



## 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.

<b>School Name</b>	Oakdale School
<b>Address</b>	290 East Ave Chico, CA 95926
<b>County-District-School (CDS) Code</b>	04-61424-0430199
<b>Principal</b>	Andrew Moll
<b>District Name</b>	Chico Unified School District
<b>SPSA Revision Date</b>	May 4, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	May 4, 2023
<b>Local Board Approval Date</b>	

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.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56		
Grade 1	51		
Grade 2	43		
Grade3	36		
Grade 4	43		
Grade 5	42		
Grade 6	38	1	3
Grade 7	35	3	5
Grade 8	53	2	6
Grade 9	40	5	5
Grade 10	65	15	10
Grade 11	47	22	14
Grade 12	58	40	38
<b>Total Enrollment</b>	607	88	81

### Conclusions based on this data:

1. Total enrollment decreased and due to losing the 6-8 grade teacher to medical leave until March. Numbers have increased since.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	13	1	3	2.10%	1.1%	3.7%
Fluent English Proficient (FEP)	45	17	8	7.40%	19.3%	9.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. FEP student enrollment has decreased with slight change in the percentage of English Learner student enrollment.
2. English Learner support systems increased in '21-22, unable to provide additional Multicultural IP time due to budget cuts
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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	31			0			0			0.0		
Grade 4	29			0			0			0.0		
Grade 5	21			0			0			0.0		
Grade 6	40	6		0	6		0	6		0.0	100.0	
Grade 7	41	5		0	5		0	5		0.0	100.0	
Grade 8	45	11		0	9		0	9		0.0	81.8	
Grade 11	83	29		57	20		57	20		68.7	69.0	
All Grades	290	51		57	40		57	40		19.7	78.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11	2576.	2522.		15.79	5.00		35.09	15.00		26.32	40.00		22.81	40.00	
All Grades	N/A	N/A	N/A	15.79	2.50		35.09	10.00		26.32	35.00		22.81	52.50	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	21.05	*		57.89	*		21.05	*	
All Grades	21.05	5.00		57.89	70.00		21.05	25.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	25.00	*		44.64	*		30.36	*	
All Grades	25.00	5.13		44.64	28.21		30.36	66.67	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	10.53	*		71.93	*		17.54	*	
All Grades	10.53	10.00		71.93	70.00		17.54	20.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	22.81	*		71.93	*		5.26	*	
All Grades	22.81	5.00		71.93	55.00		5.26	40.00	

**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.
3. PD focus on IXL assessment and diagnostic data to support all students across all content areas.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	31			0			0			0.0		
Grade 4	29			0			0			0.0		
Grade 5	21			0			0			0.0		
Grade 6	40	6		0	6		0	6		0.0	100.0	
Grade 7	41	5		0	5		0	5		0.0	100.0	
Grade 8	45	10		0	8		0	8		0.0	80.0	
Grade 11	83	29		54	19		54	19		65.1	65.5	
All Grades	290	50		54	38		54	38		18.6	76.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11	2524.	2453.		9.26	0.00		9.26	5.26		25.93	10.53		55.56	84.21	
All Grades	N/A	N/A	N/A	9.26	0.00		9.26	2.63		25.93	10.53		55.56	86.84	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	5.56	*		37.04	*		57.41	*	
All Grades	5.56	0.00		37.04	15.79		57.41	84.21	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	7.41	*		64.81	*		27.78	*	
All Grades	7.41	0.00		64.81	42.11		27.78	57.89	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	14.81	*		46.30	*		38.89	*	
All Grades	14.81	2.63		46.30	52.63		38.89	44.74	

**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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										13	*	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	25.00	*		41.67	*		33.33	*		0.00	*		12	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	25.00	*		58.33	*		16.67	*		0.00	*		12	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	8.33	*		33.33	*		41.67	*		16.67	*		12	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	25.00	*		75.00	*		0.00	*		12	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	33.33	*		58.33	*		8.33	*		12	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	33.33	*		8.33	*		58.33	*		12	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	41.67	*		50.00	*		8.33	*		12	*	

Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
88	83.0	1.1	3.4
Total Number of Students enrolled in Oakdale School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	1.1
Foster Youth	3	3.4
Homeless	13	14.8
Socioeconomically Disadvantaged	73	83.0
Students with Disabilities	10	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	3.4
American Indian	2	2.3
Asian	2	2.3
Filipino		
Hispanic	31	35.2
Two or More Races	5	5.7
Pacific Islander		
White	42	47.7

**Conclusions based on this data:**

1. Continue to provide support to families of all students through targeted interventions and outreach.
2. Sustain Equity Alliance on campus to further support all students.



# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Level	<b>Graduation Rate</b>  Very Low	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  No Performance Level	<b>Chronic Absenteeism</b>  No Performance Level	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

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

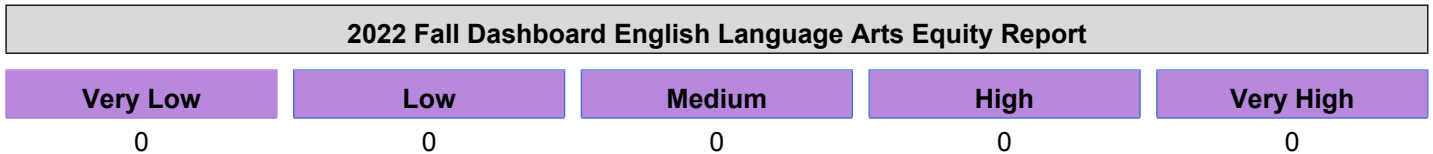
## Academic Performance English Language Arts

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

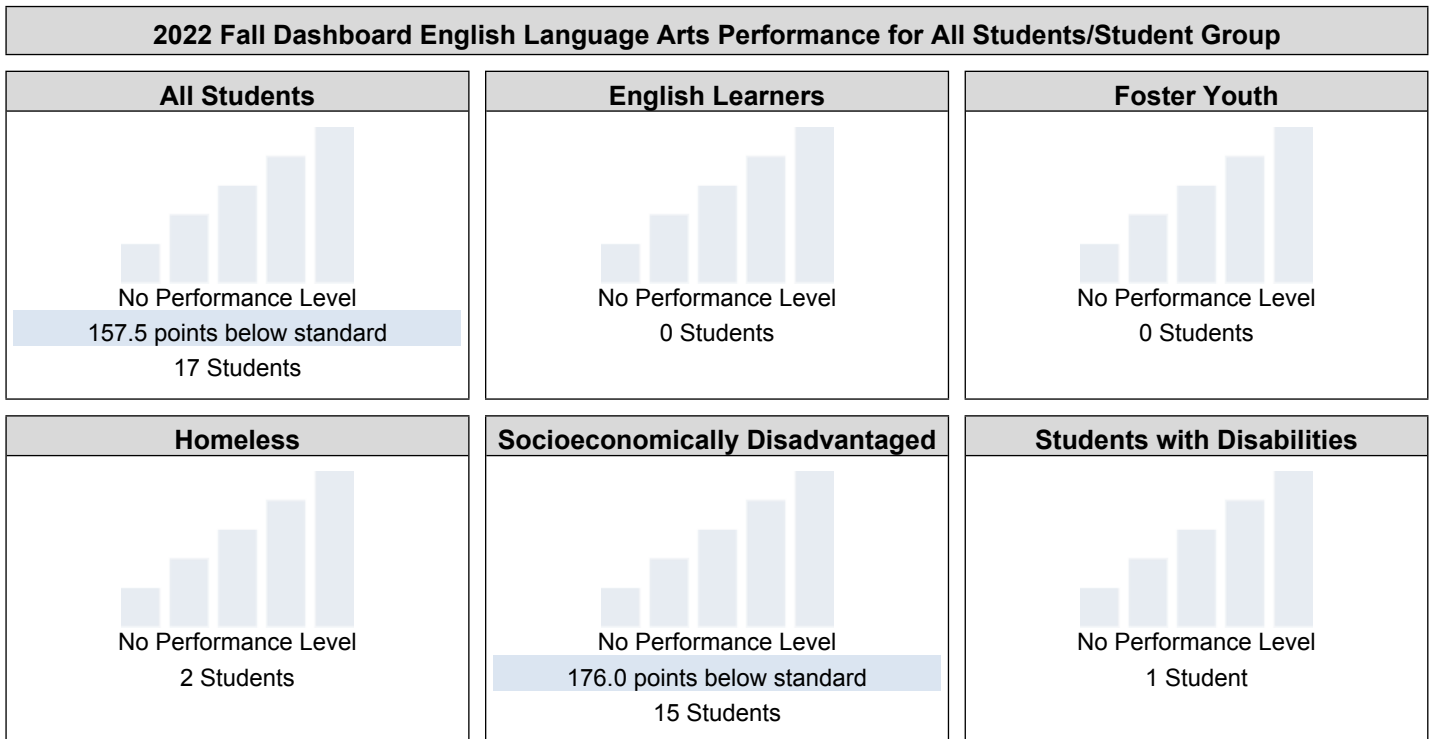
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



