School Year: **2021-22**

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	Oakdale School
Address	290 East Ave Chico, CA 95926
County-District-School (CDS) Code	04-61424-0430199
Principal	Andrew Moll
District Name	Chico Unified School District
SPSA Revision Date	4/30/21
Schoolsite Council (SSC) Approval Date	5/3/21
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

VISION:

Oakdale Independent Study School will be a thriving, dynamic and inspiring environment that will enable students to flourish as respectful, responsible and resilient citizens.

MISSION:

Providing all students with differentiated instruction through a variety of high quality activities and lessons designed to produce competent, engaged citizens.

School Profile

In 1996, the Chico Unified School District (CUSD) first offered an independent study program as an alternative educational option. Originally designed to provide curriculum and instruction for approximately fifty students from kindergarten through high school, the program continued to grow until it officially became Oakdale Independent Study School in October, 2001. In 2010-11, the district reconfigured delivery of independent study: students through eighth grade continued to be served through Oakdale Elementary Independent Study School, while students in grades 9-12 enrolled in independent study programs at secondary schools in their attendance areas.

However, while this model worked well for some secondary students, it soon became clear that for others, success in independent study required a tighter web of support within a more personalized setting than the comprehensive high schools could provide. Thus, Oakdale Secondary Independent Study School, serving students in grades seven through twelve, was established in January of 2011 on the campus of Fair View, the district's continuation high school. Starting with 1.6 FTE teaching staff, Oakdale's enrollment steadily increased each year to our current 3.4 FTE: three full-time teachers and one .4 FTE. Oakdale shares the services of the alternative education principal, assistant principal, teacher in charge, intervention specialist, registrar, attendance clerk, school psychologist, counselors (2.0 FTE), Licensed Clinical Social Worker (LCSW .5 FTE), and work experience coordinator (.6 FTE). Oakdale students also have access to school nurse, health aid, and cafeteria services. Two other alternative education schools, who also share these resources, are located on the Fair View campus: Center for Alternative Learning (CAL), an opportunity school serving students in grades 6-12, and Academy For Change (AFC), a community day school serving students in grades 7-12. As of the 2016-17 school year, Oakdale Secondary now serves students in grades 6-12 as the school board approved the move of 6th grade students to the junior high schools. The vast majority of Oakdale students are referred from one of these other schools. Since being credit deficient is a defining student characteristic across these schools, it is important to note that the typical Oakdale student is also credit deficient or has a recent history of struggling academically and/or socially in the traditional school setting. Oakdale also receives students who have been referred by Expulsion Order (suspended) and Student Attendance Review Board (SARB) contract. In this context, Oakdale's 85% ADA represents a significant improvement in attendance for many students.

A comprehensive analysis of available reliable and valid data reveals that Oakdale students are far more likely than their comprehensive school peers to meet one or more of the following criteria:

- History of chronic truancy

- History of suspension/expulsion

- Socioeconomically Disadvantaged (Low SES)

- IEP/504

- Homeless/foster care/group home

- High mobility rate

- Credit deficient

- Significantly below grade level in math and ELA

- History of trauma and/or behavioral health issues

Students at Oakdale can choose from a variety of academic options including concurrent enrollment with Fair View and career-technical education (CTE) courses; I-Tech and welding. Students also have access to the expanding Graphic Design and Screen-printing programs, as well as the Youth Employment and Volunteer Program (Work Experience Education). Academically qualified students can opt for an accelerated program by taking classes at Butte College or Chico State. Oakdale students must meet the same district requirements for grade promotion and graduation as students in the regular attendance program.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder input is a constant process with all aspects of the campus taken into consideration. School Site Council meets every session/quarter to review any and all updates to progress, funding, goals, etc. Individual, staff and SSC meetings contribute to the planning process and overall success of the program.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.80%	1.33%	1.94%	2	2	3
African American	2.70%	3.33%	0.65%	3	5	1
Asian	0.90%	0.67%	0.65%	1	1	1
Filipino	%	%	0.65%			1
Hispanic/Latino	34.23%	35.33%	38.06%	38	53	59
Pacific Islander	%	%	0%			0
White	52.25%	50.67%	49.03%	58	76	76
Multiple/No Response	%	%	7.1%			3
			Total Enrollment	111	150	155

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		2	1
Grade 1	1		4
Grade 2	1		1
Grade3		3	1
Grade 4		2	1
Grade 5	1	2	1
Grade 6	1	6	1
Grade 7	9	6	13
Grade 8	4	20	21
Grade 9	13	14	17
Grade 10	14	29	18
Grade 11	16	23	34
Grade 12	51	43	42
Total Enrollment	111	150	155

Conclusions based on this data:

1. African American, Filipino,White student and Hispanic/Latino student enrollment has increased. American Indian and enrollment has maintained.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	5	5	4	4.5%	3.3%	2.6%
Fluent English Proficient (FEP)	9	12	24	8.1%	8.0%	15.5%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. FEP student enrollment has increased with no change in the percentage of English Learner student enrollment.

2. English Learner support systems increased in '20-21, will continue to employ additional Multicultural IP.

3. Continue soliciting feedback from EL families to ensure current and future support systems are adequate and meeting the needs of all students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*		*	*		*	*		*			
Grade 6	*	*	7	*	*	6	*	*	6			85.7
Grade 7	*	*	10	*	*	8	*	*	8			80
Grade 8	20	16	21	20	12	21	20	12	21	100	75	100
Grade 11	22	24	33	20	19	27	20	19	27	90.9	79.2	81.8
All Grades	58	60	77	53	49	68	53	48	68	91.4	81.7	88.3

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

Grade Level	Overall Achievement for All Students																	
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2451.	2502.	2459.	0.00	0.00	9.52	5.00	16.67	4.76	20.00	41.67	14.29	75.00	41.67	71.43
Grade 11	2499.	2427.	2500.	5.00	5.26	3.70	15.00	0.00	14.81	25.00	10.53	29.63	55.00	84.21	51.85
All Grades	N/A	N/A	N/A	1.89	2.08	4.41	9.43	4.17	22.06	22.64	29.17	23.53	66.04	64.58	50.00

