

The Single Plan for Student Achievement

School: Little Chico Creek Elementary School
CDS Code: 04-61424-6109722
District: Chico Unified School District
Principal: Kristen Schrock
Revision Date: January 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kristen Schrock
Position: Principal
Phone Number: (530) 891-3285
Address: 2090 Amanda Way
Chico, CA 95928
E-mail Address: kschrock@chicousd.org

The District Governing Board approved this revision of the SPSA on April 20, 2016.

Table of Contents

| | |
|--|----|
| School Vision and Mission | 3 |
| School Profile..... | 3 |
| Comprehensive Needs Assessment Components | 3 |
| Data Analysis | 3 |
| Surveys | 3 |
| Classroom Observations..... | 4 |
| Analysis of Current Instructional Program | 4 |
| Description of Barriers and Related School Goals | 7 |
| School and Student Performance Data | 9 |
| CAASPP Results (All Students) | 9 |
| CELDT (Annual Assessment) Results..... | 11 |
| CELDT (All Assessment) Results..... | 12 |
| Title III Accountability (School Data) | 13 |
| Title III Accountability (District Data)..... | 14 |
| School Site Council Membership..... | 15 |
| Recommendations and Assurances..... | 16 |

School Vision and Mission

Little Chico Creek Elementary School's Vision and Mission Statements

It is the mission of Little Chico Creek School to:

Achieve academic success

Develop self-discipline and personal responsibility

Demonstrate respect for yourself, others and school

Foster partnerships between school and families

Nurture a growth mindset within our school community

School Profile

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary and east from Highway 99 to the Forest Ranch attendance area. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and vacant fields to the east. The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, two Severely Handicapped classrooms, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of programs. Two Severely Handicapped Special Day Classes and a Resource Specialist class occupy three of our classrooms. We also have a speech teacher, school psychologist, Physical Education Program, Music Program, Title I Reading and Math Program, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes twenty-two classroom teachers, two special education teachers, one Title 1 teacher, eight itinerant teachers (music, fine arts, PE, speech), sixteen instructional aides (special education, Title I, PIP, Second Step), five noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays and a principal.