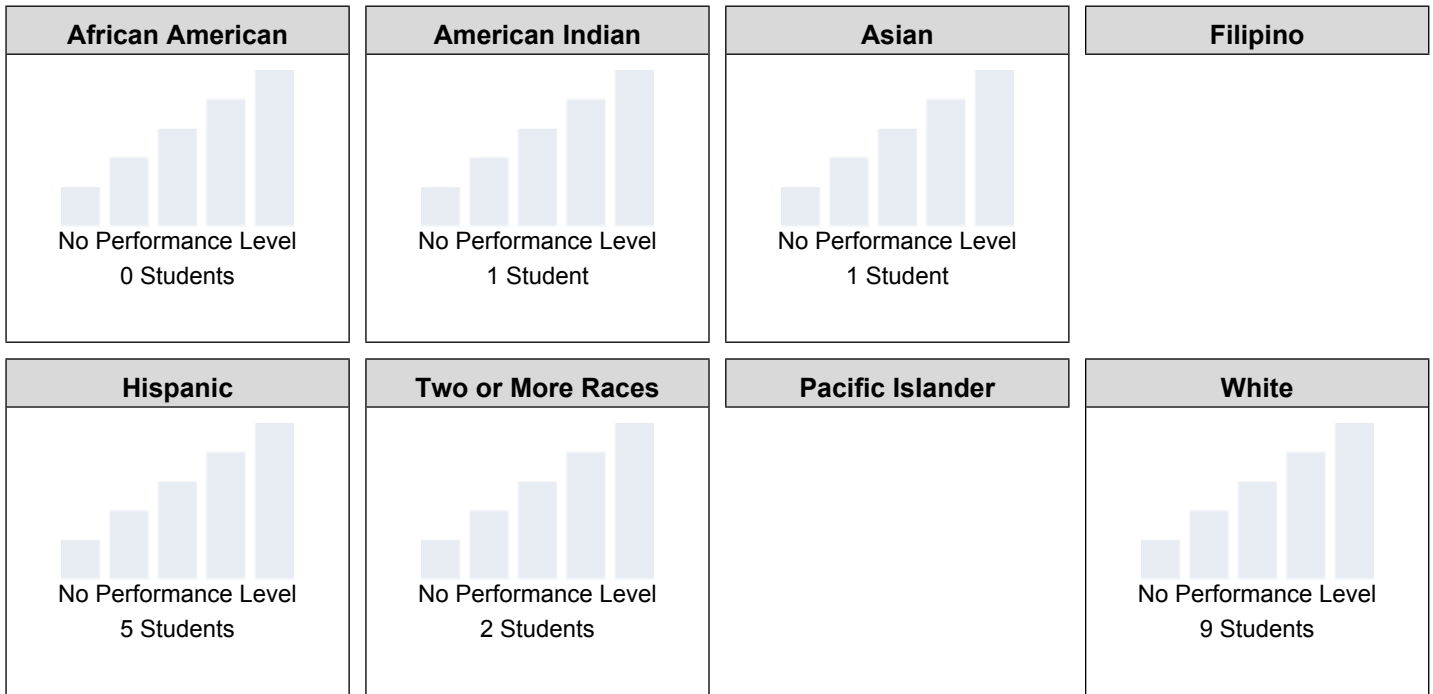
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
	0 Students	187.5 points below standard 14 Students

**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

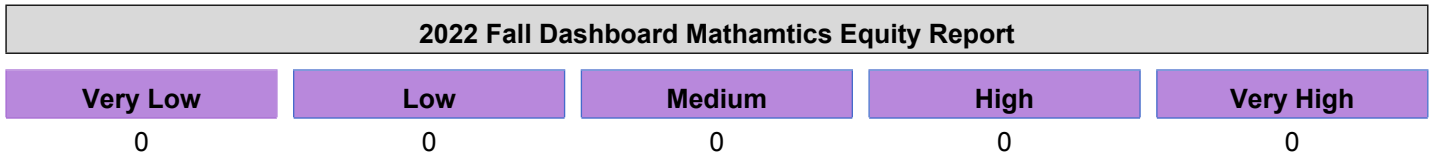
## Academic Performance Mathematics

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

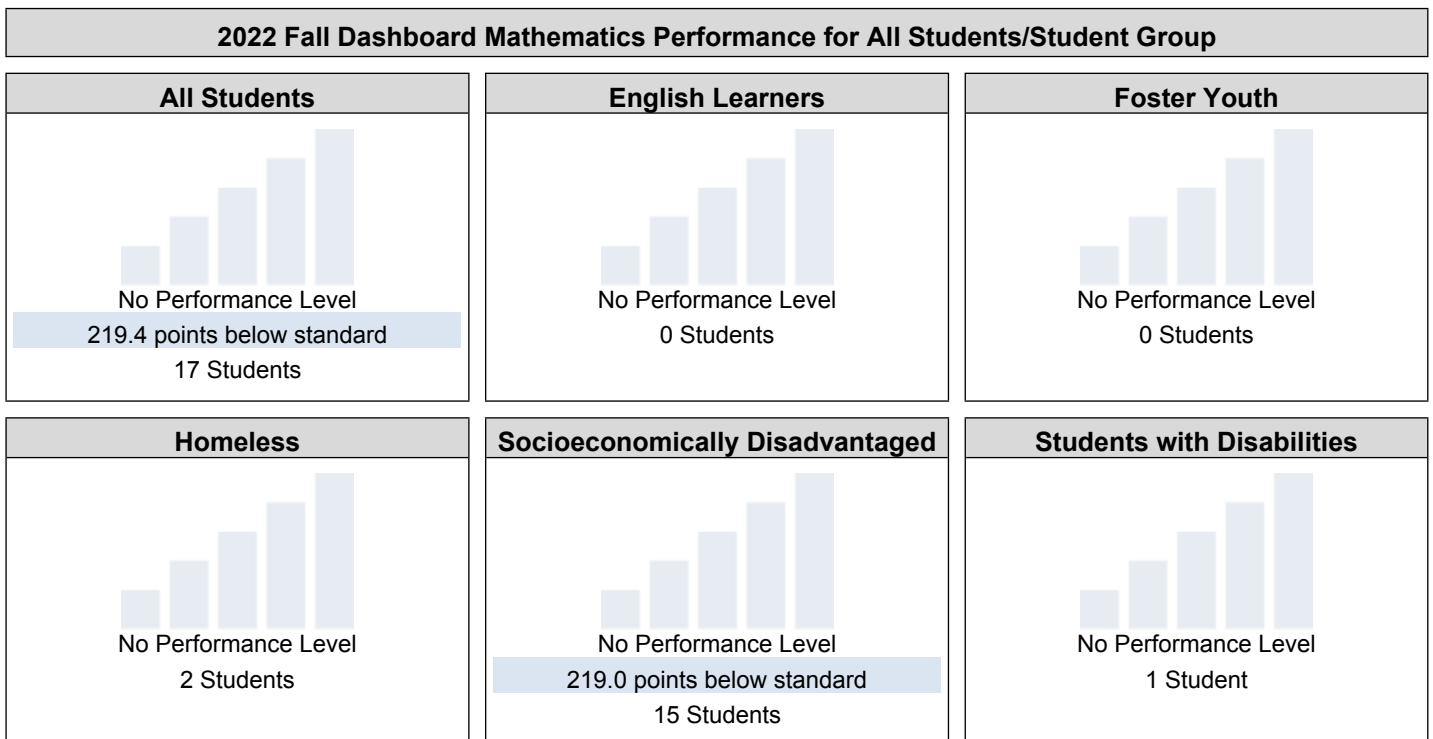
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



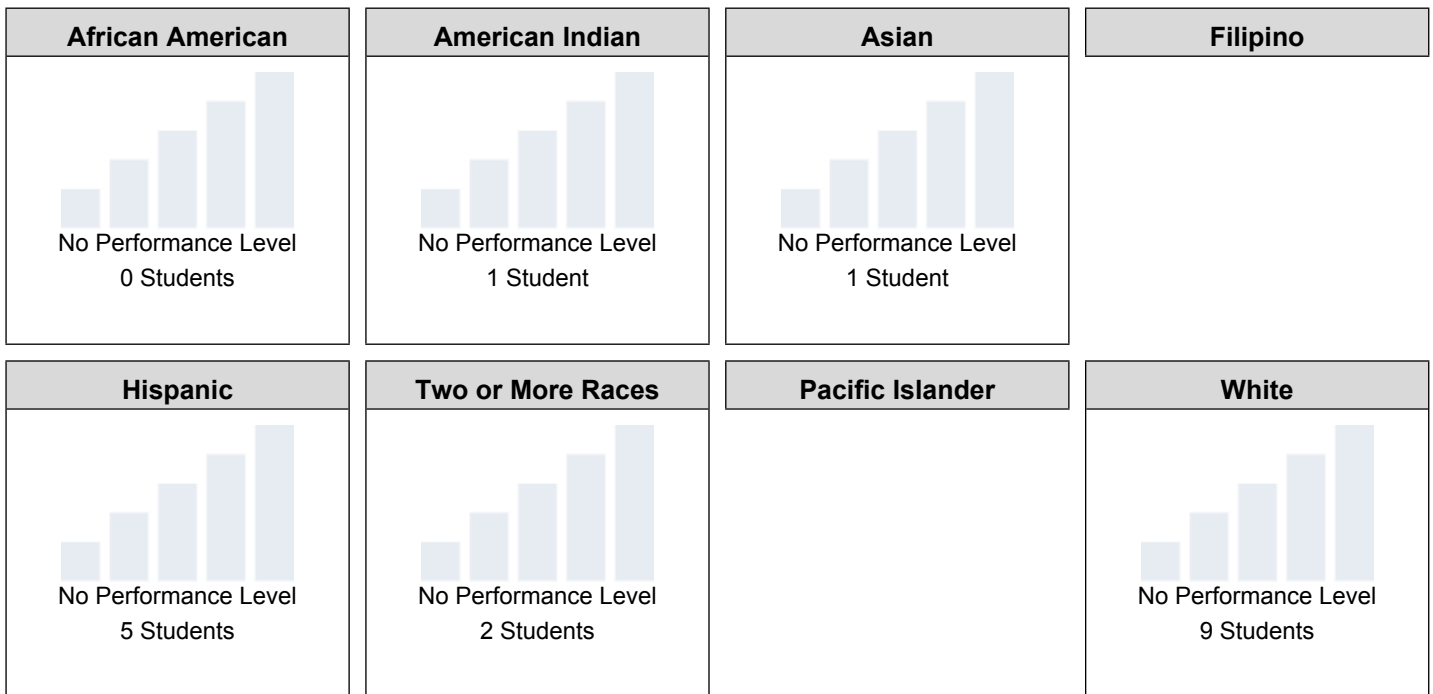
This section provides number of student groups in each level.