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	8.33	9.52	35.00	50.00	33.33	65.00	41.67	57.14
Grade 11	15.00	5.26	3.70	45.00	26.32	48.15	40.00	68.42	48.15
All Grades	7.69	4.17	7.35	36.54	41.67	45.59	55.77	54.17	47.06

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	16.67	14.29	30.00	33.33	14.29	70.00	50.00	71.43
Grade 11	5.00	0.00	3.70	40.00	10.53	37.04	55.00	89.47	59.26
All Grades	1.92	4.17	5.88	30.77	16.67	39.71	67.31	79.17	54.41

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	8.33	9.52	60.00	58.33	47.62	40.00	33.33	42.86
Grade 11	5.00	0.00	7.41	65.00	21.05	51.85	30.00	78.95	40.74
All Grades	1.92	2.08	8.82	61.54	43.75	58.82	36.54	54.17	32.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	5.00	0.00	4.76	20.00	58.33	23.81	75.00	41.67	71.43
Grade 11	5.00	5.26	7.41	30.00	42.11	48.15	65.00	52.63	44.44
All Grades	3.85	2.08	8.82	26.92	52.08	45.59	69.23	45.83	45.59

Conclusions based on this data:

1. Percentage of students tested increased.

2. Continue site focus on reading, writing, speaking and reasoning skills to support student improvement in all subject areas.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*		*	*		*	*		*			
Grade 6	*	*	7	*	*	6	*	*	6			85.7
Grade 7	*	*	10	*	*	8	*	*	8			80
Grade 8	20	16	21	20	12	21	20	12	21	100	75	100
Grade 11	22	24	33	19	20	25	19	20	25	86.4	83.3	75.8
All Grades	59	60	77	54	49	65	53	49	65	91.5	81.7	84.4

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2390.	2451.	2413.	0.00	0.00	4.76	0.00	8.33	4.76	5.00	8.33	9.52	95.00	83.33	80.95
Grade 11	2449.	2430.	2456.	0.00	0.00	0.00	5.26	5.00	4.00	10.53	0.00	8.00	84.21	95.00	88.00
All Grades	N/A	N/A	N/A	0.00	0.00	1.54	1.89	4.08	7.69	15.09	10.20	13.85	83.02	85.71	76.92

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	0.00	4.76	0.00	16.67	9.52	100.0	83.33	85.71
Grade 11	5.26	0.00	0.00	10.53	5.00	12.00	84.21	95.00	88.00
All Grades	1.89	0.00	4.62	3.77	12.24	13.85	94.34	87.76	81.54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	0.00	4.76	15.00	58.33	23.81	85.00	41.67	71.43
Grade 11	0.00	5.00	0.00	21.05	10.00	32.00	78.95	85.00	68.00
All Grades	0.00	2.04	3.08	24.53	24.49	30.77	75.47	73.47	66.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	0.00	9.52	5.00	16.67	23.81	95.00	83.33	66.67
Grade 11	0.00	5.00	0.00	47.37	15.00	36.00	52.63	80.00	64.00
All Grades	0.00	2.04	3.08	30.77	22.45	36.92	69.23	75.51	60.00

Conclusions based on this data:

1. Continue site focus on reading, writing, speaking and reasoning skills to support student improvement in all subject areas.

School and Student Performance Data

ELPAC Results
2017-18 Summative Assessment Data

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3		*		*		*		*
Grade 6	*		*		*		*	
Grade 9		*		*		*		*
Grade 10		*		*		*		*
Grade 11	*		*		*		*	
Grade 12		*		*		*		*
All Grades							*	*

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*		*	*	*

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*	*	*	*	*

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	Speaking Domain Percentage of Students by Domain Performance Level for All Students							
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	Reading Domain Percentage of Students by Domain Performance Level for All Students							
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*	*	*	*	*

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Conclusions based on this data:

1. N/A

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
150	**70.7**	**3.3**	**3.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	3.3
Foster Youth	5	3.3
Homeless	4	2.7
Socioeconomically Disadvantaged	106	70.7
Students with Disabilities	19	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	3.3
American Indian	2	1.3
Asian	1	0.7
Hispanic	53	35.3
Two or More Races	13	8.7
White	76	50.7

Conclusions based on this data:

1. Continue to provide support to families of all students through targeted interventions and outreach.

2. Create Equity Alliance on campus to further support all students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Orange	**Suspension Rate** Blue
Mathematics No Performance Color	**Chronic Absenteeism** Orange	
College/Career Red		

Conclusions based on this data:

1. Continue to provide support to families of all students through targeted interventions and outreach.

2. Truancy team continuously refine practices to increase student attendance.

3. Work with support staff to provide families with access to faculty led workshops focusing on the Zones of Regulation and socio-emotional learning.
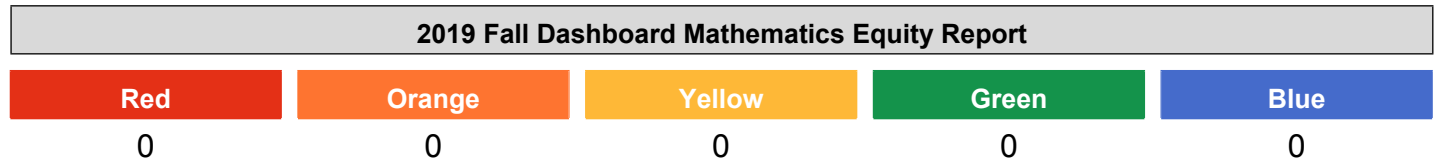
School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
78.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++16.6 points	2	2
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	101.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	24	5

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
93.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	66.6 points below standard
11	3		15

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	Less than 11 Students - Data Not Displayed for Privacy	79.8 points below standard
	2	26

Conclusions based on this data:

1. Continue site focus on reading, writing, speaking and reasoning skills to support student improvement in all subject areas for all student groups.