Instruction includes learning opportunities designed to meet the specific learning needs of all students including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills. Little Chico Creek School provides English Language Development services for students whose primary language is not English.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A teacher survey given in 2013 revealed a desire to continue developing systems to honor positive behavior and instill sense of school pride and responsibility in all our students. It also revealed a need to improve communication procedures to insure all students and staff are given the same message about school rules and expectations. The goal is to make sure expectations are consistent inside and outside of the classrooms.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Students receive layers of support with special needs, including our GATE students. The integration across content areas motivates students and engages them in the material, giving learning an authentic and tangible purpose. This involves students in higher-ordered thinking promoting a collaborative learning environment. Parents, grandparents, Big Brother, Big Sister Program, CAVE, CARD, and community volunteers can be seen tutoring individual or small groups of students. Response to Intervention is a 45 minute, 4 times a week instructional period for all classes. Kindergarten through third grade have a 24 to 1 student to teacher ratio. K-3 students participate in small reading groups and receive a balanced literacy program. All grade levels are working toward insuring all interventions are appropriate and meet California Common Core State Standards. The sixth grade teachers divide their students enabling teachers to target instruction to student strengths. Students use technology to assist in learning and report their learning to the teacher and peers. Chromebooks are used to demonstrate what has been learned about an assigned subject to their teacher and peers. A GenYes teacher and after school class deepens student understanding of computer generated programs. Comprehension and vocabulary reading skills are monitored with the Accelerated Reader computer program used by all second through sixth grade students. Every student is engaged in meaningful, standard-based activities in a safe learning environment.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC and District Trimester Benchmark Assessment dis-aggregated results are used to monitor programs and drive changes in instructional practice. Illuminate is used by staff to dis-aggregate data and monitor student progress and modify instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Grade level teams will analyze data, develop lessons plans, share best practices for instruction. Teachers subsequently evaluate the outcomes of the Common Core State Standards-based instruction using formative assessments on an ongoing basis. These results are used to inform, modify and guide lesson planning as well as evaluating and modifying our Response to Intervention Program. Illuminate is used to track student progress across a range of academic variables. Additionally, the newly-created position, TOSA (teacher on special assignment) along with our Title 1 teacher work with teachers to examine data from district benchmarks to refine RTI groups and place new students appropriately.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of staff meet federal requirements for the highly qualified teacher qualification.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff training is the core of a quality instructional program. The Little Chico Creek Elementary School teaching staff participates in on-going training on the newly adopted California Common Core Standards. Specifically, all teachers K-6 have been trained in our newly adopted CCCS aligned Step Up to Writing curriculum. Our staff has also received professional development in Accelerated Math, a math intervention program. Additionally, LCC has had school wide participation in Response to Intervention and Professional Learning Communities workshops as well as a variety of staff training/development activities. Staff also received training in Everyday Math and reading intervention programs. Staff training is designed to improve teaching skills and therefore improve student learning. Our staff development covers specific topics including reading comprehension, math instruction, student discipline, creating formative assessment, and use of technology to support academic content and assessment of knowledge acquired throughout the trimester. Some staff has had Language Star training to aide in development of strategies for teaching ELD to ensure continuous improvement of student learning. The staff continuously reviews student work and assessment data to determine whether students are meeting state academic standards. Developing improvement plans and regularly utilizing assessments to monitor student achievement of standards occurs on a daily, weekly and monthly basis. Additionally, classified staff members receive in-service on topics related to their various roles.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned with acquisition and implementation of Common Core State Standards (CCSS). Chico Unified District's Benchmark Assessments and classroom formative assessments are aligned to the CCCS .The District offers standards-based science, technology, ELD instruction, and writing in-services.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers have access to on-site content experts to assist them in the areas of language arts, mathematics, and technology.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet three times monthly in Professional Learning Communities (PLC's) to review student work, evaluate the progress of the students, plan appropriate instruction, and creating common assessments.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, textbooks, instruction, and supplemental materials are aligned with performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students receive recommended reading/language arts and mathematics daily.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers use the District Language Arts and Mathematics Pacing Schedule to guide their instruction.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Appropriate standards-based instructional materials are available in all the content areas and appropriate to all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Each student in each classroom has access to SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Professional Learning Communities (PLCs) and our Response to Intervention Program (RTI) help ensure under-performing students will meet CCSS. Student Success Teams, 24/1 class sizes in grades K - 3, Library and computer instruction and intervention computer programs in language arts, reading, and mathematics also help close the gap in academic achievement.

14. Research-based educational practices to raise student achievement

Research-based educational practices such as Marie Clay, and Fountas and Pinell "best literacy practices", are used to raise student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Drawing from school, family, district, and community resources, LCC provides comprehensive support to students with academic, social, or health needs. LCC classrooms have lower teacher - student ratio due to parent and grandparent volunteers, CAVE aides (Chico Adult Volunteers in Education) Special Pals from CAVE and our CSUC student teachers who can work one on one and/or with small groups of students. Our Resource Teacher collaborates with each grade level team during RTI (Response to Intervention) time ensuring at-risk students receive appropriate small group intervention time on a daily basis. In order to appropriately identify at-risk students, study student work and assessments, and provide the appropriate instruction, all staff have been trained and participate in Professional Learning Communities in order to improve their teaching strategies. Staff meetings throughout the year are used to continually support program improvement. Teachers are provided more time to meet, assess and discuss student work and plan appropriate interventions. We look inward to our own staff as experts who provide support each other increasing staff expertise in areas of phonemic awareness, balanced literacy instruction, effective math strategies, and technological support. An Early Mental Health grant provides students with emotional and social support through Healthy Play, Partners in Play, and conflict resolution. CARD (Chico Area and Recreation) and the Boys and Girls' Club provide additional student support and mentoring on and off campus. Chico State Psychology department provides counseling through their intern program.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, English Learner Advisory Committee, Instructional Leadership Team, and Safety Team have the responsibility of monitoring progress and making needed revisions.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds a certificated teacher and two aides who collaborate with each of our K– 6th grade teacher teams in providing small group instruction to our at-risk students through our Response to Intervention Program. Our at-risk students receive daily pull-out reading support and intervention by a certificated reading specialist through Title I funds. Title I funds before and after school tutoring and homework support. Title I also provides staff development in writing, early intervention reading programs, and mathematics. LCFF funds a bilingual aide who instructs small groups of English learners in English Language Development.