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




### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
 <p>No Performance Level 0 Students</p>	<p>0 Students</p>	<div style="background-color: #e0e0e0; padding: 2px;">229.5 points below standard</div> <p>14 Students</p>

**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.

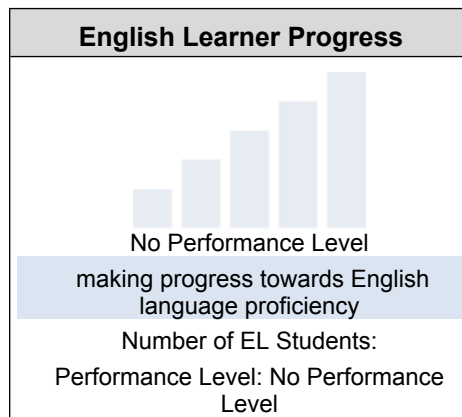
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased  
One ELPI Level

Maintained ELPI Level 1,  
2L, 2H, 3L, or 3H

Maintained  
ELPI Level 4

Progressed At Least  
One ELPI Level

#### 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.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

1. 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. All students need increased access to college/career exploration resources.
2. Increase community partnerships through sustained 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. Use of grant funding and coordinate with FV's work experience program to increase workforce readiness opportunities for all students.

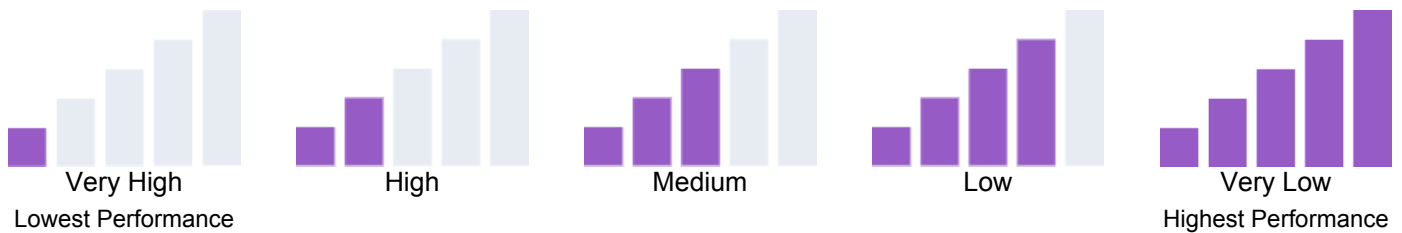


# School and Student Performance Data

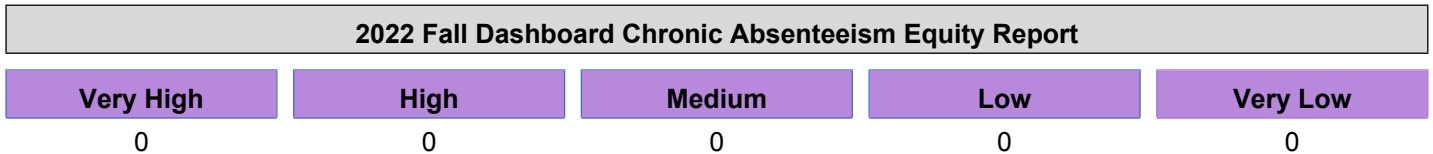
## Academic Engagement Chronic Absenteeism

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

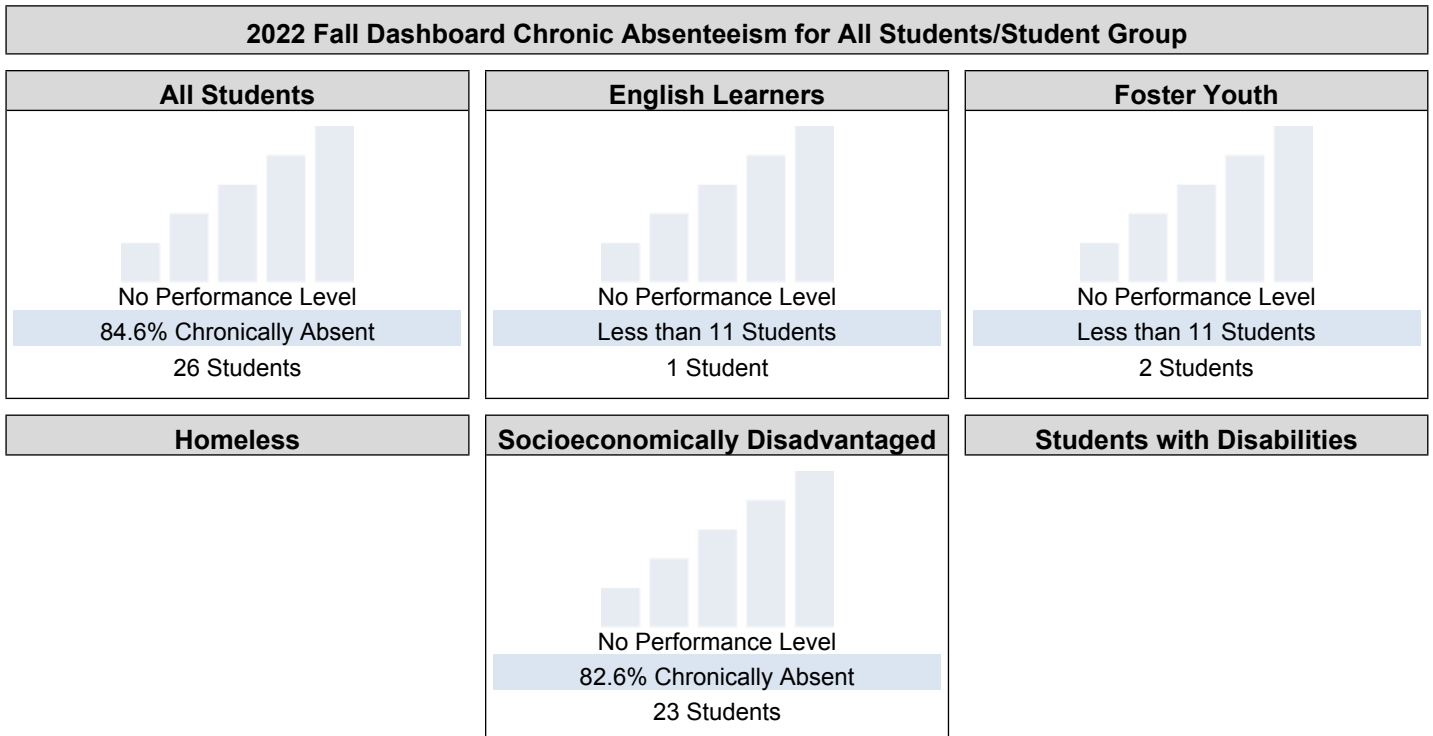
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



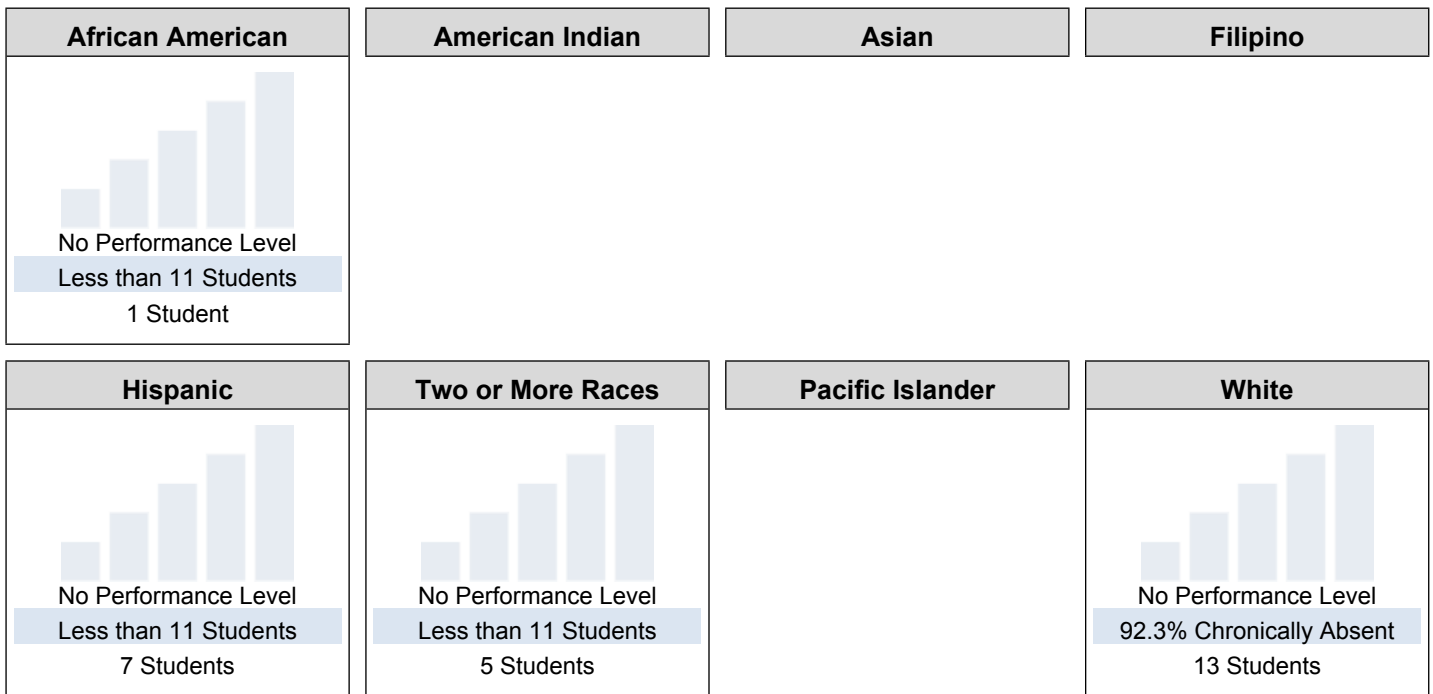
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