2. Continue to work toward academic, behavioral and socio-emotional learning for students to close achievements gaps and support students reaching grade level development in ELA/Reading.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
145.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.5 points	2	2
30		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	165.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	24	5

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 136.8 points below standard 11	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color 151.3 points below standard 15

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
	Less than 11 Students - Data Not Displayed for Privacy 2	155.9 points below standard 26

Conclusions based on this data:

1. Continue site focus on reading, writing, speaking and reasoning skills to support student improvement in all subject areas for all student groups.

2. Continue to work toward academic, behavioral and socio-emotional learning for students to close achievement gaps and support students reaching grade level development in Math.
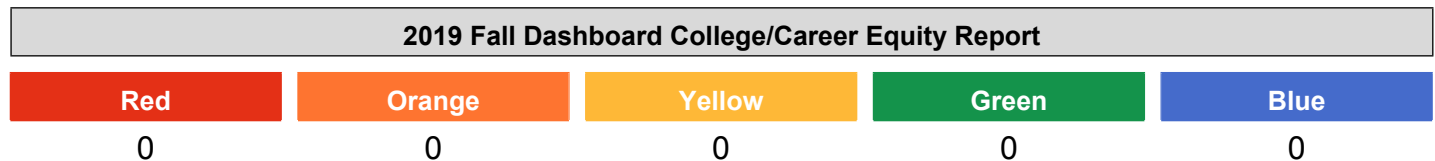
School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
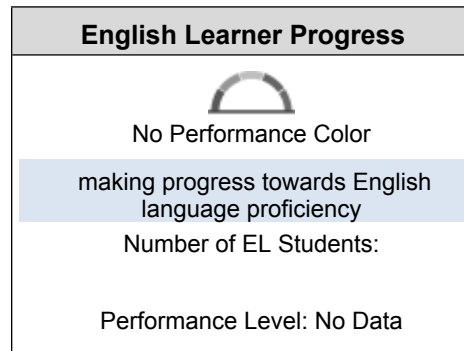
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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

Conclusions based on this data:

1. Continue site focus on reading, writing, speaking and reasoning skills to support student improvement in all subject areas for all student groups.

2. Increase hours for Multicultural IP for EL students.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.3	0 Students	0 Students
34		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
2.3 **Prepared**	2.3 **Prepared**	0 **Prepared**
7 **Approaching Prepared**	7 **Approaching Prepared**	5.9 **Approaching Prepared**
90.7 **Not Prepared**	90.7 **Not Prepared**	94.1 **Not Prepared**

Conclusions based on this data:

1. Continue site focus on reading, writing, speaking and reasoning skills to support student improvement in all subject areas for all student groups. Workforce readiness remains a priority with literary focus to support students' post-secondary goals.

2. Increase community partnerships through creations of Equity Alliance to support all students' post-secondary goals.

3. Support League of Stars mentorship program to enhance student access to college and career resources.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
47.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.2	2	3
67		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	49	45.5
0	Maintained +0.1	11
	51	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	1	1	0

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
42.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	50
Declined -12.7			Increased +9.1
21	10	0	32

Conclusions based on this data:

1. Continued focus on reducing chronic absenteeism through interventions for students not attending and family outreach. Targeted interventions for families on site attendance/behavior contracts. Continued use of CAL/AFC programs for students deemed severely chronically truant.

2. Student Services Team (SST) will continue outreach to families of truant students to provide resources needed to increase attendance.

3. Create Equity Alliance on campus to support families of all students and work to eliminate barriers that contribute to chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0
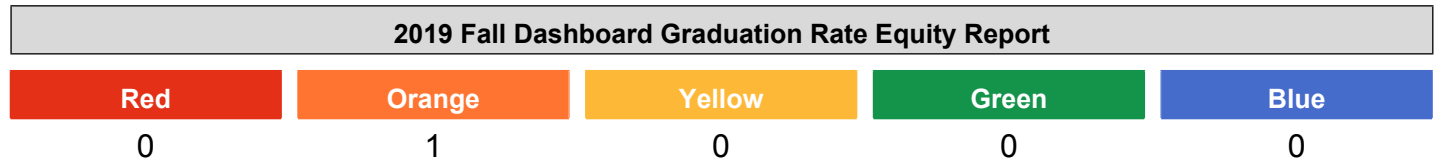
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
76.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	1	2
42		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
61.5	76.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.8	Maintained -0.2	5
13	38	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
86.7 Increased +15.2 15	Less than 11 Students - Data Not Displayed for Privacy 2	0 Students	69.6 Declined -8.6 23

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
76.4	76.2

Conclusions based on this data:

1. Increase in student graduation percentage. Continue site focus on reading, writing, speaking and reasoning skills to support student improvement in all subject areas for all student groups.

2. Increase outreach to all families referred to Oakdale from within CUSD or enrolling from out of the district; i.e counselors and TCMs contacting families prior to orientation for support.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	4
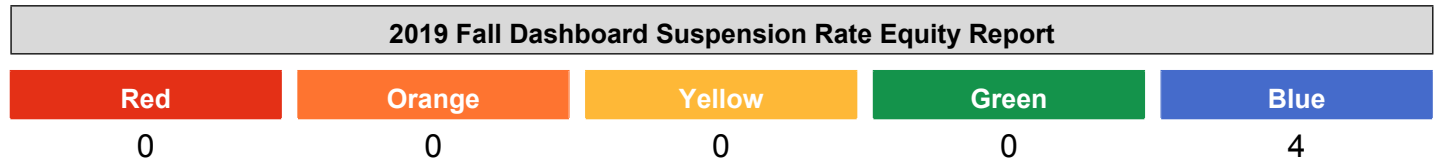
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy 8	0
Maintained 0 284		12

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0	0	0
Maintained 0 12	Maintained 0 217	Maintained 0 40

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
13	4	1	1

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		Blue
0	0		0
Maintained 0	Maintained 0		Maintained 0
93	28		144

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. Suspensions are rare at Oakdale given students spend a much shorter time on campus. Continue to connect students to positive school culture and targeted outreach for families.