18. Fiscal support (EPC)

Little Chico Creek utilizes funds originating from the district, Title I, Title II, Special Education, State Block Grants and donations.

Description of Barriers and Related School Goals

Barriers to attaining school goals

Phonemic word attack strategies need to have greater emphasis in grades K -2 instruction.

Increase in students needing counseling which impairs academic success.

Transient community

Too few interventions in math

Presently the AYP Data demonstrates the curricular areas the staff will be analyzing to address the needs of the students.

LCC's 2015 Language Arts AYP 41.8% California target 100%, CA AYP actual 43.7%

LCC's 2015 Mathematics Annual Yearly Progress AYP 37.9% California target 100% CA AYP actual: 33.4%

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 79 | 77 | 97.5 | 77 | 2416.3 | 21 | 21 | 32 | 26 |
| Grade 4 | 78 | 78 | 100.0 | 77 | 2447.6 | 14 | 22 | 29 | 33 |
| Grade 5 | 75 | 70 | 93.3 | 70 | 2495.4 | 20 | 27 | 24 | 29 |
| Grade 6 | 78 | 78 | 100.0 | 78 | 2520.3 | 8 | 33 | 40 | 19 |
| All Grades | 310 | 303 | 97.7 | 302 | | 16 | 26 | 32 | 27 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 23 | 47 | 30 | 21 | 52 | 27 | 17 | 64 | 19 | 16 | 55 | 30 |
| Grade 4 | 17 | 48 | 35 | 10 | 62 | 27 | 16 | 68 | 17 | 13 | 64 | 23 |
| Grade 5 | 19 | 43 | 39 | 29 | 44 | 27 | 16 | 63 | 21 | 21 | 61 | 17 |
| Grade 6 | 14 | 58 | 28 | 18 | 58 | 24 | 14 | 72 | 14 | 14 | 77 | 9 |
| All Grades | 18 | 49 | 33 | 19 | 54 | 26 | 16 | 67 | 18 | 16 | 64 | 20 |

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 79 | 77 | 97.5 | 77 | 2420.5 | 14 | 30 | 30 | 26 |
| Grade 4 | 78 | 78 | 100.0 | 77 | 2462.5 | 8 | 32 | 37 | 22 |
| Grade 5 | 75 | 69 | 92.0 | 69 | 2503.0 | 19 | 28 | 23 | 30 |
| Grade 6 | 78 | 78 | 100.0 | 77 | 2498.0 | 5 | 17 | 40 | 37 |
| All Grades | 310 | 302 | 97.4 | 300 | | 11 | 26 | 33 | 29 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 22 | 45 | 32 | 23 | 44 | 32 | 22 | 53 | 25 |
| Grade 4 | 21 | 45 | 34 | 9 | 60 | 31 | 9 | 58 | 32 |
| Grade 5 | 30 | 30 | 39 | 16 | 51 | 33 | 17 | 55 | 28 |
| Grade 6 | 10 | 36 | 53 | 9 | 56 | 35 | 6 | 62 | 31 |
| All Grades | 21 | 40 | 40 | 14 | 53 | 33 | 14 | 57 | 29 |

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|-----|----------------|----|--------------|-----|--------------------|-----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | | | | | ***** * | *** | ***** * | *** | | | ***** |
| 1 | 2 | 29 | 3 | 43 | 1 | 14 | 1 | 14 | | | 7 |
| 2 | 3 | 38 | 2 | 25 | 2 | 25 | | | 1 | 13 | 8 |
| 3 | | | 6 | 46 | 5 | 38 | 2 | 15 | | | 13 |
| 4 | 3 | 50 | 2 | 33 | | | 1 | 17 | | | 6 |
| 5 | ***** * | *** | | | | | ***** * | *** | | | ***** |
| 6 | ***** * | *** | | | ***** * | *** | | | | | ***** |
| Total | 10 | 24 | 13 | 32 | 11 | 27 | 6 | 15 | 1 | 2 | 41 |