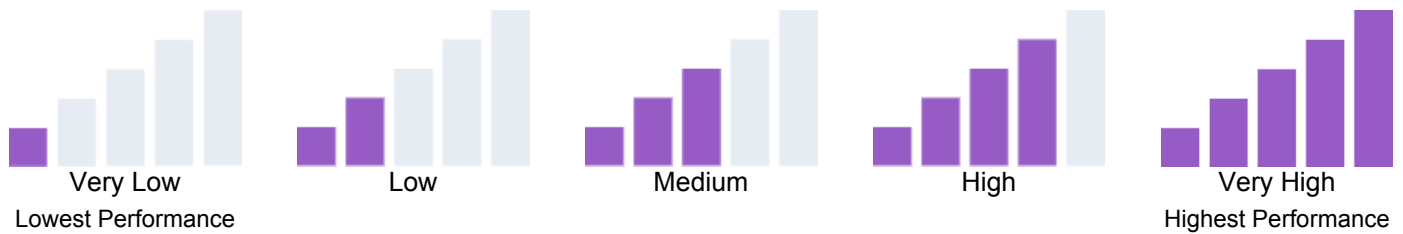
**Conclusions based on this data:**

- 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.
- SBIT will continue outreach to families of truant students to provide resources needed to increase attendance. Tiered intervention process for students needing additional supports.
- Sustain 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

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



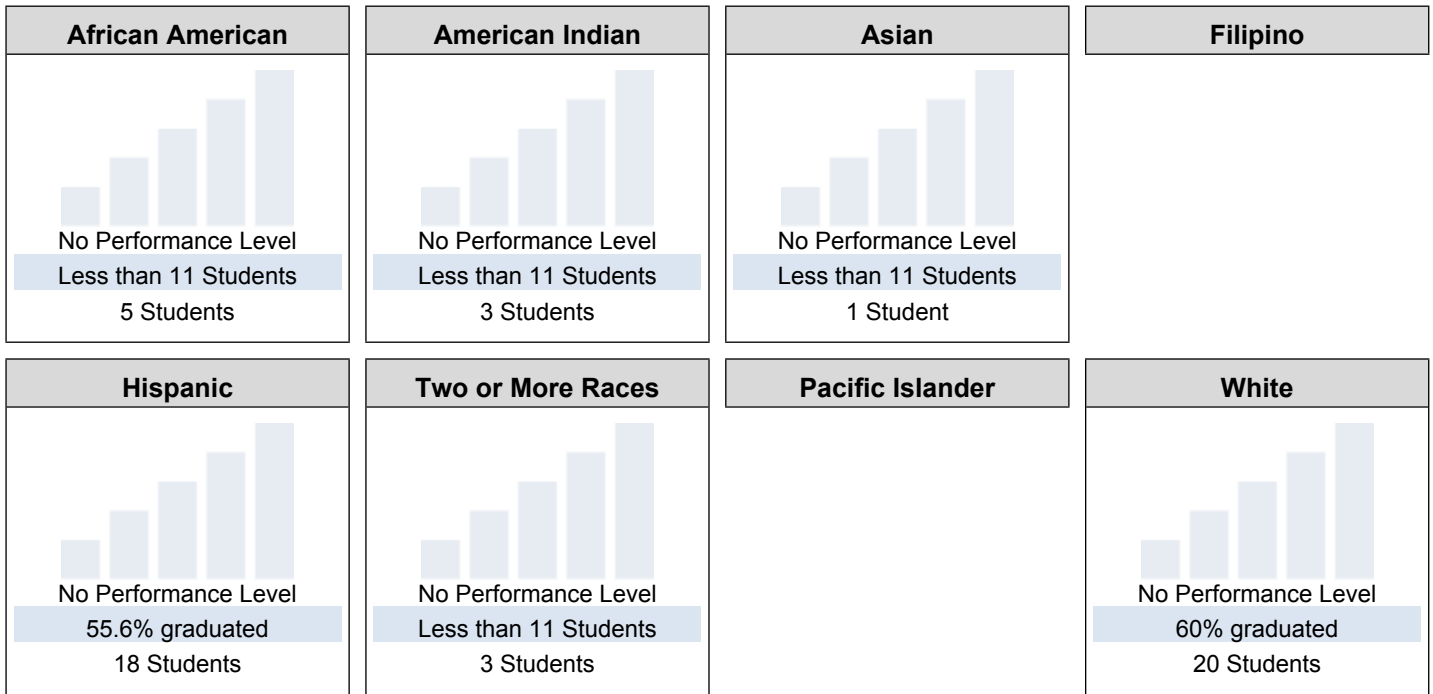
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
<b>Very Low</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Very High</b>
2	0	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<p>Very Low 59.6% graduated 52 Students</p>	<p>No Performance Level Less than 11 Students 2 Students</p>	<p>No Performance Level Less than 11 Students 4 Students</p>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p>Very Low 54.8% graduated 31 Students</p>	<p>Very Low 57.1% graduated 49 Students</p>	<p>No Performance Level 64.3% graduated 14 Students</p>

**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**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 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.
3. Most students referred to Oakdale are credit deficient and express a level of chronic absenteeism prior to enrollment. Continue to collaborate with comprehensive site partners on identified resources prior to enrollment and any others needed upon enrollment.

# School and Student Performance Data

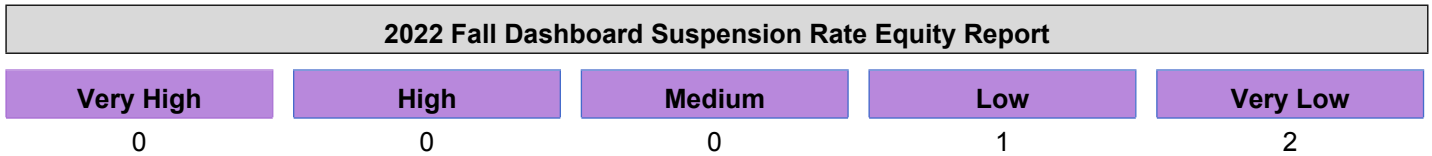
## Conditions & Climate Suspension Rate

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

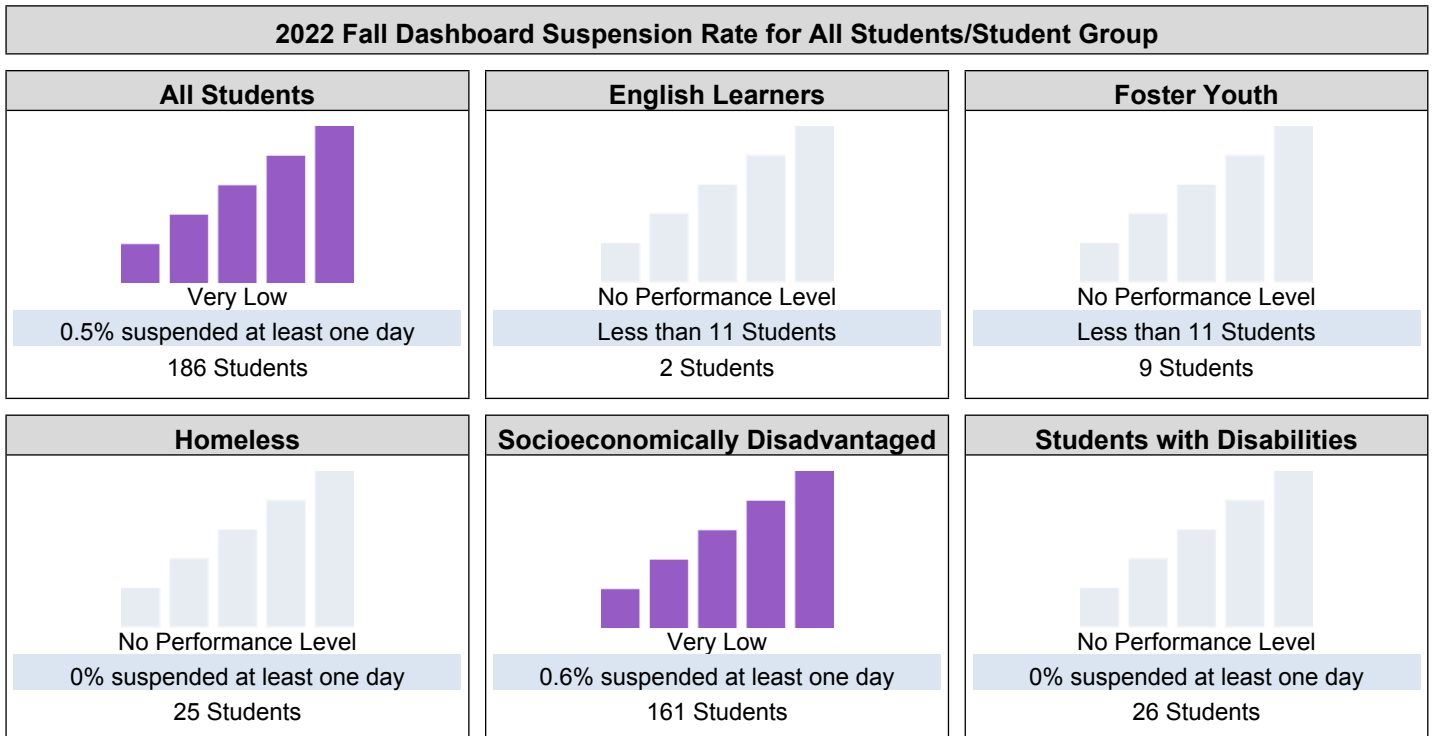
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