2. Work with Equity Alliance on campus to support all students, increase family engagement and provide workshops for students/families in understanding Zones of Regulation and its relation to decision making.

3. Continue professional development for all staff to support student behavioral and socio-emotional learning.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials, and Facilities

Goal Statement

District LCAP Goal 1: Quality Teachers, Materials, and Facilities
All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

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

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

LCAP Goal

Site Goal:

- 1.1: 100% of Oakdale teachers will be appropriately assigned and credentialed (as reported on Highly Qualified Teacher and Williams Report).

- 1.2: Oakdale will have access to curriculum, instructional materials, and technology to support student achievement of the CCSS.

- 1.3: Oakdale will rate at least "Good" as measured by the facilities inspection tool (FIT).

- 1.4: Oakdale will provide a Chromebook for every student for school use.

Basis for this Goal

Chico Unified School District's Goal 1, Quality Teachers, Materials, and Facilities aligns with State Priority 1, Basic Conditions of Learning. These conditions support the following:

*Teachers who are assigned and fully credentialed for the students they are teaching.

*Students have access to the standards-aligned instructional materials resources.

*School facilities are in good repair.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Conditions of Learning	100%	100%

Metric/Indicator	Baseline	Expected Outcome
Maintain compliance with Williams Act requirement 100% of Academy for Change teachers are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).		
State Priority 1: Local Indicator/Instructional Materials Academy for Change classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	100%	100%
State Priority 1: Local Indicator/Facilities in Good Repair Academy for Change will continue to rate as "good" or "exemplary" as measured by the Facility Inspection Tool (FIT).	100%	100%
State Priority 1: Local Indicator/Instructional Materials McManus students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	100%	100%

Planned Strategies/Activities

Strategy/Activity 1

- Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments

- Support BTSA Professional Development

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

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

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

Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Educational Software (Total District Cost)

Amount	1,000,000
Source	LCFF - District Supplemental
Description	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure

Strategy/Activity 3

- Facilitate a CUSD MandO site inspection to help identify and prioritize site facility repair needs

- Utilize current work order system for completion of repair projects

- Organize campus beautification projects

- Timeline: August-June

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	4,000,000
Source	LCFF - Base
Description	MandO

Strategy/Activity 4

- Facilitate the home and school usage of student Chromebooks including device management

- Site will ensure that Chromebook carts are maintained in good working order

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Libraries will be maintained and available for student use.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,100,000
Source	LCFF - District Supplemental
Description	Librarians and Media Assistants

Amount	385,000
Source	LCAP Supplemental
Description	Tech Aides

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Fully Align Curriculum and Assessments with California State Standards

Goal Statement

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

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

LCAP Goal

Site Goal:
- 2.1: Oakdale staff will administer district common assessments in English and Math.

- 2.2: 90% of applicable Oakdale staff will attend one or more CSCS in Math, English Language Arts, English Language Development or Next Generation Science Standards

Basis for this Goal

Chico Unified School District's Goal 2, Fully Align Curriculum and Assessments with California State Content Standards aligns with State Priority 2: State Standards (Conditions of Learning). These conditions support the following:

*Assessment

*Curriculum

*Equity

*Instruction

*Professional Learning

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 4: State Indicator/Academic Indicator/Grade 11 ELA SBAC results	Grade 9 assessments (all English courses and Integrated Math 1) were implemented, including the addition of data analysis meetings. Grades 10-12 continue to develop an assessment plan for ELA and math.	Continued work from baseline.

Metric/Indicator	Baseline	Expected Outcome
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Majority of teachers are at a Level 3 with some moving into Level 4 as per teacher and administrator input. ELD instructional scope and sequence updated to align with ELA standards and instruction.	CSCS implementation stages to continue. ELD coaches monitor ELD standards implementation during the instructional day.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	80% of site teachers attended one or more CSCS trainings in Math and/or the Next Generation Science Standards as applicable.	More than 85% of site teachers attend one or more CSCS trainings in Math, ELA, ELD, and/or NGSS as applicable.

Planned Strategies/Activities

Strategy/Activity 1

- Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and administer assessments that align with new state standardized assessments (SBAC)

- 9-12 will develop, refine and administer the ELA and math assessments in place and continue refining the assessment plan that is in place during the 2019-20 school year

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	375,000
Source	LCFF - District Supplemental
Description	District Leadership Council Instructional Teachers on Special Assignment (TOSA)

Amount	116,000
Source	Title I - District

Description	Illuminate/Data Teacher on Special Assignment (TOSA)
Amount	59,000
Source	Grant Funding
Description	CTE Teacher on Special Assignment (TOSA)

Amount	101,000
Source	Title II - District
Description	DLC Teachers on special Assignment (TOSA)

Amount	430,000
Source	LCFF - District Supplemental
Description	Teacher Professional Development

Amount	99,000
Source	Title II - District
Description	Technology Professional Development

Amount	140,000
Source	Title III
Description	English Language Development (ELD) Teachers on Special Assignment (TOSAs)

Strategy/Activity 2

- All staff will use Collaboration Time provided during staff meetings to address standards and high impact instructional strategies.

- Monitor the ELD standards in the instructional day across a variety of subject areas.

- Math teachers will use Collaboration Time to develop common assessments; Called meeting time will be used for teacher collaboration on the continued roll out of online curriculum.

- English teachers will use Collaboration Time to develop common assessments

- Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE (G-Suite).

- 85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD or CTE during the school year.

Students to be Served by this Strategy/Activity
All

Timeline
2021-22

Person(s) Responsible
Administrator

Proposed Expenditures for this Strategy/Activity

Description	Collaboration Days - No funding needed
Amount	39,000
Description	Site PD Opportunity Summer Collaboration
Amount	430,000
Source	Title II - District
Description	District PD Opportunities

Strategy/Activity 3
Continue to refine district common assessments in English and Math with a focus on Integrated Math 1 and 10th grade English (all courses).