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|-----|----------------|----|--------------|-----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | | | | | 6 | 55 | 3 | 27 | 2 | 18 | 11 |
| 1 | 2 | 22 | 4 | 44 | 2 | 22 | 1 | 11 | | | 9 |
| 2 | 3 | 38 | 2 | 25 | 2 | 25 | | | 1 | 13 | 8 |
| 3 | 1 | 7 | 7 | 47 | 5 | 33 | 2 | 13 | | | 15 |
| 4 | 3 | 50 | 2 | 33 | | | 1 | 17 | | | 6 |
| 5 | 2 | 50 | | | | | 2 | 50 | | | 4 |
| 6 | ***** * | *** | | | ***** * | *** | | | | | ***** |
| Total | 12 | 22 | 15 | 27 | 16 | 29 | 9 | 16 | 3 | 5 | 55 |

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 56 | 38 | 41 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100% |
| Number in Cohort | 56 | 38 | 41 |
| Number Met | 40 | 22 | 28 |
| Percent Met | 71.4% | 57.9% | 68.3% |
| NCLB Target | 57.5 | 59.0 | 60.5 |
| Met Target | Yes | No | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 55 | 11 | 44 | 6 | 48 | 3 |
| Number Met | 23 | -- | 18 | -- | 20 | -- |
| Percent Met | 41.8% | -- | 40.9% | -- | 41.7% | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2 | 50.9 |
| Met Target | Yes | * | Yes | -- | Yes | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |
| Mathematics | | | |
| Met Participation Rate | -- | | -- |
| Met Percent Proficient or Above | -- | | -- |

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 1,059 | 968 | 941 |
| Percent with Prior Year Data | 99.8 | 99.2 | 99.9 |
| Number in Cohort | 1,057 | 960 | 940 |
| Number Met | 633 | 545 | 590 |
| Percent Met | 59.9 | 56.8 | 62.8 |
| NCLB Target | 57.5 | 59.0 | 60.5 |
| Met Target | Yes | No | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 720 | 532 | 713 | 449 | 671 | 443 |
| Number Met | 137 | 267 | 153 | 228 | 162 | 248 |
| Percent Met | 19.0 | 50.2 | 21.5 | 50.8 | 24.1 | 56.0 |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2 | 50.9 |
| Met Target | No | Yes | No | Yes | No | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | 98 |
| Met Percent Proficient or Above | No | No | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | 98 |
| Met Percent Proficient or Above | No | No | N/A |
| Met Target for AMAO 3 | No | No | |

Conclusions based on this data:

1.

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:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Kristen Schrock | X | | | X | |
| Kari Fashing | | | | X | |
| Dina Alderman | | | | X | |
| Sandy Graham | | X | | | |
| Andrea Niepoth | | X | | | |
| Patricia Morgan | | X | | | |
| Jill Bernedo | | | X | | |
| Heather Duda | | | | X | |
| Cathy Harris | | X | | | |
| Amy Evans | | | X | | |
| Leeanne Ortiz | | | | X | |
| Kristi Smith | | | | X | |
| Val Tackett | | | | X | |
| Numbers of members of each category: | 1 | 3 | 1 | 4 | |

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Parent Teacher Association

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 2/1/2016.

Attested:

Kristen Schrock

Typed Name of School Principal

Signature of School Principal

Date

Cathy Harris

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

| | | | | | | |
|--|---|---|-----------------------------|--|---|---------------|
| <p>LCAP Goal 1: Quality Teachers, Materials, and Facilities All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.</p> <ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment. | | | | | | |
| <p>Site Goals:</p> <ul style="list-style-type: none"> LCC will adhere to Williams Act requirements. LCC will reduce the ratio of students to devices from 4:1 to 2:1. | | | | | | |
| CUSD Actions | Site Actions and Timeline | Metrics | Applicable Subgroups | Proposed Expenditures | | |
| | | | | Description | Funding Source | Amount |
| Review credentials and assignments. | <ul style="list-style-type: none"> Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments | - HR Data- Number of teachers with appropriate credential and teaching in correct subject area - Williams Act Report | All | HR | LCFF-Base | |
| Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> Textbooks and supplemental materials Educational software: Illuminate and | <ul style="list-style-type: none"> Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements | Williams Act Report | All | Instructional Materials Renaissance Place (Total District Cost) | LCFF Base LCFF-District Supplemental | \$84,000 |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| | | | | | | |
|--|--|--|-----|---|--|--|
| Renaissance | | | | Illuminate (Total District Cost) | LCFF-Base | \$64,000 |
| Regularly inspect and maintain facilities. | <ul style="list-style-type: none"> Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements | Williams Act Report | All | M&O | LCFF-Base | |
| Purchase devices for students and teachers per district technology needs (e.g. Chromebooks) | <ul style="list-style-type: none"> Site will ensure that Chromebook carts and iPad minis are maintained in good working order. LCC will add 4 additional Chromebook carts 2 Chrome Carts - CC Implementation funds 60 iPad minis will be purchased for K-1 | <p>Ratio of students to devices in grades 2-6</p> <p>K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab</p> | All | <p>IT Dept</p> <p>2 Chrome Carts 2 Chrome Carts</p> <p>2 Chrome Carts</p> <p>iPad Minis- 20</p> <p>iPad Minis 40</p> | <p>LCFF-Base</p> <p>Title 1 Carryover</p> <p>Common Core Funds</p> <p>Title I Site</p> <p>Grant Funded</p> <p>Title I Site</p> | <p>\$25,560</p> <p>\$25,560</p> <p>\$25,560</p> <p>\$6,455</p> <p>\$12,910</p> |
| To ensure access to on-line resources, employ: <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides | <ul style="list-style-type: none"> Libraries will be maintained and available for student use. LCC will employ an IA Tech | <p>LCC Library staffed with Library Media Assistant 20 hours per week</p> <p>Tech IA- 20 hours per week</p> | All | <p>Librarians & Library Media Assistants (Total District Cost)</p> <p>Add'l Library Media Assistant hours</p> <p>Tech Aides (Total District Cost)</p> | <p>LCFF- District Supplemental</p> <p>LCFF- Supplemental Site</p> <p>LCFF-District LCAP</p> | <p>\$794,091</p> <p>\$4,387</p> <p>\$184,764</p> |
| Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> Computers for Classrooms Comcast Internet Access | - Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website. | Share in newsletter 2 times per year | All | No Funding Needed | | |

| | | | | | | |
|---|---|--------------------|-----------------------------|------------------------------|-----------------------|---------------|
| <p>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</p> <ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP. | | | | | | |
| <p>Site Goals:</p> <ul style="list-style-type: none"> -All certificated personnel will move to stage 2 or higher on the CSCS implementation plan. -All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS. -All certificated personnel will meet a minimum of 10 times to analyze student achievement data. | | | | | | |
| CUSD Actions | Site Actions and Timeline | Metrics | Applicable Subgroups | Proposed Expenditures | | |
| | | | | Description | Funding Source | Amount |
| <p>Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.</p> | <ul style="list-style-type: none"> The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with ILT/Leadership team and modify | <p>CSCS Survey</p> | <p>All</p> | <p>No Funding Needed</p> | | |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| | | | | | | |
|---|--|--|-----|--|--|--|
| | <p>site PD opportunities. Timeline: Fall and Spring surveys</p> <ul style="list-style-type: none"> District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development | | | DLC Funding | Title II District | |
| <p>Provide professional development in:</p> <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). | <ul style="list-style-type: none"> Our staff will attend district-wide professional development. Teachers will meet to analyze data and design rigorous CSCS instruction. PLC's analyzing benchmark results together PLC's/SBIT progress monitoring high concern students Planning CSCS lessons together District-wide Skype/Video meetings supporting data discussion Provide after school professional development sessions focusing on technology integration in classrooms Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff (Step Up to Writing, A Math, GAFE, CUE) | <p>District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5</p> <p>Planned Common Staff Meetings via Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD</p> <p>PD Sign In Sheets</p> <p>Planned PD for Step Up To Writing K-2; 3-5</p> | All | <p>Presenter Costs</p> <p>Presenter Costs</p> <p>PLC Release</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p> | <p>Title II District</p> <p>Title II District</p> <p>Title II Site LCFF Site</p> <p>Title II District</p> <p>LCFF</p> <p>Title II Site</p> | <p>\$10,000</p> <p>\$ 5,000</p> <p>\$5,000</p> <p>\$10,000</p> |
| <p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p> | <ul style="list-style-type: none"> CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC Ensure all students are given site, district and state assessments. | <p>- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9</p> <p>- DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6</p> | All | <p>TOSAs (Total District Cost) See Goal 3</p> | <p>LCFF Supplemental District</p> | |
| <p>Release time for peer rounds observations and debrief.</p> | <ul style="list-style-type: none"> Interested teachers will participate in long-term professional development opportunities | <p>ABEO Participation Rate</p> <p>Math Time</p> | All | <p>ABEO</p> <p>3 year Grant</p> | <p>District Title II</p> <p>Grant Funded</p> | |