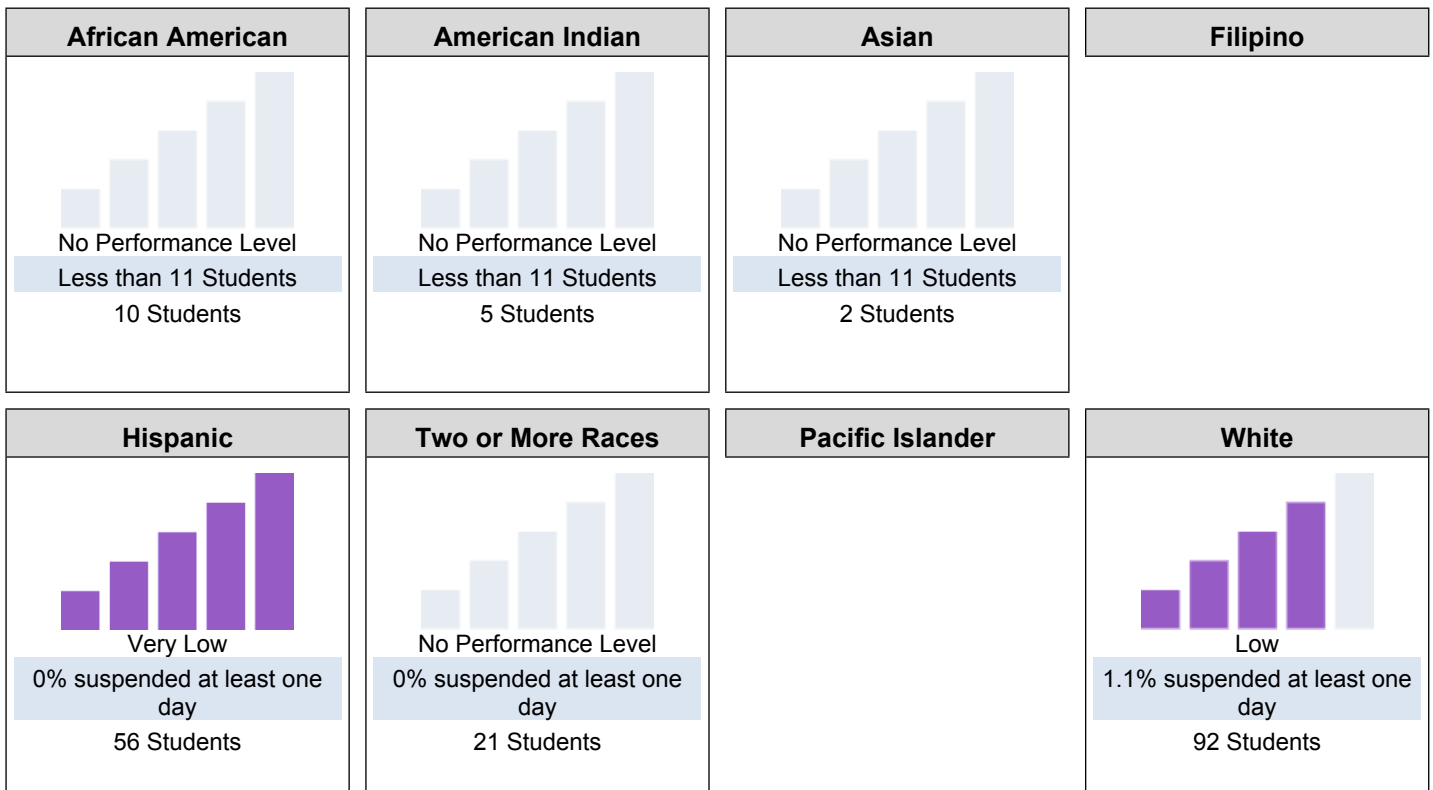
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. 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

Academic Instruction and Tiered Interventions

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

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

- a) Access to a rigorous core curriculum for all students through highly qualified teachers, facilities in good repair, access to instructional materials and technology, and use of a district-wide standards-aligned curriculum and assessments. An online educational option will also be available for all students.
- b) Opportunities for differentiated instruction to meet varying student abilities, both within the classroom and through intervention teachers, after-school programs, English language development (ELD) teachers, Response to Intervention (RTI), Reading Pals at the elementary level, Math Lab and Read 180 at secondary, Power Reading, and a designated .4 RSP certificated RTI support staff at TK-5 sites.

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

### Expected Annual Measurable Outcomes

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

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of all CUSD students have 1:1 device access.	Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain 100%
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2021-2022: All students: 157.5 points below African American: N/A Asian: N/A English learner: N/A Hispanic: N/A Homeless youth: N/A SE disadvantaged: 176.0 points below Students w/disabilities: N/A White: N/A Two or more races: N/A	Increase by 2%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2021-2022: All students: 219.4 points below African American: N/A Asian: N/A English learner: N/A Hispanic: N/A Homeless youth: N/A SE disadvantaged: 219.0 points below Students w/disabilities: N/A White: N/A Two or more races: N/A	Increase by 2%
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	2021-2022 All Students: 11.11% Homeless: N/A Foster Youth: N/A Economically disadvantaged: 6.25% Students With Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: N/A White: 10% Two or more races: N/A	N/A
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	N/A	N/A



Metric/Indicator	Baseline	Expected Outcome
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2021-2022 All Students: 0.0% (0) English Learner: 0.0% (0) Foster Youth: 0.0% (0) Homeless: 0.0% (0) Socioeconomically: 0.0% (0) Students with Disabilities: 0.00% African American: 0.0% (0) American Indian or Alaska Native: 0.0% (0) Asian: 0.0% (0) Filipino: N/A Hispanic: 0.0% (0) Native Hawaiian or Other Pacific Islander: N/A White: 0.00% Two or More Races: 0.00%	Increase the percentage of students improving by one level or more on the ELPAC.
Priority 4: Pupil Achievement - Reclassification Rate	2020-21 All Students: N/A English Learner: 0.00%	N/A
Priority 7: Course Access - High School Honors Enrollment	N/A	N/A
Priority 4: Pupil Achievement Local Indicator: A-G Completion	N/A	N/A
Priority 4: Pupil Achievement Local indicator - CTE Pathway Completion	2021-2022 All Students: 1.9% English Learner: N/A Foster Youth: N/A Homeless: 0.00% Socioeconomically: 2.3% Students with Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: N/A White: 0.00% Two or More Races: N/A	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 4: Pupil Achievement Local Indicator - Graduates Passing an AP Exam with a score of 3 or higher	2021-2022 All Students: 1.92% (1) English Learner: N/A Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.00% Students with Disabilities: 0.00% African American: 0.00% American Indian or Alaska Native: N/A Asian: 0.00% Filipino: 0.00% Hispanic: 0.00% White: 3.13% (1) Two or More Races: 0.00%	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.

Metric/Indicator	Baseline	Expected Outcome
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate	2021-2022 All Students: 1.92% (8) English Learner: 0.00% Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.34% (1) Students with Disabilities: 0.00% African American: 0.00% American Indian or Alaska Native: 11.11% (1) Asian: 12.50% (2) Filipino: N/A Hispanic: 0.00% White: 2.19% (5) Two or More Races: 0.00%	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	2021-2022 All Students: 12.3% (7) English Learner: N/A Foster Youth: N/A Homeless: 9.50% (2) Socioeconomically: 12.50% (6) Students with Disabilities: 16.70% (2) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: 25.0% (3) White: 12.50% (4) Two or More Races: N/A	The percentage will decline by 2%.
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	2021-2022 All Students : 87.70% (50) English Learner: N/A Foster Youth: N/A Homeless: 90.50% (19) Socioeconomically: 87.50% (42) Students with Disabilities: 83.30% (10) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: 75.0% (9) White: 87.50% (28) Two or More Races: N/A	All student groups will increase by 1%.
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	N/A	N/A

## Planned Strategies/Activities

## Strategy/Activity 1

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

### Students to be Served by this Strategy/Activity

All

### Timeline

2023-24

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	130,813
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

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

Admin will provide summer collaboration time for teachers to refine curriculum and ensure alignment of state standards across all content areas and develop a college/career exploration program for students in grades 6-12.

Secondary students will have access to credit recovery options to stay on track or get back on track to graduate on time.

### Students to be Served by this Strategy/Activity

All

### Timeline

2023-24

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,601,200
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	LCFF Funds: \$997,275 and Other State Funds: \$603,925
<b>Amount</b>	2,500
<b>Source</b>	Title I - Site

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	NoRedInk ELA online program; Spelling Stars
<b>Amount</b>	6,000
<b>Source</b>	Title II - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Summer collaboration

### Strategy/Activity 3

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

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2023-24

#### Person(s) Responsible

Administrator

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies

### Strategy/Activity 4

Facilities Maintenance - Regularly inspect and maintain facilities

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2023-24

#### Person(s) Responsible

Administrator

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,354,088
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

## Strategy/Activity 5

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

Provide access to after school tutoring.

Oakdale students will earn 15-18 credits per full session (quarter). Credit Completion rate will be 90% per session.

Oakdale staff will provide all students with access to college/career exploration resources.

Admin will employ a Work Experience Co-Coordinator to collaborate with FVHS WE program to align supports and services for college/career readiness, work experience, mock interviews and job fair on site.

Through the use of IXL assessments and diagnostics, students have access to intervention content for ELA/Math to improve literacy rates.

Oakdale's goal is to increase the percentage of students in all student groups meeting or exceeding standard on both the English and Math Smarter Balanced Assessments by 3%.

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.

IXL ELA/Math assessment given to all students referred to Alt and 75% of Oakdale students enrolled for at least two sessions will improve the equivalent of one grade level in proficiency.