Students to be Served by this Strategy/Activity
All

Timeline
2021-22

Person(s) Responsible
Administrator

Proposed Expenditures for this Strategy/Activity

Description

> TOSA's (total District Cost)
>
>
> See Goal 3

Strategy/Activity 4

> Interested teachers will participate in long-term professional development opportunities

Students to be Served by this Strategy/Activity

> All

Timeline

> 2021-22

Person(s) Responsible

> Administrator

Proposed Expenditures for this Strategy/Activity

Amount

> 5,000

Source

> Title II - Site

Description

> Site PD: TRSS
>
> After-School PD
>
> PLC's
>
> Peer-Observation Conferences
>
> TRSS, Restorative Practice (RP) and RP in SARB, Trauma Responsive Systems of Support (TRSS) continued training.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

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

Goal Statement

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

- 3.1: Implement and refine a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.

- 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.

- 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.

- 3.4: Increase student achievement for English learners.

- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

LCAP Goal

Site Goal:

-

3.1 Oakdale will increase the percentage of students in all student groups meeting or exceeding standard on the both English and Math Smarter Balanced Assessments by 3%.

-

3.2 Oakdale will improve the average distance to level three for all student groups on both the English and Math Smarter Balanced Assessments by at least three points.

3.3 Oakdale students will improve at least one instructional reading grade level as measured by Renaissance STAR assessment tool.

3.4 Oakdale students will have access to CTE courses at FV.

Basis for this Goal

Chico Unified School District's Goal 3, Support High Levels of Student Achievement in a Broad Range of Courses, aligns with the following State Priorities:

State Priority 4: Pupil Achievement (Pupil Outcomes) - Performance on standardized tests, share of pupils that are college and career ready, share of English Learners that become English proficient, English Learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

State Priority 7: Course Access (Conditions of Learning) - Pupil enrollment in a broad course of study that includes all of the subject areas as relates to curriculum, equity, and professional learning.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes) - Pupil outcomes in subject areas as relates to curriculum, equity, and professional learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Dashboard change in ELA	Declined	Need to increase.
State Dashboard change in Math	Maintained	Need to increase.

Planned Strategies/Activities

Strategy/Activity 1

Continue to implement an Early Warning System to identify and support students in danger of not graduating.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,750,000
Source	LCFF - District Supplemental
Description	Secondary Counselors (Total Cost for all Secondary Sites)
Amount	49,519

Source	Grant Funding
Description	1.0 Grant Funded Counselor

Amount	14,000
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Multicultural IP

Amount	65,500
Source	Title I - Site
Description	Tech upgrades/Misc supplies/furniture expenditures

Strategy/Activity 2

- Visit similar schools to identify options for scheduling

- Develop Data Dashboard for all assessments disaggregated by subgroup

- Continue to utilize Academic/Behavioral Check out sheet.

- Offer flexible scheduling options

- ELD Team to meet and determine appropriate criteria for re-designation

- Utilize STAR Renaissance for assessing and supporting struggling students

- Additional instructional support

- Teacher Instructional materials

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,325,000
Source	LCFF - District Supplemental
Description	Intervention and Instruction Support

Amount	2,000
Source	LCFF - Site Supplemental
Description	Instructional Materials

Amount	2,000
Source	Title II - Site
Description	Instructional Materials

Amount	22,909
Source	Site LCAP
Description	LCAP Rollover-Edgenuity licenses

Strategy/Activity 3

Counseling Staff will conduct intervention conferences with all struggling students each session.

Provide all-day, everyday access to every student to Student Services Center to make up work, review material, provide access to technology

Collaboration time provided for increased online math engagement for students.

Online classes available for all students, Edgenuity

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	510,000
Source	LCFF - District Supplemental
Description	Bilingual Aides (Total District Cost)

Strategy/Activity 4

Provide during/after school tutoring support

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Description	Certificated Staff Funding source - None needed

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide Opportunities for Meaningful Parent Involvement and Input

Goal Statement

District Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

- 4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information.

- 4.2: At all levels, increase parent input and involvement in school activities.

LCAP Goal

Site Goal:

- 4.1 Oakdale will maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.

- 4.2 Oakdale will utilize MTSS-FIA and Trauma Responsive Systems Services.

- 4.3 Parent Engagement with Oakdale social media accounts will increase from the prior year.

- 4.1 All (100%) of teachers will update Aeries gradebooks within 10 days of completion of assignment.

- 4.2 Increase completion of CUSD Parent Student Acknowledgment through the use of Parent Portal by 2%.

4.4 Include Oakdale families in the development and ongoing facilitation of Alternative Education's Equity Alliance.

4.5 Families of students referred to Oakdale will have access to workshops provided by SST with a focus on Zones of Regulation, trauma and brain development and other topics determined necessary by schoolwide data; i.e behavior, academics and socio-emotional learning and support.

Basis for this Goal

Chico Unified School District's Goal 4, Provide Opportunities for Meaningful Parent Involvement and Input aligns with the following State Priorities:

State Priority 3: Parental Involvement and Engagement. This priority seeks parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.

State Priority 6: School Climate and Engagement. This priority includes pupil suspension rates, pupil expulsion rates, and other local measures including surveys of pupils, parents and teachers in regard to safety and school connectedness as relates to culture and climate, equity, and family and community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase Aeries parent portal use	Current use with an increase of 2%.	Current use with an increase of 2%.

Planned Strategies/Activities

Strategy/Activity 1

Increase parent/guardian engagement through initial orientations and workshops

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	LCFF - Base
Description	District Survey

Strategy/Activity 2

Continue to employ TCM at site

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	570,000
Source	LCFF - District Supplemental
Description	Targeted Case Managers (Total District Cost)

Strategy/Activity 3

- Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school

- Begin discussions of requiring Aeries usage in regular and Leadership staff meetings.

