School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Neal Dow Elementary
Address	1420 Neal Dow Avenue Chico, CA 95926
County-District-School (CDS) Code	04-61424-6003040
Principal	Kellie Steinbach
District Name	Chico Unified School District
SPSA Revision Date	4/26/2023
Schoolsite Council (SSC) Approval Date	4/26/2023
Local Board Approval Date	

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

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School Vision and Mission

It is the mission of Neal Dow to ensure that:

Every Day Every Student is
Nurtured, Engaged, Achieving, Learning, and Directed with Opportunities to Win.

"Every Day Every Student is Neal Dow. Work Hard, Be Kind, Dream Big, We are Drgaons!"

It is the vision of Neal Dow that every student will show growth in academic knowledge, social partnerships, personal responsibility for themselves and in taking care of others. Through the use of technology, best practices of teaching, interventions, and community awareness, each Neal Dow community member will feel that they are a part of the whole process of our cumulative efforts as a professional learning community.

- Students who need extra help in learning will receive that help.

- Students who meet or exceed learning standards will receive extra enrichment lessons and activities.

- Students who attend interventions are monitored as to their progress and learning.

- Staff development in areas of technology and data will be initiated and implemented.

- The implementation of the California Common Core State Standards will be a primary school-wide focus.

School Profile

Neal Dow School is located on the east side of Chico, serving children from Chico's northwest quadrant as well as families who choose to attend Neal Dow through the district's Form 10 application process. Neal Dow enrolls approximately 355 students on a traditional school year schedule. A neighborhood connection of many families supports it.

Neal Dow has implemented Lexia Core and IReady programs in every classroom. This allows us to use real-time data to ensure effective instruction and practices for each student. Our teachers use the skills-based testing data to organize and administer appropriate Response to Intervention.

The Neal Dow staff will continue to focus on a balanced and integrated K-5 Math and Language Arts program emphasizing early literacy. Through the Professional Learning Communities process and implementation of progress monitoring tools, staff will develop and implement a response to the intervention schedule that meets the needs of the students based on the assessment data.   Furthermore, a Learning Center will continue to provide direct, small-group instruction to school-based and children with IEPs in the afternoon using the 95% curriculum for ELA and Cams and Stams for math.

The Neal Dow teaching staff has implemented a researched-based student monitoring using District Assessments, Lexia, and Iready and 95% that allows for constant growth and learning interventions based on individual student needs.

Neal Dow is a school-wide Title I campus. Our unduplicated population has grown from 56% to 63% in the last two years. All monies under Title I are directed to all students to meet their individual needs. The school-wide Title I components can be found at the California Dept. of Education website for further information.

Neal Dow has a fully credentialed staff of 24 teachers, including four vibrant Students with Disabilities Classrooms and the Resource for Students Program. Grades 1-3 is part of the class size reduction with a maximum of 24 students per class. Kindergarten classroom sizes are currently an average of 24 students per room. Grades 4-5 Average 25-30 students per classroom. We are a campus that is 23.6% of students with disabilities.

Parents are invited to join the active Parent Teacher Association and/or the School Site Council. Parent volunteers are eagerly accepted in classrooms on a scheduled basis. PTA at Neal Dow has raised monies to support teacher costs in their classrooms and the beautification of the campus, along with fundraising for field trips.

At Neal Dow, we firmly believe every student is nurtured, engaged, achieving, learning, and directed with opportunities to win. Our excellent staff is open to trying new and innovative ways of reaching every student every day.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is overseen by the School Site Council. School Site Council meets 4 times a year and is comprised of teachers, staff, and parents. All members must be elected by the school community and will serve a 2-year term. School Site Council discusses Student Achievement through data that has been collected. Each of the SSC members received a copy of the SPSA for review and input and then a vote to approve the SPSA was conducted.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	42	72	65
Grade 1	69	39	61
Grade 2	44	68	44
Grade3	54	39	68
Grade 4	40	47	44
Grade 5	65	43	53
Total Enrollment	314	308	335

Conclusions based on this data:

1. Neal Dow is a K-5 school that is working to ensure equity for all student groups.

2. Most grade levels at Neal Dow have two classes with both the 1st and 3rd grades having three classes.

3. During the 2021-2022 school year, our enrollment declined to 308 students. This can be attributed to the COVID-19 pandemic and families choosing alternate educational choices. Additionally, we added The Opportunity Program to our campus during the 2022-2023 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	13	12	8	4.10%	3.9%	2.4%
Fluent English Proficient (FEP)	6	5	6	1.90%	1.6%	1.8%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. During the 21-22 school year our EL catagory of learners decreased .2% or by 1 student.

2. During the 20-21 and 21-22 school years we have stayed equal for the number of students that are Fluent English Proficient. This can be attributed to the addition of our learning center, small group instruction and use of the 95% curriculum as an intervention tool.

3. With data showing that our students are growing it is recommended that we continue the learning center and intervention services that are currently in place additioanlly continue with classroom teachers providing ELL instruction.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	45		0	41		0	41		0.0	91.1	
Grade 4	39	47		0	47		0	47		0.0	100.0	
Grade 5	66	41		0	39		0	39		0.0	95.1	
All Grades	159	133		0	127		0	127		0.0	95.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2416.			24.39			19.51			26.83			29.27	
Grade 4		2463.			23.40			27.66			19.15			29.79	
Grade 5		2518.			20.51			38.46			25.64			15.38	
All Grades	N/A	N/A	N/A		22.83			28.35			23.62			25.20	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.63			58.54			26.83	
Grade 4		23.40			59.57			17.02	
Grade 5		25.64			64.10			10.26	
All Grades		21.26			60.63			18.11	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.07			56.10			26.83	
Grade 4		19.15			55.32			25.53	
Grade 5		15.38			69.23			15.38	
All Grades		17.32			59.84			22.83	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		14.63			63.41			21.95	
Grade 4		8.51			76.60			14.89	
Grade 5		10.26			79.49			10.26	
All Grades		11.02			73.23			15.75	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		17.07			60.98			21.95	
Grade 4		17.02			70.21			12.77	
Grade 5		20.51			69.23			10.26	
All Grades		18.11			66.93			14.96	

Conclusions based on this data:

1. Overall, the data shows that Neal Dow students significantly increased in the % ofstudents above, at, or near standard in all areas. The percent of students who did not meet the standard in all grade levels also decreased.

2. The number of students at or near standard significatly increased between the 18-19 and 21-22 CAASP test.

3. The number of students that are above standard in the listening and demonstrating effective communication skills, decreased by .5%, this is an area that could be looked at to increase and support student growth.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	45		0	42		0	42		0.0	93.3	
Grade 4	39	47		0	47		0	47		0.0	100.0	
Grade 5	66	41		0	39		0	39		0.0	95.1	
All Grades	159	133		0	128		0	128		0.0	96.2	

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2430.			21.43			30.95			19.05			28.57	
Grade 4		2489.			27.66			29.79			19.15			23.40	
Grade 5		2482.			10.26			15.38			41.03			33.33	
All Grades	N/A	N/A	N/A		20.31			25.78			25.78			28.13	

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57			52.38			19.05	
Grade 4		34.04			42.55			23.40	
Grade 5		5.13			64.10			30.77	
All Grades		23.44			52.34			24.22	

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.19			47.62			26.19	
Grade 4		21.28			51.06			27.66	
Grade 5		7.69			58.97			33.33	
All Grades		18.75			52.34			28.91	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.43			61.90			16.67	
Grade 4		27.66			51.06			21.28	
Grade 5		5.13			66.67			28.21	
All Grades		18.75			59.38			21.88	

Conclusions based on this data:

1. The overall math score for students exceeding the benchmark increased from 6.95 to 20.31. Additionally, the mean score for all grade levels increased. This is a significant increase and can be attributed to a phenomenal teaching staff, using the same math program school-wide, before and after school tutoring and data chats with students.