### Students to be Served by this Strategy/Activity

All

### Timeline

2023-24

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	16,000
<b>Source</b>	Grant Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.2 FTE Work Experience Coordinator

## Strategy/Activity 6

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

Oakdale staff will administer IXL assessments and diagnostics to all students for review to support individualized plans. Admin will provide PD time for teachers to develop/refine instruction through the use of IXL data to support student literacy across all content areas.

Summer school program for Alt Ed SPED students to access ELA/Math/SEL support.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-24

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

Amount	546,182
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	4,750
Source	Grant Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Summer school teacher (SPED)
Amount	1,748
Source	Grant Funding
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Summer school Instructional Paraprofessional

## Strategy/Activity 7

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

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2023-24

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 8

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

## Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount

1,008,719

Source

Grant Funding

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Includes Chico Area Recreation District Contract

### Strategy/Activity 9

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount

0

### Strategy/Activity 10

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

Site PD includes but not limited to:

Wellness workshops for staff-Equine Connections

Conferences for SEL development/sustainability, restorative practices, Equity and Access

Summer collaboration for curriculum development/refinement

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	621,110
<b>Source</b>	One Time District Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Local Funds: 60,820 and Federal One Time Funds: 249,735
<b>Amount</b>	6,000
<b>Source</b>	Title II - Site
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Site PD Opportunities/Collaboration

### Strategy/Activity 11

District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:

- \* Secondary Instructional Specialist TOSAs
- \* Elementary Instructional Specialist TOSAs
- \* Illuminate/Data TOSA (1.0 FTE)
- \* Tech PD (CSEA) TOSA (1.0 FTE)
- \* English Language Development (ELD) TOSA (1.0 FTE)
- \* After School Program (ASP) Intervention TOSA (.80 FTE)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 12

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

### Students to be Served by this Strategy/Activity



All Students

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount

1,606,804

Source

LCFF - District Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

### Strategy/Activity 13

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount

1,070,823

Source

LCFF - District Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

### Strategy/Activity 14

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 15

Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.  
 Oakdale will provide online ELA/Mathematics options for students.  
 Edgenuity credit recovery access

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-24

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,552,857
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	LCFF Funds: 733,000 and Other State Funds: 305,214
<b>Amount</b>	5,000
<b>Source</b>	Grant Funding
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Edgenuity

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Social-Emotional Learning, Supports, and Interventions

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

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

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

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

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

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2022-2023 Targeted Case Manager Contacts by Percentage and (Contacts) All Students: 26.4% (37) English Learner: 57.1% (0.00) Foster Youth: 28.6% (2) Homeless: 37.8% (14) Socioeconomically: 30.2% (35) Students with Disabilities: 33.3% (7) African American: 50.0% (2) American Indian or Alaska Native: 33.3% (1) Asian: 50.0% (1) Hispanic: 24.4% (11) White: 23.1% (15) Two or More Races: 36.8% (7)	Will maintain or increase from the previous year.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2022-2023 Social-Emotional Contacts by Percentage and (Contacts Per Student) All Students: 83.6% (117) English Learner: 85.7% (6) Foster Youth: 85.7% (6) Homeless: 91.9% (34) Socioeconomically: 87.1% (101) Students with Disabilities: 71.4% (15) African American: 75.0% (3) American Indian or Alaska Native: 33.3% (1) Asian: 100.0% (2) Hispanic: 77.8% (35) White: 84.6% (55) Two or More Races: 100.0% (19)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.
Priority 3: Parental Involvement	2022-2023 Percentage of Students with an Associated Parent Portal Account All Students: 96.6% (85) English Learner: 100.00% (5) Foster Youth: 100.00% (2)	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.

Metric/Indicator	Baseline	Expected Outcome
	Homeless: 90.5% (19) Socioeconomically: 97.1% (67) Students with Disabilities: 100.0% (13) African American: 100.0% (3) American Indian or Alaska Native: 66.7% (2) Asian: 100.00% (1) Hispanic: 96.4% (27) White: 96.7% (40) Two or More Races: 100.0% (10)	
Priority 3: Parent Involvement	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	Parent/Guardian engagement with CUSD via social media will increase from the previous year.
Priority 6: School Climate	2020-2021 100% of CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2021-2022 All Students: 69.55% English Learner: 79.34% Foster Youth: 81.80% Homeless: 67.07% Socioeconomically: 68.10% Students with Disabilities: 67.23% African American: 64.35% American Indian or Alaska Native: 77.88% Asian: 81.67% Hispanic: 71.36% White: 70.26% Two or More Races: 60.80%	Attendance rates will increase.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-2022 All Students: 84.6% (22) English Learner: N/A Foster Youth: N/A Homeless: N/A Socioeconomically: 82.6% (19) Students with Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: N/A White: 92.3% (12) Two or More Races: N/A	All students will decline by a minimum of 1.5 percentage points in grades K-8.

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2022-2023 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 56.3% (328) English Learner: 24.2% (8) Foster Youth: 72.7% (16) Homeless: 45.5% (35) Socioeconomically: 54.8% (265) Students with Disabilities: 34.1% (15) African American: N/A American Indian or Alaska Native: 54.5% (12) Asian: 81.8% (18) Hispanic: 49.7% (93) White: 53.2% (123) Two or More Races: 67.8% (82)	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

## Planned Strategies/Activities

### Strategy/Activity 1

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

PLCs

Peer- Observation

PBIS/Trauma Responsive Systems of Support

Trauma and the Brain conferences

Restorative Practices conferences

Equity Alliance sustained on campus to support all students in increased academic rigor and intervention support models.

Summer collaboration for SBIT members and teaching staff

Summer counseling access for students.

### Students to be Served by this Strategy/Activity

All

### Timeline

2023-24

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000
<b>Source</b>	Title II - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Site PD

### Strategy/Activity 2

Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services. Continue partnership with Equine Connections (Therapy) for students referred to Oakdale. Continue to contract with Wellness Counselor and employ additional Wellness Counselor with grant funding SEL/FLOW activity materials

### Students to be Served by this Strategy/Activity

All

### Timeline

2023-24

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,022,192
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Amount</b>	80,000
<b>Source</b>	Grant Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Wellness Counselor
<b>Amount</b>	25,000
<b>Source</b>	Grant Funding
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Equine Connections

### Strategy/Activity 3

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

### Students to be Served by this Strategy/Activity

All

**Timeline**

2023-24

**Person(s) Responsible**

Administrator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	583,859
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

**Strategy/Activity 4**

School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish. SBIT will continue to review Kelvin pulses/surveys, student self, family and staff referrals to ensure access to support services on and off campus.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2023-24

**Person(s) Responsible**

Administrator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
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# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Behavioral Instruction and Supports

### Goal Statement

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

### LCAP Goal

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

### Basis for this Goal

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

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

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

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

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate - Suspension Rate	2022-2023 All Students: 0.8% (1) English Learner: N/A Foster Youth: N/A Homeless: 3.3% (1) Socioeconomically: 1.00% (1)	All student groups will decline by a minimum of .9 percentage points.

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities: 5.3% (1) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: N/A White: 8.3% (1) Two or More Races: N/A	
Priority 6: School Climate - Expulsion Rate	2022-2023 All Students - N/A English Learners - N/A Foster Youth - N/A Homeless - N/A Socioeconomically Disadvantaged - N/A Students with Disabilities - N/A African American - N/A American Indian/Alaska Native - N/A Asian - N/A Hispanic - N/A White - N/A Two or more races - N/A	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2022-2023 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 70.6% (84) English Learner: 60.0% (3) Foster Youth: 100.00% (6) Homeless: 72.6% (16) Socioeconomically: 67.7% (65) Students with Disabilities: 50.00% (6) African American: N/A American Indian or Alaska Native: 66.7% (4) Asian: 100.00% (6) Hispanic: 77.4% (24) White: 69.5% (41) Two or More Races: 52.9% (9)	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

## Planned Strategies/Activities

### Strategy/Activity 1

Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways:

- \* Opportunity Programs (Center for Alternative Learning (CAL) and Chapman)
- \* Elementary Out of School Suspension Alternatives (e.g. Reset program)
- \* Alternative Education Supplemental Staffing

Continued use of In School Suspension as alternative to at-home suspensions.

SBIT meetings for all students referred to Oakdale to support behavioral challenges and/or students academically disengaged, not meeting program requirements.  
 Employ TOSA to support struggling students throughout Alt Ed.

The attendance rate at Oakdale will be at least 89%  
 Oakdale will reduce Chronic Absenteeism by 1%  
 Oakdale will decrease the dropout rate by 0.5%

Host parent/guardian workshops to provide access to additional resources of and off campus.

Summer school program for SPED students; teacher, para, counselors

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2023-24

**Person(s) Responsible**

Administrator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	728,925
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Amount</b>	4,750
<b>Source</b>	Grant Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Summer school teacher for SPED students
<b>Amount</b>	1,748
<b>Source</b>	Grant Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention Specialist
<b>Amount</b>	2,500
<b>Source</b>	Grant Funding
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Summer counseling access for students
<b>Amount</b>	17,602

<b>Source</b>	Title I - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	EA (certificated and classified) for family workshops on various topics related to dashboard data.