- Survey student and staff groups to identify additional activities

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Advertise activities in multiple languages

Fair View Night Out (FVNO)

Orientations and workshops for families every unit/session.

Continued use of social media to share our story with community.

Increase use of Aeries Communication to contact students and families.

Solicit Equity Alliance participation from families and students via individual conversations, meetings, conferences and Aeries Communication.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Donations
Description	FVNO Orientations and workshops for families

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal 5: Improve School Climate

Goal Statement

- 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.

LCAP Goal

Site Goal(s):

-
5.1: The attendance rate at Oakdale will be at least 83%

-
5.2: Oakdale will reduce Chronic Absenteeism by 1%

-
5.3: Oakdale will decrease the dropout rate by 0.5%

Create an Equity Alliance team made of students and educators taht meet monthly and provide input to ILT and SSC by fall 2021. MTSS all subsections.

Basis for this Goal

Chico Unified School District's Goal 5,Improve School Climate, aligns with the following State Priorities:

State Priority 5: Pupil Engagement (Engagement), which includes school attendance rates, chronic absenteeism rates, middle school dropout rates, and high school graduation rates as relates to culture and climate, equity, and family and community.

State Priority 6: School Climate (Engagement), which includes pupil suspension rates, pupil expulsion rates, other measures including surveys of pupils, parents, and teachers on safety and school connectedness as relates to culture and climate, equity, and family and community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reduce Chronic Absenteeism by 2% annually	Reduce Chronic Absenteeism by 2% annually	Meet or exceed 95.6% attendance

Planned Strategies/Activities

Strategy/Activity 1

Make teachers aware of PD opportunities.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title II - District
Description	Site PD Opportunity

Site PD Opportunity

Trauma Responsive Systems of Support (TRSS)

Restorative Practices in the classroom and SARB outreach intervention strategies

Trauma and the brain conferences

Zones of regulation/self-regulation and wellness (BCOE)

Strategy/Activity 2

Provide parent, education/training classes to improve student attendance

Hold orientations each unit for parents/guardians

Student Support Team (SST) work with TCMs to contact parents/guardians.

Notify parents and students of attendance violations via email, mail, and in person (students).

Oakdale Team will discuss end of year data.

Increase contacts with families via Aeries Communication

Family workshops facilitated by SST.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Site Supplemental
Description	Supplies for TCM

Strategy/Activity 3

Notify staff of benefits of ISS vs. Out-of-School Suspension

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	46,439
Source	Title I - Site
Description	Intervention Specialist

Strategy/Activity 4

Contract with LCSW (1.0 ESSER); LCSW (part-time, Title I)

Employ Nurses

Employ Health Assistants (additional 2 hours)

Provide MNI Services as needed

Intervention Specialist will continue to work with all stakeholders on campus to support student engagement in all aspects; academics, socio-emotionally, etc.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	800,000
Source	LCFF - District Supplemental
Description	Nurses, Health Aides, LVNs (Total District Cost)

Amount	200,000
Source	LCFF - District Supplemental
Description	MNI (Total District Cost)

Amount	33,471.35
Source	Title I - Site
Description	Therapeutic support-LCSW

Strategy/Activity 5

- Employ campus supervisors

- Radio Maintenance

- Campus Supervisor

- Surveillance System Maintenance

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	1,185,000
Source	LCFF - District Supplemental
Description	Campus Supervision (Total District Cost)

Amount	1,400
Source	Safe Schools
Description	Radio Maint.

Strategy/Activity 6

Provide sports opportunities throughout each session on campus.

Provide students with access to career building resources (WE Coordinator)

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	11,142
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

WE Coordinator

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

District LCAP Goal 1: Quality Teachers, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.
- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Conditions of Learning Maintain compliance with Williams Act requirement 100% of Academy for Change teachers are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	100%	100%
State Priority 1: Local Indicator/Instructional Materials Academy for Change classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	100%	100%
State Priority 1: Local Indicator/Facilities in Good Repair Academy for Change will continue to rate as "good" or "exemplary" as measured by the Facility Inspection Tool (FIT).	100%	100%
State Priority 1: Local Indicator/Instructional Materials McManus students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	100%	100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments • Support BTSA Professional Development	• Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments • Support BTSA Professional Development		
Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 850,000
• Facilitate a CUSD MandO site inspection to help identify and prioritize site facility repair needs • Utilize current work order system for completion of repair projects • Organize campus beautification projects • Timeline: August-June	• Facilitate a CUSD MandO site inspection to help identify and prioritize site facility repair needs • Utilize current work order system for completion of repair projects; ; secured new student furniture through ESSER funding, constructed new basketball courts to support separation of all Alt Ed programs as prescribed by Ed Code and for safety purposes. • Organize campus	MandO 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,000,000	MandO 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 4,500,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	• beautification projects • Timeline: August-June		
• Facilitate the home and school usage of student Chromebooks including device management • Site will ensure that Chromebook carts are maintained in good working order	• Facilitate the home and school usage of student Chromebooks including device management • Site will ensure that Chromebook carts are maintained in good working order	Chromebooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Chromebooks 4000-4999: Books And Supplies LCFF - District Supplemental 850,000
Libraries will be maintained and available for student use.	Alt Ed does not have a stand-alone library.	Librarians and Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000	Librarians and Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,061,000

Analysis

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

Communicated closely with IT and M and O to keep technology, facilities and sanitization available and in working order for students and staff.

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

Students had access to tech as needed throughout the school year and different models of instruction.

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

Actual expenditures fluctuated both above and below what was estimated based on the fluidity of the school year as it relates to COVID> Distance learning versus in-person might have impacted the need for instructional materials.

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.