2. The number of children below grade level decreased in all testing areas.

3. The data shows that what we are doing at Neal Dow is working. Students are growing in math proficiency, howeverwe still have room to grow and we will continue to address student needs.

School and Student Performance Data

ELPAC Results
2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	4	
5	*	*		*	*		*	*		*	*	
All Grades										14	11	

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	7.14	9.09		28.57	45.45		21.43	9.09		42.86	36.36		14	11	

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	21.43	27.27		21.43	27.27		28.57	18.18		28.57	27.27		14	11	

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		21.43	18.18		21.43	45.45		57.14	36.36		14	11	

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	35.71	27.27		42.86	54.55		21.43	18.18		14	11	

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	21.43	27.27		35.71	36.36		42.86	36.36		14	11	

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	0.00	9.09		50.00	27.27		50.00	63.64		14	11	

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	7.14	18.18		28.57	36.36		64.29	45.45		14	11	

**Writing Domain
Percentage of Students by Domain Performance Level for All Students**

Conclusions based on this data:

1. Based on the above data in the last 3 years of data, we have gone from 16, to 14, to 11 students who were tested.

2. The percent of students scoring on level 4 and 3 has increased in the last 3 years.

3. While the number of 4 and 3's has increased, we do have a popultion of begining test scores. For example, in the reading domain, the number of well developed students increased as did the number of students in the begining range.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
308	**67.5**	**3.9**	**1.3**
Total Number of Students enrolled in Neal Dow Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	12	3.9
Foster Youth	4	1.3
Homeless	14	4.5
Socioeconomically Disadvantaged	208	67.5
Students with Disabilities	65	21.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.6
American Indian	3	1.0
Asian	4	1.3
Filipino	1	0.3
Hispanic	76	24.7
Two or More Races	25	8.1
Pacific Islander		
White	180	58.4

Conclusions based on this data:

1. Our socioeconomically disadbvantaged sub group went from accounting for 54.5% of our total population to 67% socioeconomically disadvantaged population. This is a significant difference.

2. It is also notable that we have more than a 21% with Disabilities population. When looking at and comparing test score data this needs to be taken into consideration.

3. While Neal Dow school is predominantly white, we have a 24.7% Hispanic population. When planning lessons, books for the library, and assemblies, we are conscious of this and plan inclusive lessons so that all students feel that they are part of our Dragon Family. Furthermore, our Hispanic and More than Two Races sub group populations qualify for ASTI primarliy because the sub groups are not large enough to register within our academic measures but qualify under Chronic Absenteeism. The Chronic Absenteeism can be contributed to COVID guidelines and restrictions for all students and staff during the 2021-2022 school year.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics Medium		
English Learner Progress No Performance Level		
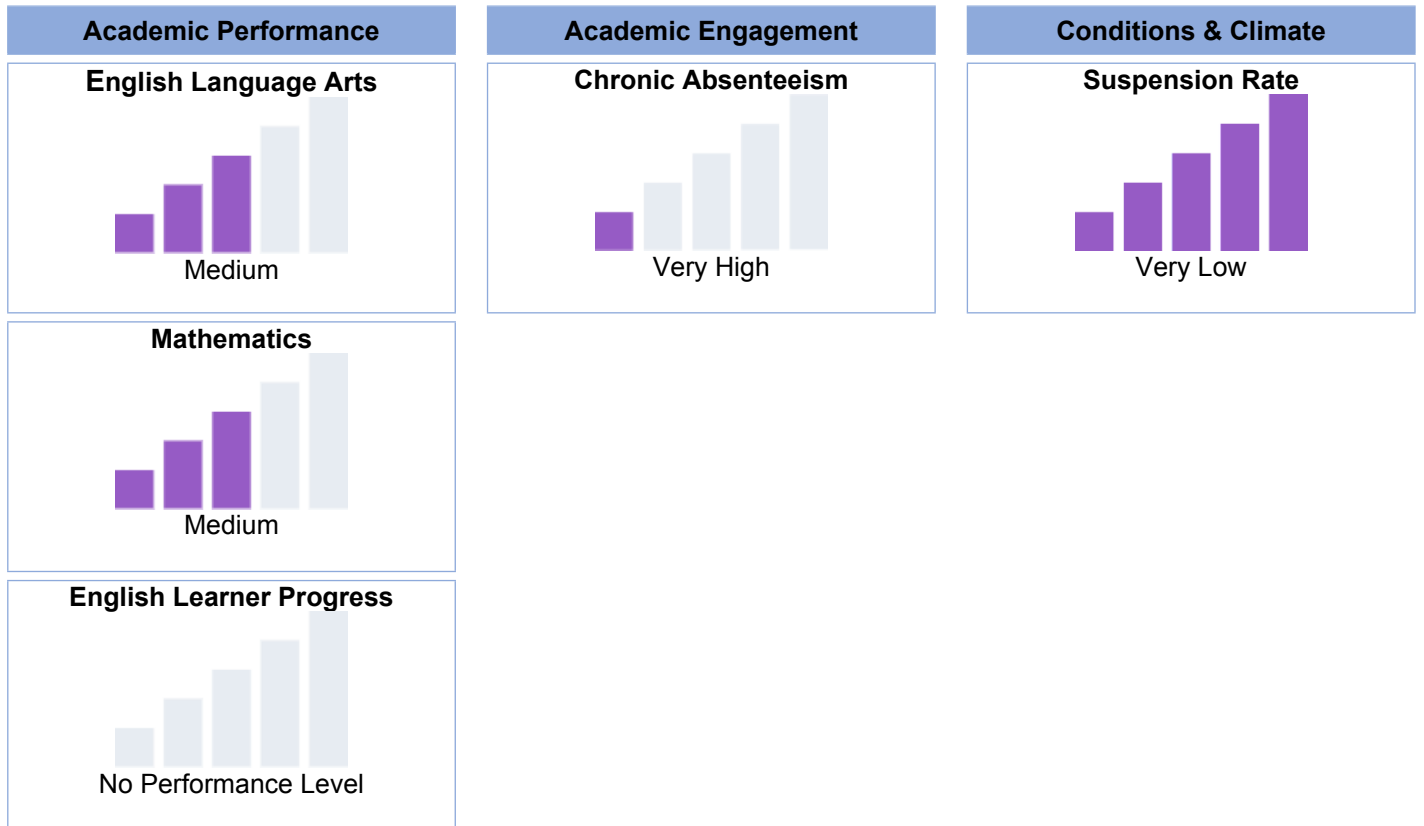
Conclusions based on this data:

1. Our suspension rate is very low. We have worked hard to develop relationships with students and their families. Furthermore. we have implemented PBIS strategies and Restorative Justice procedures.