## Strategy/Activity 2

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

### Students to be Served by this Strategy/Activity

All

### Timeline

2023-24

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 3

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

### Students to be Served by this Strategy/Activity

All

### Timeline

2023-24

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,264,109
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 1

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	Maintain 100%	Met
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100%	Met
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100%	Met
Priority 1: Basic - School Facilities in Good Repair	Maintain 100%	Met
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	Maintain 100%	Met
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	These assessments will take place in April, 2022	2021-2022: All students: 157.5 points below African American: N/A Asian: N/A English learner: N/A Hispanic: N/A Homeless youth: N/A SE disadvantaged: 176.0 points below Students w/disabilities: N/A White: N/A Two or more races: N/A
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	These assessments will take place in April, 2022	2021-2022: All students: 219.4 points below African American: N/A Asian: N/A English learner: N/A Hispanic: N/A Homeless youth: N/A SE disadvantaged: 219.0 points below Students w/disabilities: N/A White: N/A Two or more races: N/A
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	These assessments will take place in April, 2022	2021-2022 All Students: 11.11% Homeless: N/A Foster Youth: N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Economically disadvantaged: 6.25% Students With Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: N/A White: 10% Two or more races: N/A
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	N/A	N/A
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	Increase the percentage of students improving by one level or more on the ELPAC.	2021-2022 All Students: 0.0% (0) English Learner: 0.0% (0) Foster Youth: 0.0% (0) Homeless: 0.0% (0) Socioeconomically: 0.0% (0) Students with Disabilities: 0.00% African American: 0.0% (0) American Indian or Alaska Native: 0.0% (0) Asian: 0.0% (0) Filipino: N/A Hispanic: 0.0% (0) Native Hawaiian or Other Pacific Islander: N/A White: 0.00% Two or More Races: 0.00%
Priority 4: Pupil Achievement - Reclassification Rate	N/A	2020-21 All Students: N/A English Learner: 0.00%
Priority 7: Course Access - High School Honors Enrollment	N/A	N/A
Priority 4: Pupil Achievement Local Indicator: A-G Completion	N/A	N/A
Priority 4: Pupil Achievement Local indicator - CTE Pathway Completion	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2021-2022 All Students: 1.9% English Learner: N/A Foster Youth: N/A Homeless: 0.00% Socioeconomically: 2.3% Students with Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: N/A White: 0.00% Two or More Races: N/A



Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4: Pupil Achievement Local Indicator - Graduates Passing an AP Exam with a score of 3 or higher	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2021-2022 All Students:1.92% (1) English Learner: N/A Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.00% Students with Disabilities: 0.00% African American: 0.00% American Indian or Alaska Native: N/A Asian: 0.00% Filipino: 0.00% Hispanic: 0.00% White: 3.13% (1) Two or More Races: 0.00%
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate	All student groups will show progress moving toward the All Students group. The All Students group will show improvement as well.	2021-2022 All Students:1.92% (8) English Learner: 0.00% Foster Youth: 0.00% Homeless: 0.00% Socioeconomically: 0.34% (1) Students with Disabilities: 0.00% African American: 0.00% American Indian or Alaska Native: 11.11% (1) Asian: 12.50% (2) Filipino: N/A Hispanic: 0.00% White: 2.19% (5) Two or More Races: 0.00%
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	All groups will show improvement.	2021-2022 All Students:12.3% (7) English Learner: N/A Foster Youth: N/A Homeless: 9.50% (2) Socioeconomically: 12.50% (6) Students with Disabilities: 16.70% (2) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: 25.0% (3) White: 12.50% (4) Two or More Races: N/A
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	All student groups will increase by 1%.	2021-2022 All Students :87.70% (50) English Learner: N/A Foster Youth: N/A Homeless: 90.50% (19) Socioeconomically: 87.50% (42) Students with Disabilities: 83.30% (10) African American: N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes
		American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: 75.0% (9) White: 87.50% (28) Two or More Races: N/A
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	N/A	N/A

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 116,566	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 123,962
Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.	Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.	LCFF Funds: \$997,275 and Other State Funds: \$603,925 4000-4999: Books And Supplies LCFF - District Supplemental 2,480,622	LCFF Funds: \$997,275 and Other State Funds: \$603,925 4000-4999: Books And Supplies LCFF - District Supplemental 2,844,266
Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	NoRedInk ELA online program 4000-4999: Books And Supplies Title I - Site 2,200	NoRedInk ELA online program 4000-4999: Books And Supplies Title I - Site 2,200
Facilities Maintenance - Regularly inspect and maintain facilities	Facilities Maintenance - Regularly inspect and maintain facilities	4000-4999: Books And Supplies LCFF - District Supplemental 527,052	4000-4999: Books And Supplies LCFF - District Supplemental 385,771
Facilities Maintenance - Regularly inspect and maintain facilities	Facilities Maintenance - Regularly inspect and maintain facilities	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 5,562,008	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 6,171,674
Implementation of District Wide Assessments - CUSD will increase	Implementation of District Wide Assessments - CUSD will increase	School Ties partnership 5800:	School Ties partnership 5800:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs. Provide access to after school tutoring. Oakdale students will earn 15-18 credits per full session (quarter). Credit Completion rate will be 90% per session.</p>	<p>student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs. Provide access to after school tutoring. Oakdale students will earn 15-18 credits per full session (quarter). Credit Completion rate will be 90% per session. IXL implemented across all programs and grade levels in Alt Ed.</p>	<p>Professional/Consulting Services And Operating Expenditures Grant Funding 5,000</p>	<p>Professional/Consulting Services And Operating Expenditures Grant Funding 5,000</p>
<p>Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.</p>	<p>Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.</p> <p>Through the use of IXL assessments and diagnostics, students have access to intervention content for ELA/Math to improve literacy rates. Oakdale's goal is to increase the percentage of students in all student groups meeting or exceeding standard on both the English and Math Smarter Balanced Assessments by 3%.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 0</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	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. IXL ELA/Math assessment given to all students referred to Alt and 75% of Oakdale students enrolled for at least two sessions will improve the equivalent of one grade level in proficiency.		
Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.	Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.	LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,899,323	LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,912,991
After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.	After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs. Oakdale students referred to FVHS' School Ties Tutoring Program	Includes Chico Area Recreation District Contract 1000-1999: Certificated Personnel Salaries Grant Funding 2,771,350	Includes Chico Area Recreation District Contract 1000-1999: Certificated Personnel Salaries Grant Funding 2,238,649
District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.	District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness. Site PD includes but not limited to: Wellness workshops for staff-Equine Connections Conferences for SEL development/sustainability, restorative practices, Equity and Access Summer collaboration for curriculum development</p>	<p>Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness. Site PD includes but not limited to: Wellness workshops for staff-Equine Connections Conferences for SEL development/sustainability, restorative practices, Equity and Access Summer collaboration for curriculum development</p>	<p>Local Funds: 60,820 and Federal One Time Funds: 249,735 1000-1999: Certificated Personnel Salaries One Time District Funding 520,747</p> <p>Site PD Opportunities/Collaboration on 5000-5999: Services And Other Operating Expenditures Title II - Site 5,000</p>	<p>1000-1999: Certificated Personnel Salaries One Time District Funding 579,661</p> <p>Site PD Opportunities/Collaboration on 1000-1999: Certificated Personnel Salaries Title II - Site 2,500</p>
<p>District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:</p> <ul style="list-style-type: none"> <li>* Secondary Instructional Specialist TOSAs</li> <li>* Elementary Instructional Specialist TOSAs</li> <li>* Illuminate/Data TOSA (1.0 FTE)</li> <li>*Tech PD (CSEA) TOSA (1.0 FTE)</li> <li>* English Language Development (ELD) TOSA (1.0 FTE)</li> <li>* After School Program (ASP) Intervention TOSA (.80 FTE)</li> </ul>	<p>District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:</p> <ul style="list-style-type: none"> <li>* Secondary Instructional Specialist TOSAs</li> <li>* Elementary Instructional Specialist TOSAs</li> <li>* Illuminate/Data TOSA (1.0 FTE)</li> <li>*Tech PD (CSEA) TOSA (1.0 FTE)</li> <li>* English Language Development (ELD) TOSA (1.0 FTE)</li> <li>* After School Program (ASP) Intervention TOSA (.80 FTE)</li> </ul>	<p>LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 898,957</p>	<p>LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel Salaries LCFF - Site Supplemental 966,227</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.	Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,100,405	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,051,569
Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,070,823	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,248,013
Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.	Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 152,366	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 100,008
Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies. Oakdale will provide online ELA/Mathematics options for students.	Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies. Oakdale will provide online ELA/Mathematics options for students.	LCFF Funds: 733,000 and Other State Funds: 305,214 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,714,709	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,030,416
		ELA program 4000-4999: Books And Supplies Title I - Site 2027.03	ELA program 4000-4999: Books And Supplies Title I - Site 2027.03

## Analysis

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

Strategies were executed as planned with additions to assessment tools to identify student knowledge base and develop individualized plans accordingly.

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

Site focus on reading, writing, speaking and listening across all content areas continues to be a focus as a means to support student enhancement of effective communication skills and promote/graduate on time.

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

Site expenditures were slightly 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.