| | | | | | | |
|---|--|--|------------------------------------|-------------------------------------|------------------------------|----------------------------------|
| <p>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</p> <ul style="list-style-type: none"> 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. 3.4: Increase student achievement for English learners. 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers. | | | | | | |
| <p>Site Goal:</p> <ul style="list-style-type: none"> LCC will lower the number of students on the High Concern list by 20% by May 2016. LCC will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard. | | | | | | |
| <p>CUSD Actions</p> | <p>Site Actions and Timeline</p> | <p>Metrics</p> | <p>Applicable Subgroups</p> | <p>Proposed Expenditures</p> | | |
| | | | | <p>Description</p> | <p>Funding Source</p> | <p>Amount</p> |
| <p>Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.</p> | <ul style="list-style-type: none"> Not Applicable | | | | | |
| <p>Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support</p> | <ul style="list-style-type: none"> Staff will ensure all students are on track for achieving proficiency on | <ul style="list-style-type: none"> - K-6 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-6th Grade CSCS Assessment Data | <p>All</p> | <p>Support Teachers/</p> | <p>Title 1- Site</p> | <p>\$145,481 \$2,280 c/o</p> |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| | | | | | | |
|---|--|---|--|---|--|---|
| <p>to achieve at grade level as funding allows.</p> | <p>CUSD and state assessments.</p> <ul style="list-style-type: none"> • Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. • Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. • High Concern lists of students will be looked at frequently and discussed among teachers • Employ supplementary support teachers (certificated) • STAR Math Renaissance program • CCSS aligned Step Up to Writing curriculum and training • Site will use SBIT process to monitor placement of students in interventions • All English Learners will be given ELD using Language Star strategies as well as Treasures ELD curriculum and assessment • ELD teachers will participate in on-going after school training • All English Learners will take CELDT • Materials, supplies and PD | <p>- 3-6 SBAC Data</p> <p>CELDT Data EL Reclassification Rate Language Star PD Bi-weekly</p> <p>Language Star Assessment Data</p> | | <p>math intervention ELA/Writing supplemental curriculum</p> <p>ELD Aide</p> | <p>Title 1 Title 1 LCFF District Supplemental</p> <p>Title II- District</p> <p>Title 1 Carryover</p> | <p>\$10,400 c/o \$12,000 c/o</p> <p>\$19,000 c/o</p> |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| | | | | | | |
|---|---|--|-----|--|--|---|
| <p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> • Targeted Case Managers (TCMs) • Elementary Instructional Specialists (2.6 FTE) • Guidance Aides • Bilingual Aides • Title 1 Teacher and Coordinator | <ul style="list-style-type: none"> • See Goal 4 • LCC will employ a .2 TOSA • LCC will employ a 35 hr/week Guidance Aide • Employ school Counselor 35 hr/wk • Employ 2 Instructional Aides @ 22hr/wk • Bilingual Aide- plan for bilingual aid-4 hr/day • LCC will employ a .8 certificated teacher | | All | <p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Guidance Aide</p> <p>Counselor</p> <p>Instructional Aides (x2)</p> <p>Bilingual Aides (Total District Cost)</p> | <p>LCFF-District Supplemental</p> <p>Grant Funded</p> <p>Grant Funded</p> <p>LCFF Supplemental Site</p> <p>LCFF Supplemental District</p> <p>Title I</p> | <p>\$357,353</p> <p>\$45,000</p> <p>\$34,500</p> <p>452,158</p> <p>\$70,537</p> |
| <p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p> | <ul style="list-style-type: none"> • Site Kindergarten teachers will attend planning meetings at the district office. • LCC continue implementing extended Kindergarten day with 3 aides. | Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30 | All | <p>No Funding Needed</p> <p>Extended Day K Aides</p> | <p>LCFF Supplemental Site</p> | <p>\$11,873</p> |
| <p>Provide after school homework support at Elementary and Secondary as per site's needs.</p> | <ul style="list-style-type: none"> • Site will provide tutoring groups before and after | Tutoring Data | All | Certificated Staff Costs | Title 1 (Total District Cost) | <p>\$100,000</p> <p>\$19,000c/o</p> |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| | | | | | | |
|--|--|--------------------|--|--|--|--|
| | school in ELA and Math to students identified as needing more support. | High Concern Lists | | | | |
|--|--|--------------------|--|--|--|--|