2. Due to COVID protcols, our Chronic Absenteeism was high during the 2021-2022 school year.

3. Both our ELA and Math indicators indicate that improvement has grown to medium achievement. While the indicator shows that growth was made, there is room for improvement in all programs. Interventions and tutoring has been kept in place to support student growth.
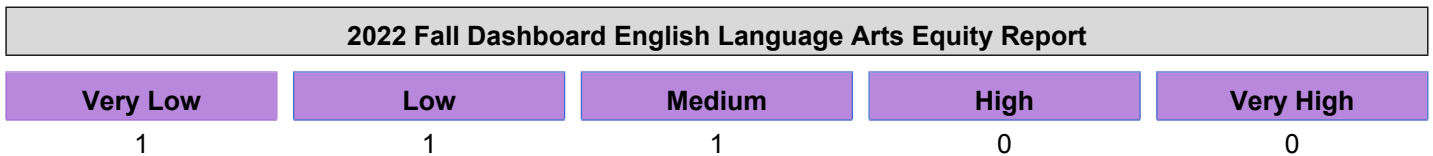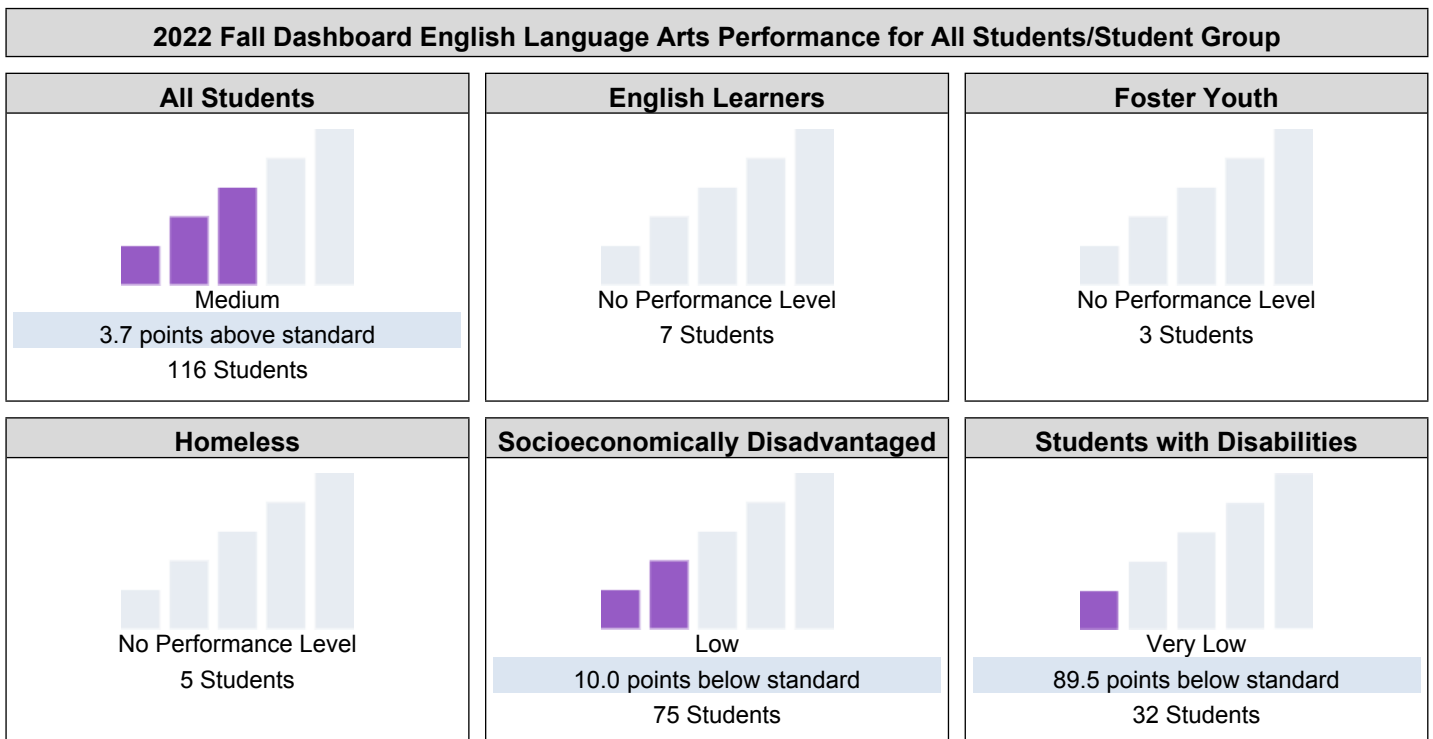
School and Student Performance Data

Academic Performance
English Language Arts

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

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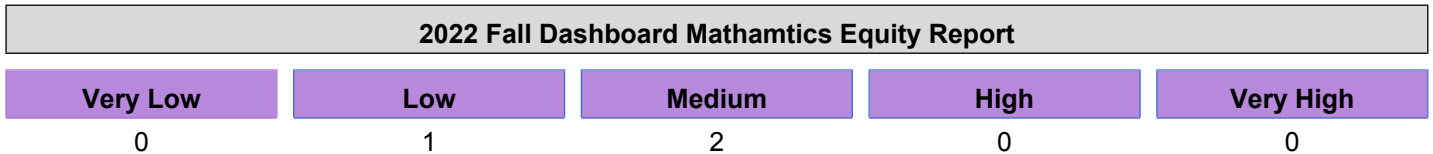
Very Low	Low	Medium	High	Very High

Lowest Performance | Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
3.7 points above standard	7 Students	3 Students
116 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
5 Students	10.0 points below standard	89.5 points below standard
	75 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
1 Student

American Indian

No Performance Level
1 Student

Asian

Filipino

No Performance Level
1 Student

Hispanic

No Performance Level
25.7 points below standard
25 Students

Two or More Races

No Performance Level
17.5 points below standard
11 Students

Pacific Islander

White

Medium
8.3 points above standard
73 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

3 Students

Reclassified English Learners

4 Students

English Only

4.0 points above standard

110 Students

Conclusions based on this data:

1. The above data shows that overall our student groups achieved a medium performance rating but that our sub-groups, specifically socioeconomically disadvantaged and students with disabilities need additional supports.

2. Across all sub groups, the use of PLC and data driven instruction needs to be monitored and tracked. Teacher accountability and observations will continue to happen and direct feedback given.

3. It is also noted that we do not have enough student population to a sub catagory by Race and Ethnicity.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
7.9 points below standard	7 Students	3 Students
116 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Low
5 Students	21.1 points below standard	85.7 points below standard
	75 Students	32 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student		No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 28.6 points below standard 25 Students	No Performance Level 16.7 points below standard 11 Students		Medium 4.1 points below standard 72 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	4 Students	9.6 points below standard 109 Students

Conclusions based on this data:

1. The overall medium achievement was made on the Math Dashboard, however, we are still 7.9 points below standard.

2. Our socioeconomic disadvantaged and students with disabilities sub groups were 21.1 and 85.7 respectfully from the standard. This indicates that additioanly support and data tracking to drive instruction needs to happen.