ESSER funding replacing existing furniture (student desks) across all programs on campus.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4: State Indicator/Academic Indicator/Grade 11 ELA SBAC results	Continued work from baseline.	Continued work from baseline.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	CSCS implementation stages to continue. ELD coaches monitor ELD standards implementation during the instructional day.	CSCS implementation stages to continue. ELD coaches monitor ELD standards implementation during the instructional day.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	CSCS implementation stages to continue. ELD coaches monitor ELD standards implementation during the instructional day.	CSCS implementation stages to continue. ELD coaches monitor ELD standards implementation during the instructional day.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and administer assessments that align with new state standardized assessments (SBAC) • 9-12 will develop, refine and administer the ELA and math	• Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and administer assessments that align with new state standardized assessments (SBAC) • 9-12 will develop, refine and administer the ELA and math	District Leadership Council Instructional Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Instructional Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 349,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
assessments in place and continue refining the assessment plan that is in place during the 2019-20 school year	assessments in place and continue refining the assessment plan that is in place during the 2019-20 school year		
• All staff will use Collaboration Time provided during staff meetings to address standards and high impact instructional strategies. • Monitor the ELD standards in the instructional day across a variety of subject areas. • Math teachers will use Collaboration Time to develop common assessments; Called meeting time will be used for teacher collaboration on the continued roll out of online curriculum. • English teachers will use Collaboration Time to develop common assessments • Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE (G-Suite).	• All staff will use Collaboration Time provided during staff meetings to address standards and high impact instructional strategies. • Monitor the ELD standards in the instructional day across a variety of subject areas. • Math teachers will use Collaboration Time to develop common assessments; Called meeting time will be used for teacher collaboration on the continued roll out of online curriculum. • English teachers will use Collaboration Time to develop common assessments • Continue to support staff professional development in the use of Aeries, Illuminate, and	Collaboration Days - No funding needed	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• 85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD or CTE during the school year.	GAFE (G-Suite). • 85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD or CTE during the school year.		
Continue to refine district common assessments in English and Math with a focus on Integrated Math 1 and 10th grade English (all courses).	Continue to refine district common assessments in English and Math with a focus on Integrated Math 1 and 10th grade English (all courses).	TOSA's (total District Cost) See Goal 3	
Interested teachers will participate in long-term professional development opportunities	BCOE PD virtual opportunities.	Site PD: TRSS After-School PD PLC's Peer-Observation Conferences Title II - Site 5,000	Site PD: TRSS After-School PD PLC's Peer-Observation Conferences 4000-4999: Books And Supplies Title II - Site 1,532.95

Analysis

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

Many PD opportunities were held virtually if not directly on campus and until late in the year, most were virtual.

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

Staff were able to access virtual PD related to our goals.

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

Actual site expenditures were less than initially proposed due to most PD requested and attended were virtual, cutting down the typical costs associated with travel, lodging, etc.

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

We will still allocate the same amount of funding for this goal next year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

District Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses
- 3.1: Implement and refine a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.
- 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.
- 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.
- 3.4: Increase student achievement for English learners.
- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard change in ELA	Need to increase.	Need to increase.
State Dashboard change in Math	Need to increase.	Need to increase.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement an Early Warning System to identify and support students in danger of not graduating.	Continue to implement an Early Warning System to identify and support students in danger of not graduating.	Secondary Counselors (Total Cost for all Secondary Sites) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,750,000	Secondary Counselors (Total Cost for all Secondary Sites) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,765,000
- Visit similar schools to identify options for scheduling - Develop Data Dashboard for all assessments disaggregated by subgroup - Continue to utilize Academic/Behavioral Check out sheet. - Offer flexible scheduling options - ELD Team to meet and	- Visit similar schools to identify options for scheduling - Develop Data Dashboard for all assessments disaggregated by subgroup - Continue to utilize Academic/Behavioral Check out sheet. - Offer flexible scheduling options - ELD Team to meet and	Intervention and Instruction Support 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000	Intervention and Instruction Support 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,372,000
			Bilingual Aides 2000-2999: Classified Personnel Salaries Title I - Site 1,400

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
determine appropriate criteria for re-designation • Utilize STAR Renaissance for assessing and supporting struggling students • Additional instructional support • Teacher Instructional material	determine appropriate criteria for re-designation • Utilize STAR Renaissance for assessing and supporting struggling students • Additional instructional support • Teacher Instructional material Added additional 3 hour Multicultural IP position to support ELD students across campus.		
Counseling Staff will conduct intervention conferences with all struggling students each session. Provide all-day, everyday access to every student to Student Services Center to make up work, review material, provide access to technology Collaboration time provided for increased online math engagement for students. Online classes available for all students, Edgenuity	Counseling Staff will conduct intervention conferences with all struggling students each session. Provide all-day, everyday access to every student to Student Services Center to make up work, review material, provide access to technology Collaboration time provided for increased online math engagement for students. Online classes available for all students, Edgenuity	Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000	Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 517,000
Provide during/after school tutoring support	Provide during/after school tutoring support	Certificated Staff Funding source - None needed	
			During school tutoring 2000-2999: Classified Personnel Salaries Grant Funding 1,470

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Medically Necessary Instruction (MNI) if needed	Provide Medically Necessary Instruction (MNI) if needed	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 37,300

Analysis

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

Student Services Team collaborated to support students and staff in all aspects of intervention support available on campus. Increased access to support services through creativity (use of tech) and staff development.

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

Anecdotal evidence from students, families and staff regarding the accessibility to interventions support was positive in addition to data collection via Google Forms.

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

Due to the decision to be completely online to start the year, the use of MNI services was minimal and therefore the funding needed to support the program was not utilized as in years past.

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.