| | | | | | | |
|--|---|--|------------------------------------|---|---|----------------------|
| <p>Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input</p> <ul style="list-style-type: none"> 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information. 4.2: At all levels, increase parent input and involvement in school activities. 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student | | | | | | |
| <p>Site Goal: LCC will move from 0% to 50% of parents registered on Remind text messaging.</p> | | | | | | |
| <p>CUSD Actions</p> | <p>Site Actions and Timeline</p> | <p>Metrics</p> | <p>Applicable Subgroups</p> | <p>Proposed Expenditures</p> | | |
| | | | | <p>Description</p> | <p>Funding Source</p> | <p>Amount</p> |
| <p>Provide teacher and staff training/information in:</p> <ul style="list-style-type: none"> using Parent Portal in Illuminate for 4th-6th grade teachers expectations for timely response (3 day maximum) to parent inquiries | <ul style="list-style-type: none"> Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings | <p>PD Sign-in Sheets</p> <p>Parent feedback regarding timely responses</p> <p>Spring Parent Survey Responses</p> | <p>All</p> | <p>After School PD Opportunities</p> <p>Education for the Future Survey (Total District Cost)</p> | <p>Title II-District</p> <p>LCFF Base</p> | <p>10,000</p> |
| <p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> Parent Portal feature in Aeries and Illuminate Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc. | <ul style="list-style-type: none"> LCC will offer a minimum of 2 parent/family informational opportunities through TCM | <p>Event Sign-in Sheets</p> | <p>All</p> | <p>No Funding Needed</p> | | |
| <p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> increasing parent participation | <ul style="list-style-type: none"> District will provide a .5 | <p>Sign in Sheets at site</p> <p>ELAC meetings</p> | <p>All</p> | <p>TCM Costs</p> | <p>See Goal 3</p> | |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| | | | | | | |
|---|--|--|-----|-------------------|------------------------|----------|
| <ul style="list-style-type: none"> District English Learner Advisory Committee (DELAC) | TCM | | | | LCFF Supplemental Site | \$26,581 |
| Establish baseline for parent involvement in: <ul style="list-style-type: none"> Parent Information/BTSN SSC Site ELAC/DELAC | <ul style="list-style-type: none"> Offer a minimum of 4 family activities | Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings | All | No Funding Needed | | |