3. Our white sub group is the group that had enough students to populate a score.

School and Student Performance Data

Academic Performance
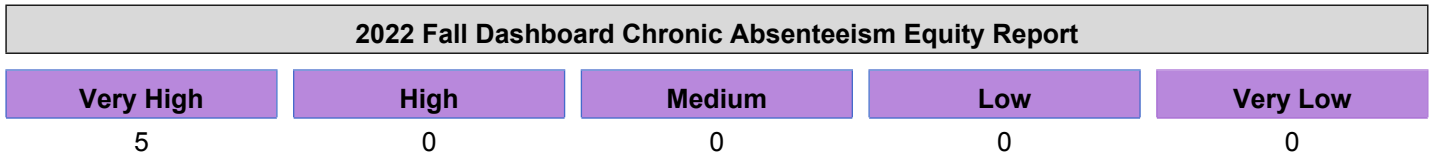## English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
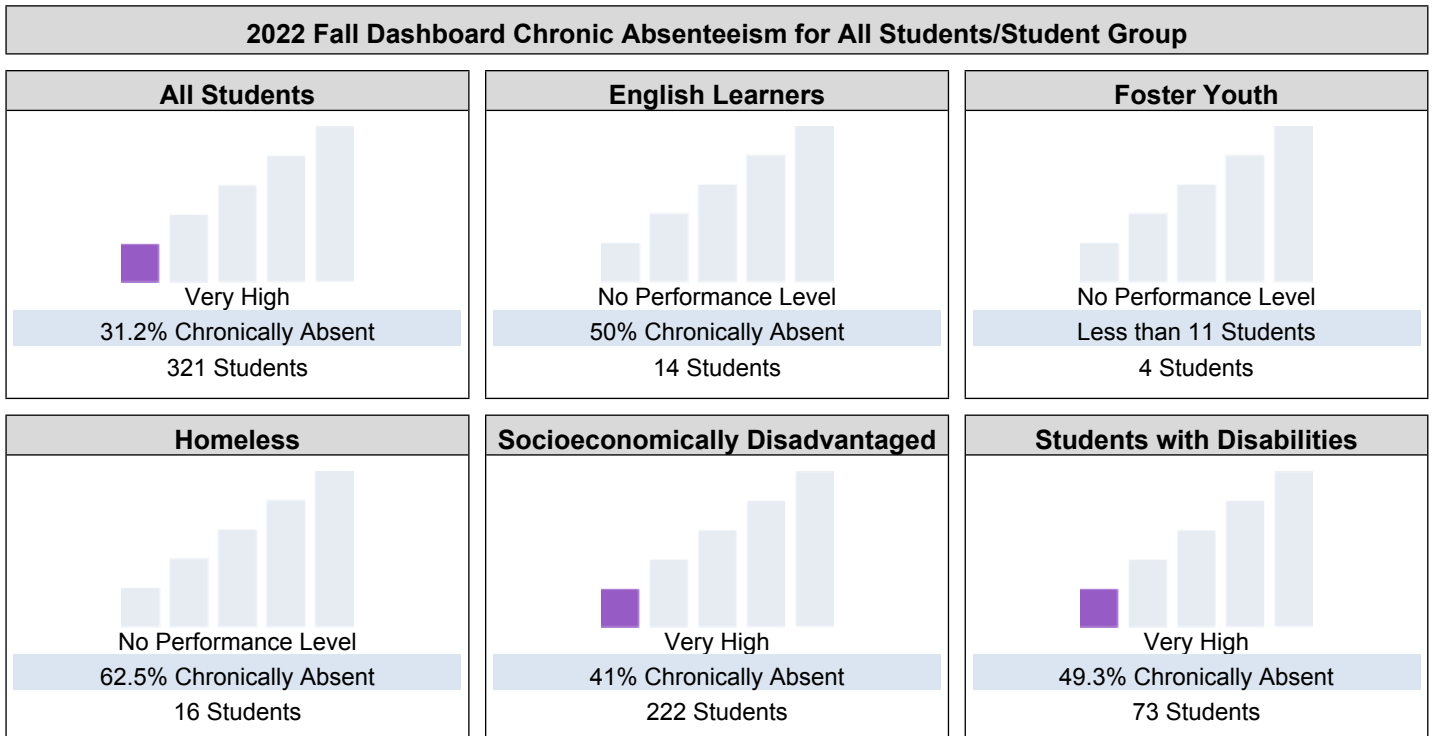
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

making progress towards English language proficiency

Number of EL Students: 8 Students

Performance Level: No Performance Level
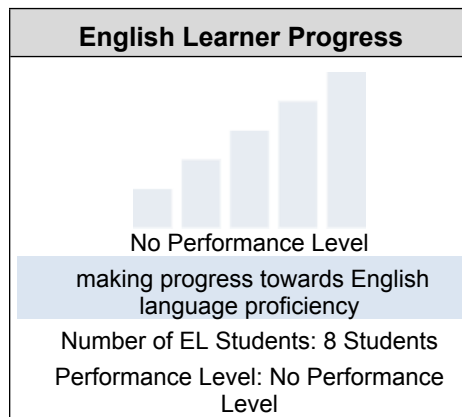
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. This data shows that we have 8 students that need significant ELL support. These 8 students have worked all year in a small group receiving ELD instruction from a teacher.

2. Staff and teachers need to continue to provide direct ELD instruction.

3. Because there is only 8 students, no performance level is available.

School and Student Performance Data

Academic Performance
College/Career Report

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

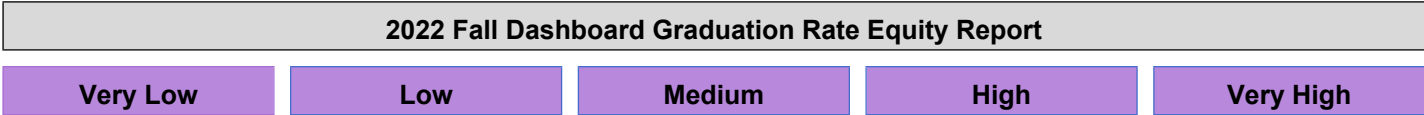**Conclusions based on this data:**

1. N/A

School and Student Performance Data

Academic Engagement
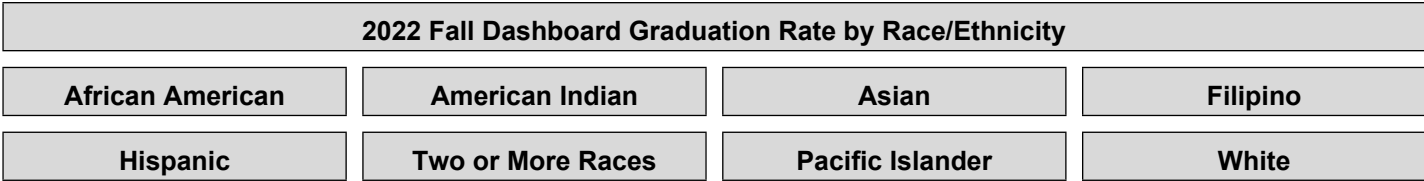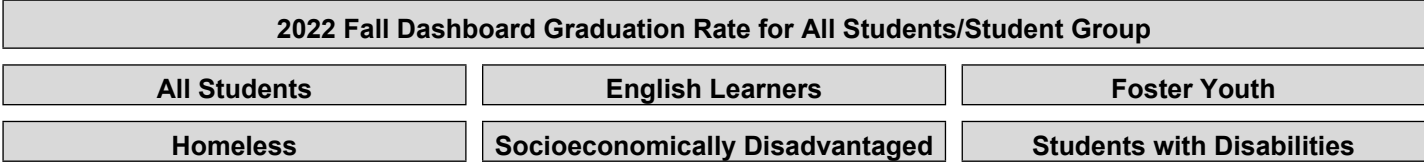## Chronic Absenteeism

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

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

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
31.2% Chronically Absent	50% Chronically Absent	Less than 11 Students
321 Students	14 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
62.5% Chronically Absent	41% Chronically Absent	49.3% Chronically Absent
16 Students	222 Students	73 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	4 Students	4 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High		Very High
40.5% Chronically Absent	34.1% Chronically Absent		26.9% Chronically Absent
79 Students	44 Students		186 Students

Conclusions based on this data:

1. According to the above data, our student Chronic Absenteeism was VERY HIGH in all catagories and sub-groups.

2. We will continue to put into place incentives for children to want to come to school. This year during Monday Morning Announcements we announced Lexia, AR and I-Ready growth winners. We have also implemented a Dragon Class of the Week. The class who has the highest attendance for the week earns the dragon (LARGE stuffed dragon). We also have a chalk board in the main office with grade level attendance percentages tracked weekly. We will continue to have incentives and work with parents to get their children to school on time.

3. Because of COVID protocols during the 21-22 school year, absenteeism remained high. I anticipate that during the 22-23 school year chronic absenteeism should be less significant.