Continue to focus on academic learning through the use of site and ESSER funds.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

District Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input
- 4.1: For students at all schools, provide training and support to increase the number of parents and teachers using district electronic student information system to monitor and report on student performance information.
- 4.2: At all levels, increase parent input and involvement in school activities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase Aeries parent portal use	Current use with an increase of 2%.	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase parent/guardian engagement through initial orientations and workshops Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Increase parent/guardian engagement through initial orientations and workshops Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	District Survey LCFF - Base 0.00	
Continue to employ TCM at site	Continue to employ TCM at site	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000
- Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school - Begin discussions of requiring Aeries usage in regular and Leadership staff meetings. - Survey student and staff groups to identify	- Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school - Begin discussions of requiring Aeries usage in regular and Leadership staff meetings. - Survey student and staff groups to identify		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
additional activities	additional activities		
Advertise activities in multiple languages Fair View Night Out (FVNO) Orientations and workshops for families every unit/session. Continued use of social media to share our story with community. Increase use of Aeries Communication to contact students and families.	Advertise activities in multiple languages Fair View Night Out (FVNO); BTSN conducted virtually by staff producing videos sent out to all students and families. Orientations and workshops for families every unit/session. Continued use of social media to share our story with community. Increase use of Aeries Communication to contact students and families.	FVNO Orientations and workshops for families Donations 3000	FVNO-Videos only (COVID) Orientations and workshops for families (Virtual) Home visits/TCM EA 2000-2999: Classified Personnel Salaries LCFF - Site Supplemental 3,000

Analysis

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

Staff meetings included trainings for the continued and increased use of Aeries Communication as a tool to inform families. Admin and TCMs conducted 100+ home visits throughout teh school year to support all student groups related to attendance, access to socio-emotional support resources and academic/technical support.

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

Home visits proved to be effective with some students/families.

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

Proposed and actual expenditures are closely aligned.

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.

Increased family involvement will continue to be a priority for all Alternative Education programs, specifically related to the creation of teh Equity Alliance here on campus. Strategies can be found in goal 4 of the SPSA for the following school year but will be represented in the 3 backpacks/goals as we condense our focus to the three encompassing goals; academic, behavioral and socio-emotional learning.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

• 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reduce Chronic Absenteeism by 2% annually	Meet or exceed 95.6% attendance	Did not meet 95.6% attendance

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Make teachers aware of PD opportunities.	Make teachers aware of PD opportunities.	Site PD Opportunity PBIS Restorative Practices Funding source - Title II Site also Title II - District 3,000	
Provide parent, education/training classes to improve student attendance Hold orientations each unit for parents/guardians Student Support Team (SST) work with TCMs to contact parents/guardians. Notify parents and students of attendance violations via email, mail, and in person (students). Oakdale Team will discuss end of year data.	Provide parent, education/training classes to improve student attendance Hold orientations each unit for parents/guardians; virtual Student Support Team (SST) work with TCMs to contact parents/guardians. Notify parents and students of attendance violations via email, mail, and in person (students). Admin and TCMs participate in Restorative Practices in SARB and relay information to Truancy Team. Admin and TCMs conducted 100+ home visits for attendance and engagement concerns. Oakdale Team will discuss end of year data.	Supplies for TCM LCFF - Site Supplemental 2,000	Supplies for TCM 2000-2999: Classified Personnel Salaries LCFF - Site Supplemental 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Increase contacts with families via AERIES Communication		
Notify staff of benefits of ISS vs. Out-of-School Suspension		Intervention Specialist Title I - Site 46,240	Intervention Specialist 1000-1999: Certificated Personnel Salaries Title I - Site 46,439
Contract with LCSW Employ Nurses Employ Health Assistants Intervention Specialist will continue to work with all stakeholders on campus to support student engagement in all aspects; academics, socio-emotionally, etc.	Contract with LCSW Employ Nurses Employ Health Assistants Intervention Specialist will continue to work with all stakeholders on campus to support student engagement in all aspects; academics, socio-emotionally, etc.	Nurses, Health Aides, LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 800,000	Nurses, Health Aides, LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 778,000
		Contract with LCSW Title I - Site 13,561.50	Contract with LCSW Title I - Site 6,500
- Employ campus supervisors - Radio Maintenance - Campus Supervisor - Surveillance System Maintenance	- Employ campus supervisors - Radio Maintenance - Campus Supervisor - Surveillance System Maintenance	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000
Provide sports opportunities throughout each session on campus.	Unable to due to COVID		

Analysis

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

Increased support on campus via Wellness Counselors and collaboration with existing Student Services Team (SST). SST provided virtual and in-person support for all students and families by increasing accessibility though technology and effective communication.

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

Students, staff and families are utilizing the revamped referral process for socio-emotional, academic and behavioral supports.

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

Site and district expenditures were less than proposed.

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

We will continue our focus on supporting academic, behavioral and socio-emotional learning.

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	48,222
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	103,202,840
LCAP - District	13,582,453
LCAP - Site	22,909
Title I - District	913,590
Title I - Site	48,175
Title II - District	229,494
Title II - Site	0
Title III - District	79,735

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

School Site Council Membership

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

Andrew Moll School Principal

Classroom Teachers

Name of Members	Role
Andrew Moll	Principal
John Gunderson	Other School Staff
Nancy Hian	Classroom Teacher
Peter Donahoo	Classroom Teacher
Sharyn Fields	Parent or Community Member
Farshad Azad	Parent or Community Member
Lori Castaldo	Classroom Teacher
Shane Gamble	Classroom Teacher
Chase Chevallier	Classroom Teacher
Kevin Sherald	Classroom Teacher
Destiny Wilson	Secondary Student
Miranda King	Parent or Community Member
Christina Temple	Parent or Community Member
Stacy Morgan	Parent or Community Member
Nancy Medina	Other School Staff
Brooke Nelson	Secondary Student

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
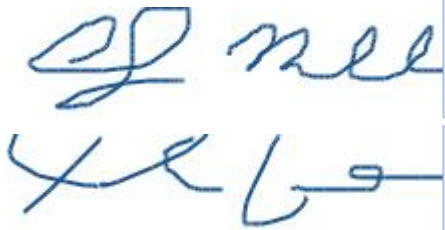
Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 3, 2021.

Attested:

	Principal, Andrew Moll on 5/6/21
	SSC Chairperson, John Gunderson on 5/6/21

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
  • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
  • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
  • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
  • Describe any changes that will be made to the goal, expected annual 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 Stakeholder Involvement and/or Strategies/Activities).

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

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

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

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

Appendix B: Select State and Federal Programs

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

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