	98.06	48.22
Male	139	135	97.12	43.7
Female	119	118	99.16	53.39
Black or African American	12	11	91.67	18.18

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95	36.84
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	40
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	145	98.64	55.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	129	97.73	34.11
English Learners	25	24	96	25
Students with Disabilities	44	39	88.64	15.38
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	253	98.06	47.43
Male	139	135	97.12	48.15
Female	119	118	99.16	46.61
Black or African American	12	11	91.67	36.36
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95	42.11
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	40
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	145	98.64	52.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	129	97.73	34.88
English Learners	25	24	96	33.33
Students with Disabilities	44	39	88.64	17.95
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	75	76	64	61	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	3.7	35.4	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Our School Site Council, made up of parents and staff members, provides leadership through the development of our school plan, Local Control Accountability Plan (LCAP) and other school activities. The families are given the opportunity to participate in a school climate survey every year to determine what parents think of the school's effectiveness. The PTSA is a strong, active organization which sponsors the Fall Festival, various fundraisers, Book Fair and many other educational activities for students and families.

We have a variety of daytime and evening activities for our families. Some of these activities include: Technology Night, Open House, Back to School Night, Title 1 parent meetings, English Learner Advisory Committee meetings and a number of student performances and curricula presentations.

Our teachers and administrator have an "open door policy" which invites parents to our school for thoughtful and essential dialogue. Discussions can range from student concerns and joys, to policies and procedures, and questions and input.

All parental involvement opportunities and contacts can be found on the school website at: http://emmawilson.chicousd.org/

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6	0.0	0.0	3.4	4.1	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Our Safe Schools Plan includes emergency procedures in case of fire, earthquake, or other disaster. The Safe Schools Plan is updated annually in accordance with Senate Bill 187. The key elements of the Safe School Plan are: traumatic incidents, imminent danger procedure (code red), evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The staff and students have received special training on procedures to follow in the event of an emergency. A copy of these procedures is available on our school website, in the office and in every classroom for viewing. In an effort to ensure student safety while traveling to and from school, a crossing guard is located at the stop sign on the corner of West Sacramento Avenue and West Eighth Avenue. A traffic light is in place at Nord Avenue and West Eighth Avenue. A stop sign is in place at the corner of West Eighth Avenue and Forty Niner Court. Parents have signed a "Traffic Calming Plan" promoting student safety, courtesy and efficiency of traffic flow. We are focusing on the premise that "We value a physically and emotionally safe and secure school environment," which is a high priority at Emma Wilson.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4	1		23		5		21	1	5	
1	21	1	3		22		3		24		4	
2	24		4		18	1	4		20	4		
3	27		3		23		4		26		3	
4	31		2		27		3		31		3	
5	29		3		31		2		27		3	
6	28		3		24	1	3					
Other	7	2			10	1			6	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.3125	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1.1875	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,873.98	$3,619.78	$6,254.21	$67,547.00
District	N/A	N/A	$6,987.42	$67,547
Percent Difference: School Site and District	N/A	N/A	-10.5	0.0
State	N/A	N/A	$6,574	$77,824
Percent Difference: School Site and State	N/A	N/A	-4.9	-13.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

Emma Wilson receives the following funding:

- LCAP funds to support programs and activities to assist English learners, foster youth, and socioeconomically disadvantaged students in achieving high levels of proficiency in English language arts and math.

- Title I funds to support students who are achieving below grade level standards.

- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.

- Title II federal funds to provide ongoing staff development for teachers and principals.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,080	$48,522
Mid-Range Teacher Salary	$58,684	$75,065
Highest Teacher Salary	$92,364	$94,688
Average Principal Salary (Elementary)	$95,040	$119,876
Average Principal Salary (Middle)	$109,390	$126,749
Average Principal Salary (High)	$111,746	$135,830
Superintendent Salary	$180,966	$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Teachers participate in a survey at the beginning of the school year to determine district and site-level professional development needs. The professional development offered supports district and site level goals and objectives and are selected based on data results from district assessments, SBAC, attendance rates, number of discipline incidences in addition to survey results and individual teacher requests/needs. Curriculum/Instruction improvement is an ongoing process at Emma Wilson School.

The following is a list of some of the professional development opportunities that have been provided for teachers over the past couple of years:

Close Reading, Trauma, De-escalation, Nurtured heart, technology (google docs, etc.), Strategies for Struggling Students, SBIT, Guided Reading/Small Group Instruction, CCSS Implementation in ELA and Math, Language Star training to aide in development of strategies for teaching ELD, New Generation Science Standards (NGSS), Daily 5/Daily Cafe.

Our school is participating in our third year of Positive Behavior Intervention Support (PBIS) trainings to assist us in creating a positive school culture.   A team consisting of 11 teachers, aides, supervisors, parents and the principal are receiving this training and has had a crucial role in developing and implementing procedures. This committee is responsible for gathering input from all facets of the school community and is a part of facilitating the implementation process, to include staff training. In addition to the above, seven teachers participated in a CCSS Math Grant through CSU Chico for the past three years. Nine teachers received Daily 5 and Daily Café training in 2016-17 school year. An additional 4 teachers will be receiving this same training during the 2017-18 school year. The whole teaching staff is participating in a series of i-Ready training's to support our ELA and Math intervention program. CUSD will be focusing on the Three High Impact Strategies. Opportunities will be provided for teachers to do peer observations as a way of learning from one another to improve instructional practices.

Methods by which professional development is delivered at Emma Wilson: staff meetings, PLC meetings, district-wide staff development/workshops, out of district workshops and conferences, classroom observations, peer mentoring/coaching, etc.

Teachers are supported through the following: teacher-principal meetings, student performance data reporting, Title 1 Coordinator, Teacher/Student Support Teacher, SST and SBIT meetings and PBIS committee. Opportunities to meet in grade level PLCs are provided to analyze student performance data, develop interventions and plan instruction. Staff training is designed to improve teaching skills and therefore improve student learning.