School and Student Performance Data

Academic Engagement
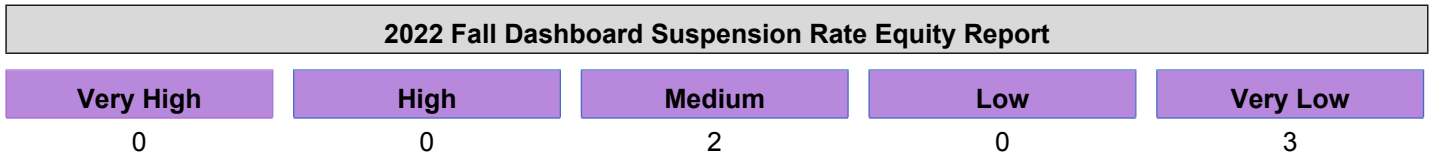## Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	2	0	3

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	No Performance Level	No Performance Level
0.3% suspended at least one day	0% suspended at least one day	Less than 11 Students
330 Students	15 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Medium
0% suspended at least one day	0.4% suspended at least one day	1.3% suspended at least one day
20 Students	231 Students	75 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	4 Students	4 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Medium		Very Low
0% suspended at least one day	2.2% suspended at least one day		0% suspended at least one day
81 Students	46 Students		191 Students

Conclusions based on this data:

1.
According to the data dashboard the suspension rate at Neal Dow is very low.

2. In the sub catagory of students with disabiolites, the dash board indidcates that 1.3% of 75 students was suspended which is a medium indicator level.

3. The Neal Dow campus is comprised of 21.1% of Students with Disabilities. We have our RSP, 2 Mild Mod classrooms and a Mod-Severe classroom. We would like to see the number of suspensions decrease and will continue to train all staff and teachers in PBIS, behavior strategies, and alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Instruction and Tiered Interventions

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

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

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

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

Expected Annual Measurable Outcomes

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

Metric/Indicator	Baseline	Expected Outcome
		reported in Highly Qualified Teacher Report and Williams Report).
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022,100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Neal Dow classrooms will continue to have sufficient instructional materials as verified by the Williams Report.
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2022-2023, 100% of all CUSD students have 1:1 device access.	Neal Dow will maintain a 1:1 device to student ratio for their chromebooks. Neal Dow students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.
Priority 1: Basic - School Facilities in Good Repair	In 202-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Facilities Inspection Tool (FIT) indicates "good".
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2021-2022: All students: 3.7 points above African American: N/A Asian: N/A English learner: N/A Hispanic: 25.7 points below Homeless youth: N/A SE disadvantaged: 10.0 points below Students w/disabilities: 89.5 points below White: 8.3 points above Two or more races: 17.5 points below	Growth was made in all grades in both ELA and Math on the CAASP 2022 test scores.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2021-2022: All students: 7.9 points below African American: N/A Asian: N/A English learner: N/A Hispanic: 28.6 points below Homeless youth: N/A SE disadvantaged: 21.1 points below Students w/disabilities: 85.7 points below White: 4.1 points below Two or more races: 16.7 points below	Growth was made in all grades in both ELA and Math on the CAASP 2022 test scores.
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	N/A	A baseline was set for the CAST using 2022 scores.
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2022-2023 All Students: 49.2% (87) English Learner: 14.3% (1) Foster Youth: 25.00% (1) Homeless: 7.7% (1)	The expected outcome would be a a growth of 3% in all sub catagories Additionally, our Title 1 support will work with sub-groups that need addtional supports to make growth.

Metric/Indicator	Baseline	Expected Outcome
	Socioeconomically: 43.0% (55) Students with Disabilities: 15.9% (7) African American: 50.0% (2) American Indian or Alaska Native: 50.0% (2) Asian: 100.00% (1) Filipino: 0.00% (0) Hispanic: 41.5% (17) White: 49.5% (49) Two or More Races: 52.6% (10)	
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2020-2021 All Students: 21.43% (3) English Learner: 21.43% (3) Foster Youth: N/A Homeless: 0.00% Socioeconomically: 21.43% Students with Disabilities: 0.00% African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: 25.00% (3) Native Hawaiian or Other Pacific Islander: N/A White: 0.00% Two or More Races: N/A Not Reported: 0.00% Pacific Islander: N/A	The expected outcome will be a 3% growth of ELL learners who make progress toward prfiency.
Priority 4: Pupil Achievement - Reclassification Rate	2020-21 All Students: N/A English Learner: 0.00%	The expected outcome will be to address the needs and have 3% of our students who need to reclassify be successful in profeincy.
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	2022-2023 All Students: 70.2% (118) English Learner: 50.0% (2) Foster Youth: 20.0% (1) Homeless: 50.0% (9) Socioeconomically: 64.8% (79) Students with Disabilities: 25.00% (7) African American: 50.00% (1) American Indian or Alaska Native: 50.0% (1) Asian: 100.00% (4) Filipino: N/A Hispanic: 72.3% (34) White: 70.2% (66) Two or More Races: 60.00% (6)	Expected outcome is to increase across all sub-catagories by 3% but also target our homeless and Hispanic populations with additional supports.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	130,813
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	All teachers will hold appropriate credential(s) needed.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	1,601,200
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	All curriculum will be provided and meet Williams Act standards.

Amount	500.00
Source	Title I - Site
Budget Reference	4000-4999: Books And Supplies
Description	Books for the library to support Equity and Diverstiy

Amount	500.00
Source	PTA - Parent-Teacher Association
Budget Reference	4000-4999: Books And Supplies
Description	Classroom distribution of funds for supplies

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	2,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Neal Dow will continue to be a one to one chrombook site. Each student will have access to a device.

Amount	4083.88
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1 hour/day tech IA

Strategy/Activity 4

Facilities Maintenance - Regularly inspect and maintain facilities

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	2,354,088
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	All building and maintence will be inspected and maintained.

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release PLC Time for SMART Goals and standards review

Amount	2700
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration time as voted on by SSC

Strategy/Activity 6

Title 1 teacher will manage Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Amount	57,914
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.6 Title 1 Teacher

Amount	48,678
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.4 Title 1 Teacher

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Amount	42,161
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site paid 10/hr and 12/hr week paras to support academic growth

Amount	8897

Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Restricted Aide to support student growth

Strategy/Activity 8

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 11

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 12

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,606,804
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PE and Music Teachers

Strategy/Activity 13

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,070,823
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Librarian and Library Media Assistants at Neal Dow and District Wide
Amount	2707.00
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Site library aide additional 1.5 hrs/day

Strategy/Activity 14

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	39,386
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	M n I support

Strategy/Activity 15

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,552,857
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social-Emotional Learning, Supports, and Interventions

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

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

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

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

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2022-2023 TCM All Students: 21.2% (78) English Learner: 92.3% (12) Foster Youth: 77.8% (7) Homeless: 75.8% (25) Socioeconomically: 26.3% (70) Students with Disabilities: 20.0% (15) African American: 0.00% (0) American Indian or Alaska Native: 0.00% (0) Asian: 28.6% (2) Filipino: 0.00% (0) Hispanic: 27.8% (27) White: 18.7% (38) Two or More Races: 22.6% (7)	Will maintain or increase from the previous year. Our goal is to reach 100% of parents through Aeries communication. Furthermore, it is a goal to increase participation in PTA and all school events.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2022-2023 All Students: 4.3% (16) English Learner: 0.00% (0) Foster Youth: 11.1% (1) Homeless: 6.1% (2) Socioeconomically: 5.3% (14) Students with Disabilities: 2.7% (2) African American: 0.00% (0) American Indian or Alaska Native: 25.00% (1) Asian: 0.00% (0) Filipino: 0.00% (0) Hispanic: 4.1% (4) White: 3.9% (8) Two or More Races: 9.7% (3)	Social-emotional Counselor contacts per student will continue to increase each year from the 2020-21 baseline, due to anticipated increased needs of students. Additioanlly, the use of Kelvin Pulses will help identifuy students who need grown-up support.
Priority 3: Parental Involvement	2022-2023 Percentage of Students with an Associated Parent Portal Account All Students: 89.4% (304) English Learner: 66.7% (8) Foster Youth: 55.6% (5) Homeless: 78.3% (18) Socioeconomically: 89.7% (217)	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access. Our TCM will continue to help with reaching parents and supporting the registration process.