Through the use of CSI funding, students access to career exploration resources and opportunities will increase. An Oakdale Work Experience Co-Coordinator position will be created to align with Fair View's Work Experience program to support students in both. Teachers will engage in strategic summer collaboration for curriculum development leading into 2023-24 school year.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Parental Involvement	Will maintain or increase from the previous year.	2022-2023 Targeted Case Manager Contacts by Percentage and (Contacts) All Students: 26.4% (37) English Learner: 57.1% (0.00) Foster Youth: 28.6% (2) Homeless: 37.8% (14) Socioeconomically: 30.2% (35) Students with Disabilities: 33.3% (7) African American: 50.0% (2) American Indian or Alaska Native: 33.3% (1) Asian: 50.0% (1) Hispanic: 24.4% (11) White: 23.1% (15) Two or More Races: 36.8% (7)
Priority 3: Parental Involvement	Maintain 100%	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.	2022-2023 Social-Emotional Contacts by Percentage and (Contacts Per Student) All Students: 83.6% (117) English Learner: 85.7% (6) Foster Youth: 85.7% (6) Homeless: 91.9% (34) Socioeconomically: 87.1% (101) Students with Disabilities: 71.4% (15) African American: 75.0% (3) American Indian or Alaska Native: 33.3% (1) Asian: 100.0% (2) Hispanic: 77.8% (35) White: 84.6% (55) Two or More Races: 100.0% (19)
Priority 3: Parental Involvement	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.	2022-2023 Percentage of Students with an Associated Parent Portal Account All Students: 96.6% (85) English Learner: 100.00% (5) Foster Youth: 100.00% (2)



Metric/Indicator	Expected Outcomes	Actual Outcomes
		Homeless: 90.5% (19) Socioeconomically: 97.1% (67) Students with Disabilities: 100.0% (13) African American: 100.0% (3) American Indian or Alaska Native: 66.7% (2) Asian: 100.00% (1) Hispanic: 96.4% (27) White: 96.7% (40) Two or More Races: 100.0% (10)
Priority 3: Parent Involvement	Parent/Guardian engagement with CUSD via social media will increase form the previous year.	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480
Priority 6: School Climate	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	Some CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	Attendance rates will increase.	2021-2022 All Students: 69.55% English Learner: 79.34% Foster Youth: 81.80% Homeless: 67.07% Socioeconomically: 68.10% Students with Disabilities: 67.23% African American: 64.35% American Indian or Alaska Native: 77.88% Asian: 81.67% Hispanic: 71.36% White: 70.26% Two or More Races: 60.80%
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	All students will decline by a minimum of 1.5 percentage points in grades K-8.	2021-2022 All Students: 84.6% (22) English Learner: N/A Foster Youth: N/A) Homeless: N/A Socioeconomically: 82.6% (19) Students with Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: N/A White: 92.3% (12) Two or More Races: N/A
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.	2022-2023 Percent of students who agree/strongly agree indicating a

Metric/Indicator	Expected Outcomes	Actual Outcomes
		positive response on questions related to social-emotional well-being. All Students: 56.3% (328) English Learner: 24.2% (8) Foster Youth: 72.7% (16) Homeless: 45.5% (35) Socioeconomically: 54.8% (265) Students with Disabilities: 34.1% (15) African American: N/A American Indian or Alaska Native: 54.5% (12) Asian: 81.8% (18) Hispanic: 49.7% (93) White: 53.2% (123) Two or More Races: 67.8% (82)

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness. After School- PD  PLCs  Peer- Observation  PBIS/Trauma Responsive Systems of Support  Trauma and the Brain conferences  Restorative Practices conferences  Equity Alliance established on campus to support all students in increased academic rigor and intervention support models.	Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness. After School- PD  PLCs  Peer- Observation  PBIS/Trauma Responsive Systems of Support  Trauma and the Brain conferences  Restorative Practices conferences  Equity Alliance sustained on campus to support all students in increased academic rigor and intervention support models.	Site PD 1000-1999: Certificated Personnel Salaries Title II - Site 5,000	Site PD 1000-1999: Certificated Personnel Salaries Title II - Site 2,500
Health and Social-Emotional Supports - Provide health and social-	Health and Social-Emotional Supports - Provide health and social-	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services. Continue partnership with Equine Connections (Therapy) for students referred to CAL. Continue to contract with Wellness Counselor SEL/FLOW activity materials</p>	<p>emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services. Continued partnership with Equine Connections (Therapy) for students referred to Oakdale. Contracted with Wellness Counselor SEL/FLOW activity materials</p>	<p>LCFF - District Supplemental 2,183,212</p>	<p>LCFF - District Supplemental 2,158,813</p>
<p>Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.</p>	<p>Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site. Additional three hours of TCM support</p>	<p>2000-2999: Classified Personnel Salaries LCFF - District Supplemental 636,153</p>	<p>2000-2999: Classified Personnel Salaries LCFF - District Supplemental 638,723</p>
<p>School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish. SBIT will continue to review Kelvin pulses/surveys, student</p>	<p>School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish. SBIT will continue to review Kelvin pulses/surveys, student</p>	<p>0</p>	<p>0</p>
<p>TCMs) at each site.</p>	<p>TCMs) at each site.</p>	<p></p>	<p>TCM time 2000-2999: Classified Personnel Salaries Grant Funding 6,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
self, family and staff referrals to ensure access to support services on and off campus.	self, family and staff referrals to ensure access to support services on and off campus.		

### Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 Implementation of strategies/activities as planned with an increased focus on student support in ELA/SEL.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
 Staff collaborated to create and/or modify individualized supports for students referred to SBIT for socio-emotional support and academic dis-engagement. Group/individual counseling provided for students in addition to Equine Connections and League of Stars Mentoring program across each Alt Ed program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.  
 Site expenditures were slightly higher 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.  
 Continue focus on reading, writing, speaking and listening for all student groups. Socio-emotional learning/supports will remain a priority for students to promote overall wellness, increased attendance and graduation rates in addition to CTE access for an increase sense of belonging for independent study students.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 6: School Climate - Suspension Rate	All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, will decline by a minimum of 2.6 percentage points.	2022-2023 All Students: 0.8% (1) English Learner: N/A Foster Youth: N/A Homeless: 3.3% (1) Socioeconomically: 1.00% (1) Students with Disabilities: 5.3% (1) African American: N/A American Indian or Alaska Native: N/A Asian: N/A Hispanic: N/A White: 8.3% (1) Two or More Races: N/A
Priority 6: School Climate - Expulsion Rate	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to the All Students expulsion rate.	2022-2023 All Students - N/A English Learners - N/A Foster Youth - N/A Homeless - N/A Socioeconomically Disadvantaged - N/A Students with Disabilities - N/A African American - N/A American Indian/Alaska Native - N/A Asian - N/A Hispanic - N/A White - N/A Two or more races - N/A
Priority 6: Local Indicator/Local tool for school climate: School Safety	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.	2022-2023 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 70.6% (84) English Learner: 60.0% (3) Foster Youth: 100.00% (6) Homeless: 72.6% (16) Socioeconomically: 67.7% (65) Students with Disabilities: 50.00% (6) African American: N/A American Indian or Alaska Native: 66.7% (4) Asian: 100.00% (6) Hispanic: 77.4% (24) White: 69.5% (41)

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

Two or More Races: 52.9% (9)

**Strategies/Activities for Goal 3**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways:            * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman)            * Elementary Out of School Suspension Alternatives (e.g. Reset program)            * Alternative Education Supplemental Staffing</p> <p>Continued use of In School Suspension as alternative to at-home suspensions. SBIT meetings for all students referred to Oakdale to support behavioral challenges and/or students disengaged , not meeting program requirements. Continue to employ Intervention Specialist to support struggling students.</p> <p>The attendance rate at Oakdale will be at least 89%            Oakdale will reduce Chronic Absenteeism by 1%            Oakdale will decrease the dropout rate by 0.5%</p>	<p>Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways:            * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman)            * Elementary Out of School Suspension Alternatives (e.g. Reset program)            * Alternative Education Supplemental Staffing</p> <p>Continued use of In School Suspension as alternative to at-home suspensions. SBIT meetings for all students referred to Oakdale to support behavioral challenges and/or students disengaged , not meeting program requirements. Continue to employ Intervention Specialist to support struggling students.</p> <p>The attendance rate at Oakdale will be at least 89% (substantial increase from previous year, official number pending)            Oakdale will reduce Chronic Absenteeism by 1%            Oakdale will decrease the dropout rate by 0.5%</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 772,729</p> <p>Intervention Specialist 1000-1999: Certificated Personnel Salaries Title I - Site 48,000</p> <p>Intervention Specialist 1000-1999: Certificated Personnel Salaries Site LCAP 6,000</p> <p>LCSW 5800: Professional/Consulting Services And Operating Expenditures Title I - Site 4,721</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 944,903</p> <p>Intervention Specialist 1000-1999: Certificated Personnel Salaries Title I - Site 57,262</p> <p>Intervention Specialist 1000-1999: Certificated Personnel Salaries Site LCAP 6,871</p> <p>LCSW 5800: Professional/Consulting Services And Operating Expenditures 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	LCSW funding was utilized from a different funding source and for students referred to Brief Intervention.		
Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 873,770	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 911,390
Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.	Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,264,109	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,425,285

## Analysis

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

Implementation of strategies/activities as planned with increased focus on the students supports through the intervention steps outlined in the master agreement and SBIT process.

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

SBIT process and increased time required on campus have proven to be effective with attendance increasing for the year.

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

Actual expenditures were higher 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.

Increasing attendance percentages will remain a priority with increased attention on student connectedness to campus culture, specifically CTE opportunities. Parent feedback provided insight into concerns of students readiness for college/careers.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 4

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 4

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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



# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 5

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 5

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	57,263
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	136,460,966

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	136,460,966
LCAP - District	15,343,623
LCAP - Site	15,065
Title I - District	859,163
Title I - Site	57,263
Title II - District	342,566
Title II - Site	0
Title III - District	92,949

# Expenditures by Budget Reference

Budget Reference

Amount

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 4 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Andrew Moll	Principal
John Gunderson	Other School Staff
Nancy Hian	Classroom Teacher
Stephen Buhring	Classroom Teacher
Sharyn Fields	Parent or Community Member
Farshad Azad	Parent or Community Member
Tricia Homesley	Classroom Teacher
Shane Gamble	Classroom Teacher
Chase Chevallier	Other School Staff
Kevin Sherald	Other School Staff
Sandra Morales	Parent or Community Member
Nancy Medina	Other School Staff
Andrea Pinedo	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**

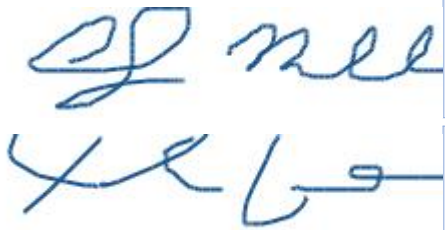
**Committee or Advisory Group Name**

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 4, 2023.

Attested:



Principal, Andrew Moll on 5/4/23

SSC Chairperson, John Gunderson on 5/4/23

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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



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

### **Students to be Served by this Strategy/Activity**

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

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

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

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

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

## Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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