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities: 94.0% (63) African American:60.0% (3) American Indian or Alaska Native: 100.00% (3) Asian: 71.4% (5) Filipino: 100.00% (1) Hispanic: 92.2% (83) White: 90.8% (168) Two or More Races: 83.9% (26)	
Priority 3: Parent Involvement	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	Parent/Guardian engagement with CUSD via social media will increase form the previous year.
Priority 6: School Climate	2020-2021 100% of CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2022-2023 All Students: 93.1% English Learner: 93.4% Foster Youth: 94.6% Homeless: 92.3% Socioeconomically: 92.3% Students with Disabilities: 91.0% African American: 96.1% American Indian or Alaska Native: 95.3% Asian: 91.3% Filipino: 95.6% Hispanic: 92.9% White: 93.1% Two or More Races: 93.2%	All student groups will have an attendance rate of 95.5%.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-2022 All Students: 31.2% (100) English Learner: 50.0% (7) Foster Youth: N/A Homeless: 62.5% (10) Socioeconomically: 41.0% (91) Students with Disabilities: 49.3% (36) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: 40.5% (32) White: 26.9% (50) Two or More Races: 34.1% (15)	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.

Metric/Indicator	**Baseline**	**Expected Outcome**
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2022-2023 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 85.4% (1,004) English Learner: 71.4% (30) Foster Youth: 57.1% (20) Homeless: 65.3% (32) Socioeconomically: 82.9% (714) Students with Disabilities: 76.9% (183) African American: 95.2% (20) American Indian or Alaska Native: 71.4% (10) Asian: 95.2% (20) Filipino: 57.1% (4) Hispanic: 85.0% (232) White: 87.4% (563) Two or More Races: 73.1% (87)	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	Title II - Site
Budget Reference	4000-4999: Books And Supplies
Description	Cost of paying presenters or materials needed for PD

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	2,022,192
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nurses, health aide, counselors, counseling assistants

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 5

PBIS Support

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	PTA - Parent-Teacher Association
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for the Dragon Den

Amount	500.00
Source	LCFF - Site Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	PBIS support for the Dragon Den

Strategy/Activity 6

Virtue of the Month

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	Title I - Site
Budget Reference	4000-4999: Books And Supplies
Description	Electronic materials for Virtue of the Month from Core Essentials

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Behavioral Instruction and Supports

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

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

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate - Suspension Rate	2022-2023 All Students: 0.3% (1) English Learner: N/A Foster Youth: N/A Homeless: N/A Socioeconomically: 0.4% (1)	All student groups will continue to decline.

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities: 1.4% (1) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: N/A White: N/A Two or More Races: N/A Not Reported: N/A	
Priority 6: School Climate - Expulsion Rate	2022-2023 All Students: N/A English Learner: N/A Foster Youth: N/A Homeless: N/A Socioeconomically: N/A Students with Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: N/A White: N/A Two or More Races: N/A Not Reported: N/A	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2022-2023 Percentage of students who agree or strongly "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups. All Students: 73.8% (124) English Learner: 83.3% (5) Foster Youth: 40.00% (2) Homeless: 42.9% (3) Socioeconomically: 74.0% (91) Students with Disabilities: 70.6% (24) African American: 66.7% (2) American Indian or Alaska Native: 100.00% (2) Asian: 66.7% (2) Filipino: 0.00% (0) Hispanic: 79.5% (31) White: 76.1% (70) Two or More Races: 58.8% (10)	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,264,109
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	3000
Source	Safe Schools
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus supervisor/yard duty

Strategy/Activity 4

PBIS Supports for increased student involvement

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Site Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Triplicate forms and Dragon Paws

Strategy/Activity 5

PBIS Posters/Monday Monring Message

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	LCFF - Site Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	PBIS posters and supplies for Monday Morning Message

Strategy/Activity 6

School Aide to support school supervision

Students to be Served by this Strategy/Activity

All

Timeline

2023-204

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Continued support and upkeep of web site and social media accounts

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	District paid Tech-IA will assist in the upkeep and maintance of online media accounts (see Goal 1 for budget details).

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	Maintain 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).	All classrooms met William Act requirements. Additionally, all teachers were appropriatly credential with the addition of 1 ntern status teachers.
Priority 1: Basic - Conditions of Learning: Instructional Materials	Neal Dow classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	All classrooms are Williams Act compliant.
Priority 1: Basic - Conditions of Learning: Instructional Materials	Neal Dow will maintain a 1:1 device to student ratio for their chromebooks. Neal Dow students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	All students had a 1 to 1 chromebook. Additionally, kindergarten has 20 i-pads.
Priority 1: Basic - School Facilities in Good Repair	Facilities Inspection Tool (FIT) indicates "good".	Faciclities continued to score "good" on the FIT
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	Maintain 100%	All students continued to be instructed with curriculum that reflect state standards in all subject areas.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	Will will take the CAASPP in May of 2022.	Growth was made in all grade levels in both ELA and Math
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	Will will take the CAASPP in May of 2022.	Growth was made in all grade levels in both ELA and Math
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	Will will take the CAASPP in May of 2022.	The 5th grade students provided a baseline for CAST testing 2023
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	The expected outcome would be a a growth of 3% in all sub catagories Additionally, our Title 1 support will work with sub-groups that need addtional supports to make growth.	At the Tri 2 benschmarks, all grades besides K and 5th made growth.

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	The expected outcome will be a 3% growth of ELL learners who make progress toward prfiency.	
Priority 4: Pupil Achievement - Reclassification Rate	The expected outcome will be to address the needs and have 3% of our students who need to reclassify be successful in profeincy.	
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	Expected outcome is to increase across all sub-catagories by 3% but also target our homeless and Hispanic populations with additional supports.	Overall growth was made, however in the sub catagory of XYAAZFH the students did not make growth.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	All Neal Dow teachers have appropriate credentials.	All teachers will hold appropriate credential(s) needed. 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 130,813	All teachers will hold appropriate credential(s) needed. 0001-0999: Unrestricted: Locally Defined LCFF - District Supplemental 130,813
Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.	Neal Dow submitted and received all necessary curriuclum needed in all areas.	All curriculum will be provided and meet Williams Act standards. 4000-4999: Books And Supplies LCFF - District Supplemental 1,601,200	All curriculum will be provided and meet Williams Act standards. 4000-4999: Books And Supplies LCFF - District Supplemental 1,601,200
		Books for the library to support Equity and Diverstiy 4000-4999: Books And Supplies Title I - Site 500.00	Books for the library to support Equity and Diverstiy 4000-4999: Books And Supplies Title I - Site 500.00
		Classroom distribution of funds for supplies 4000-4999: Books And Supplies PTA - Parent-Teacher Association 300	Classroom distribution of funds for supplies 4000-4999: Books And Supplies PTA - Parent-Teacher Association 300
Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	All students had a 1 to 1 chromebook. Additionally, kindergarten has 20 i-pads	Neal Dow will continue to be a one to one chrombook site. Each student will have access to a device. 4000-4999: Books And Supplies LCFF - District Supplemental 2,000,000	Neal Dow will continue to be a one to one chrombook site. Each student will have access to a device. 4000-4999: Books And Supplies LCFF - District Supplemental 2,000,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1 hour/day tech IA 2000-2999: Classified Personnel Salaries Title I - Site 4083.88	1 hour/day tech IA 2000-2999: Classified Personnel Salaries Title I - Site 4083.88
Facilities Maintenance - Regularly inspect and maintain facilities	Facicilities continued to score "good" on the FIT	All building and maintence will be inspected and maintained. 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 2,354,088	All building and maintence will be inspected and maintained. 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 2,354,088
Implementation of District Wide Assessments - CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs.	All Neal Dow teachers participated in DSWD days that were based on writing, interim assessments and math.	Release PLC Time for SMART Goals and standards review 1000-1999: Certificated Personnel Salaries Title II - Site 2520 Collaboration 1000-1999: Certificated Personnel Salaries Title II - Site 2700	Release PLC Time for SMART Goals and standards review 1000-1999: Certificated Personnel Salaries Title I - Site 2520 Collaboration 1000-1999: Certificated Personnel Salaries Title II - Site 2700
Title 1 teacher will manage Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate	The title 1 teacher continued to implement and manage the learning center and tutoring in addition to helping to run the RTI program in grades 1-5.	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 546,182 .6 Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 57,914	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 546,182 .6 Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 57,914
Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.	All aides were hired and worked with kids to improve instruction.	LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,232,658 Site paid 10/hr and 12/hr week paras to support academic growth 1000-1999: Certificated Personnel Salaries Site LCAP 42,161 Parent Restricted Aide to support student growth 2000-2999:	LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,232,658 Site paid 10/hr and 12/hr week paras to support academic growth 1000-1999: Certificated Personnel Salaries Parent Restricted Aide to support student growth 2000-2999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Classified Personnel Salaries Title I - Site 8897	Classified Personnel Salaries Title I - Site 8897
After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.	Neal Dow had a homework club after school that was available for all students. Additionally, staff worked closely with ASP staff to ensure homework was completed.	Includes Chico Area Recreation District Contract 1000-1999: Certificated Personnel Salaries Grant Funding 1,008,719	Includes Chico Area Recreation District Contract 1000-1999: Certificated Personnel Salaries Grant Funding 1,008,719
District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.	Neal Dow staff participated in the all of the DSWD days.		
Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness.	All staff attended ELA, Lexia, I-Ready, writing, SEL PD days	Local Funds: 60,820 and Federal One Time Funds: 249,735 1000-1999: Certificated Personnel Salaries One Time District Funding 621,110	Local Funds: 60,820 and Federal One Time Funds: 249,735 1000-1999: Certificated Personnel Salaries One Time District Funding 621,110
District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include: * Secondary Instructional Specialist TOSAs * Elementary Instructional Specialist TOSAs	ND had a site DLC rep who kept staff informed and provided feedback from staff when necessary.	LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 896,747	LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 896,747

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* Illuminate/Data TOSA (1.0 FTE) *Tech PD (CSEA) TOSA (1.0 FTE) * English Language Development (ELD) TOSA (1.0 FTE) * After School Program (ASP) Intervention TOSA (.80 FTE)			
Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.	Neal Dow had a music, fine arts and PE teacher.	PE and Music Teachers 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,606,804	PE and Music Teachers 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,606,804
Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	All students and staff had online access at Neal Dow.	Librarian and Library Media Assistants at Neal Dow and District Wide 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,070,823	Librarian and Library Media Assistants at Neal Dow and District Wide 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,070,823
		Site library aide additional 1.5 hrs/day 2000-2999: Classified Personnel Salaries Title I - Site 2707.00	Site library aide additional 1.5 hrs/day 2000-2999: Classified Personnel Salaries Title I - Site 2707.00
Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.	Instructionwas provided.	M n I support 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 39,386	M n I support 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 39,386
Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.	Online options were available.	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,552,857	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,552,857

Analysis

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

During the 2021-2022 school year, all funds that were allocated to support Goal 1 were implemented. Our site used all monies where budgeted. However, some aid vacancies occurred in the middle of the school year. The implemented strategies of MTSS, Learning Center and tutoring groups before and after school helped support student learning and growth. This year we have seen continued growth in all grade levels as measured by CUSD grade level assessments and Learning Center curriculum assessments. Each Learning Center student is given a pre-and post-assessment of the standard as the student moves through the curriculum. Furthermore, our 2022 CAASP scores indicate growth in all student groups in both ELA and Math, suggesting that our program is working to support kids.

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

The continued use of Lexia, Ready Math, and additional purchase of library books all supported our Neal Dow student growth in ELA and Math.
The additional books purchased for the library helped to support growth and promote clusiveness and diversity.

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

Easy readers were purchased for the kindergarten classroom to help support levelized reading. Our Title 1 position (.4) was filled in January of this year leading to a decrease in the overall monies spent from Title 1.

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.

Changes made to this goal will be reflected in the financial distribution as reported by the COLA to salaries. Additionally, next year we will be filling our 15 hr/week IP position and adding additional aides to support TK. Furthermore, we will continue to implement a district-paid MTSS .2 position to help ensure equal access to academic, behavioral, and emotional interventions and support. Based on 2023-2024 budget projections, we will be able to hire a .4 Title 1 position.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Parental Involvement	Will maintain or increase from the previous year.	Parent involvement has increased and is evident by the number of parents involved in PTA, LCAP and whole school events.
Priority 3: Parental Involvement	Maintain 100%	We are working toward having 100% of parents connected to Aeries student portals.
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.	SEL and counselor contacts has increased with help and direction from Kelvin pulse surveys.
Priority 3: Parental Involvement	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.	Neal Dow is close to 100%. Our TCM has gone above and beyond
Priority 3: Parent Involvement	Parent/Guardian engagement with CUSD via social media will increase form the previous year.	Our parent PTA page has increased in followers and PTA has maintaned the page with adding new reminders when possible.
Priority 6: School Climate	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	Staff continued to receive PD on trauma-informed practices and implicit bias. We have also worked hard at ND to continue to implement PBIS and restorative practices.
Priority 5: Pupil Engagement - Attendance Rates	All student groups will have an attendance rate of 95.5%.	Currently, Neal Dow tracks attendance percentages weekly. We are currently at about 93-94%.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.	We are track to achieve a 94% attandance rate for the year.
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.	Kelvin Pulses have been implemnted and the data is being used to help support students.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.	PD: oppurtunities during DWSD and staff meetings were used to discuss trauma-informed practices, social-emotional learning, and mindfulness	Cost of paying presenters or materials needed for PD 4000-4999: Books And Supplies Title II - Site 100	Cost of paying presenters or materials needed for PD 4000-4999: Books And Supplies Title II - Site 100
Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services.	Neal Dow has a 5 hour health assistant, full time counselor, counseling assistant, and participates in district wide programs such as parenting programs.	Nurses, health aide, counselors, counseling assistants 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,022,192	Nurses, health aide, counselors, counseling assistants 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,022,192
Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.	Neal Dow has a 4 hour TCM who works hard to support our families.	TCM 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 583,859	TCM 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 583,859
School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish.	School climate surveys were given and results reviewed. The suggestions from the climate surveys from both staff and parents have been implemnted.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS Support	Our PBIS program continues to grow at ND. We will be applying for a Bronze level recognition on the advice of BCOE.	Supplies for the Dragon Den 4000-4999: Books And Supplies PTA - Parent-Teacher Association 500.00	Supplies for the Dragon Den 4000-4999: Books And Supplies PTA - Parent-Teacher Association 500.00
Virtue of the Month	To help with SEL and school climate, Neal Dow continues to implement the Virtue of the Month.	Electronic materials for Virtue of the Month from Core Essentials 4000-4999: Books And Supplies Title I - Site 300.00	Electronic materials for Virtue of the Month from Core Essentials 4000-4999: Books And Supplies Title I - Site 300.00

Analysis

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

This year Neal Dow was successful at implementing professional development for all teachers through DWSD days as well as at staff meetings. We participated in Professional Development days in August that supported the implementation and support of Lexia, Wonders, and Ready Math. Our site chose to continue to use Ready Math as our math curriculum this year and was pleased to have more professional development on implementing the different parts of the program. Additionally, four more Professional Development sessions were attended by 80% of our Neal Dow staff. PLC
time was built into the meeting time on Tuesday afternoons once a month for nine months. During this time, grade levels would look at and discuss data to drive instruction, plan small groups, and create SMART goals. SBIT meetings were held before and after school. Our site DLC rep attended DLC meetings as a
communication source between our site and the district. Furthermore, the DLC continued to make assessment changes, plan PD days and gather feedback. Our staff met and collaborated regarding math vertical articulations within grade levels to ensure student growth and achievement. Furthermore, the continued implementation of PLBIS and the Kelvin pulses helped our counselor and counseling assistant support students and staff. The Virtue of the Month is presented in the Monday Morning Announcements.

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

At Neal Dow, we had 80% participation in the four after-school staff development sessions. We would like participation in the DWSD sessions to be higher. Our staff has been also expressed the desire for additional professional development in math which has been communicated to our DLC representative. Our PLC schedule (1 time per month), allowed grade levels to meet and plan flexible student grouping for Guided Reading and a school-based Learning Center as well as Tutoring starting in February. Based on teacher assessments and referrals, the SBIT process provided the structure and support for teachers and parents to document both academic and behavioral concerns. All children that met the SBIT criteria of performing at under-grade level levels were either placed on a watch list or an SBIT was conducted while school-based interventions were put into place and tracked. Furthermore, we saw a huge increase in the understanding of math standards and how
standards correlate to the SBAC. Additionally, as evidenced by our Kelvin Pulses, our students feel as though they have an adult on campus who they can go to, feel safe and know what to do when another student is bothering them.

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

All expenditures that were planned for were used, however there was monies left over from site Title II funds that were budgeted for collaboration and assessment days. Because of the difficulty of getting subs, teachers were unable to use their collaboration as planned for. Our site had the opportunity to send the site admin to the CERA conference, using grant secured monies, in which data was the focus. Additioanlly, our school counselor and Title 1 teacher attented a PBIS conference.

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

This goal was helpful in supporting school growth and teacher collaboration time. Because of the implementation of the learning center and the district paid reading teacher at each site, the need for a teacher assessment day is minimal. That money could be use to better support students. Assessments will continue be conducted by the learning center. The title 1 teacher will also continue to support assessments in the classroom with IAB, SBAC practice and I-Ready diagnostic tests. Our SSC with input from our teaching staff approved 3 half days for site collaboration.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 6: School Climate - Suspension Rate	All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, will decline by a minimum of 2.6 percentage points.	Our Neal Dow suspension rate has decreased due to the use of PBIS and restorative practices.
Priority 6: School Climate - Expulsion Rate	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.	We did not have any expulsions at Neal Dow.
Priority 6: Local Indicator/Local tool for school climate: School Safety	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.	Our Neal Dow students feel safe on campus as is evident buy Kelvin Pulses.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways: * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman) * Elementary Out of School Suspension Alternatives (e.g. Reset program) * Alternative Education Supplemental Staffing	This year, the Opportunity Program moved to the Neal Dow campus. A credentialed teacher and two aides support student behavior in a small setting.	Alternative Programs 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 728,925	Alternative Programs 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 728,925

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	Coaching stipends continued.	Coaching Stipends 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 830,988	Coaching Stipends 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 830,988
Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.	Campus supervisors occurred at the Jr. High and high school settings.	Campus supervisors 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,264,109	Campus supervisors 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,264,109
		Campus supervisor/yard duty 2000-2999: Classified Personnel Salaries Safe Schools 3000	Campus supervisor/yard duty 2000-2999: Classified Personnel Salaries Safe Schools 3000
PBIS Supports for increased student involvement	Neal Dow continued to implement PBIS strategies to support student growth.	Triplicate forms and Dragon Paws 4000-4999: Books And Supplies LCFF - Site Supplemental 500	Triplicate forms and Dragon Paws 4000-4999: Books And Supplies LCFF - Site Supplemental 500
PBIS Posters/Monday Monring Message	Supplies for posters and Monday Morning Message were purchased.	PBIS posters and supplies for Monday Morning Message 4000-4999: Books And Supplies LCFF - Site Supplemental 300.00	PBIS posters and supplies for Monday Morning Message 4000-4999: Books And Supplies LCFF - Site Supplemental 300.00
School Aide to support school supervision	A 4 hour school aide was hired.	Campus supervision for a 4 hour campus supervisor 2000-2999: Classified Personnel Salaries Site LCAP 17,000	Campus supervision for a 4 hour campus supervisor 2000-2999: Classified Personnel Salaries Site LCAP 17,000
Continued support and upkeep of web site and social media accounts	Our computer tech maintained and updated our school web site.	District paid Tech-IA will assist in the upkeep and maintance of online media accounts (see Goal 1 for budget details). 0	District paid Tech-IA will assist in the upkeep and maintance of online media accounts (see Goal 1 for budget details). 2000-2999: Classified Personnel Salaries LCFF - District Supplemental

Analysis

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

We have continued to implement our Tier 1,2, and 3 PBIS practices. Additionally, we have continued with our monthly Virtues and monthly Virtue awards to encourage appropriate and kind behavior. Our PBIS team meets bi-weekly and through the teacher referral process places students in appropriate interventions that are then tracked by the intervention provider with data.
This year we have a full-time counselor who works with students in or intermediate grades on conflict resolution and provides school-based counseling. Additionally, our counselor visits classrooms and presents lessons on bullying, inclusion, and other relevant subjects. Our part-time Counseling Assistant has continued to teach Tool-Box skills and provide POP services to our primary students. This year we anticipate qualifying for a bronze level PBIS school and we will continue to implement PBIS strategies.

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

Our students want to be at school and participate in all aspects of learning. This year we have seen a drop in negative behaviors and have seen students wanting to participate in the classroom and be part of our school community. Our PBIS team continues to meet and make steady growth in continuing to implement our MTSS structure to address the academic, social and emotional needs of all students.

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

There are not any noteable differences between the proposed and actual expenditures.

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

Next year, changes that will be made this goal will be the continued work on our MTSS supports with an equity lens. We will also continue to strive to implement additional PBIS strategies.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	103,626
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	107,456,323

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	107,456,323
LCAP - District	12,566,794
LCAP - Site	39,078
Title I - District	158,664
Title I - Site	112,005
Title II - District	162,632
Title II - Site	5,589
Title III - District	83,889

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

Name of Members	Role
Kellie Steinbach	Principal
Yvette Rice-Capucion	Other School Staff
Cameron Moody	Parent or Community Member
Carrie Hanf	Classroom Teacher
Sam Roach	Parent or Community Member
Peter Brennan	Classroom Teacher
Kristi Stewart	Other School Staff
Melissa Bishop	Parent or Community Member
Kayla Castillo	Parent or Community Member
Tami Farboud	Parent or Community Member
Ashley Lundberg	Parent or Community Member
Marisol Lopez	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/14/21.

Attested:

	Principal, Kellie Steinbach on 4/21/2021
	SSC Chairperson, Kayla Castillo on

Addendum

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

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

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

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

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

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

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

Appendix B: Select State and Federal Programs

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

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