| | | | | | |
|--|--|--|------------------------------------|---|--|
| <p>Goal 5: Improve School Climate</p> <ul style="list-style-type: none"> 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion. | | | | | |
| <p>Site Goal: LCC will reduce the number of chronically truant students by 2% annually.</p> | | | | | |
| <p>CUSD Actions</p> | <p>Site Actions and Timeline</p> | <p>Metrics</p> | <p>Applicable Subgroups</p> | <p>Proposed Expenditures</p> | |
| | | | | <p>Description</p> | <p>Funding Source</p> <p>Amount</p> |
| <p>Provide professional development for all staff in:</p> <ul style="list-style-type: none"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach | <ul style="list-style-type: none"> Make teachers aware of PD opportunities through weekly bulletins and staff meetings LCC will participate in CUSD PBIS Grant | <p>Session Sign-in Sheets</p> <p>Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS</p> | <p>All</p> | <p>PBIS Training</p> <p>School Aide</p> | <p>Grant Funded</p> <p>LCFF Supplemental Site</p> <p>\$5,430</p> |
| <p>Provide parent, education/training classes to improve student attendance.</p> | <ul style="list-style-type: none"> Provide a minimum of 4 family events Early identification of students with attendance issues Communicate chronically absent/tardy names to teachers Parent/Principal meetings to see if student absences and tardies improve Use attendance rewards at school assemblies | <p>Event Sign-in Sheets</p> <p>Aeries Reports</p> | <p>All</p> | | |
| <p>Continue support for Alternative Education Programs:</p> | | | <p>All</p> | | |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| | | | | | | |
|---|--|---|------------|---|---|---|
| <ul style="list-style-type: none"> ● Opportunity Programs (CAL and Chapman) ● Out of School suspension alternatives (e.g. Reset/ISS) ● Alternative Ed. Supplemental staffing | <ul style="list-style-type: none"> ● Maintain Opportunity Class ● Institute the Reset Classroom as an alternative to suspensions | <p>Number of Referrals to Opportunity Class</p> <p>Number of Referrals to Reset</p> <p>ISS, OSS Rates</p> | | <p>Opportunity Class</p> <p>Reset</p> | <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> | <p>160,000</p> <p>107,000</p> |
| <p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> ● EMHI/PIP ● Guidance Aides ● Nurses ● Health Assistants ● Medically Necessary/Off Campus Instruction. | <ul style="list-style-type: none"> ● Employ EMHI, PIP, Guidance Aides- See Goal 3 ● Employ Nurses ● Employ Health Assistants ● Provide MNI Services as needed | <p>Site Attendance Rate</p> | <p>All</p> | <p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p> | <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> | <p>107,044</p> <p>496,363</p> <p>\$336,250</p> |
| <p>Increase campus supervision as per site needs.</p> | <ul style="list-style-type: none"> ● Employ School Aides (noon supervisor, yard duty) as needed ● LCC will employ additional School Aides for yard duties ● LCC will purchase additional two-way radios, neon pennies for yard duties | <p>Number of Office Referrals</p> | <p>All</p> | <p>Campus Supervision (Total District Cost)</p> <p>School Aide</p> | <p>LCFF Supplemental District</p> <p>LCFF Supplemental Site</p> <p>Safe Schools</p> | <p>\$616,831</p> <p>\$1,400 includes %</p> <p>\$2,000</p> |
| <p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p> | <ul style="list-style-type: none"> ● Students receive Fine Arts and PE in 1st-6th grades | <p>Site Attendance Rate</p> | <p>All</p> | <p>Certificated teacher providing prep time release</p> | <p>LCFF Supplemental District</p> | |
| <p>Research availability of federal and state funds/grants for school resource officers.</p> | | | <p>All</p> | | | |
| <p>Support student engagement at the high schools by encouraging participation in sports teams.</p> | <ul style="list-style-type: none"> ● Not Applicable | | | | | |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| Categorical Expenditures Approved by School Site Council | | |
|--|--|--|
| Funding Source | Funding Allocation | Cost |
| Title I -\$145,481 Title 1 Carryover-\$88,019 Total - \$233,508 | Chromebook Carts - 2 Chromebook Carts - 2 iPad Minis 40 Support Teachers Math Intervention ELD Aide .8 Teacher | \$25,560 \$25,560 \$12,910 \$147,761 \$22,400 \$19,000 \$70,537 Total - \$322,608 |
| Title II-\$9,150 Title II Carryover-\$15,904 Total - \$25,054 | PLC Release Site PD | \$10,000 \$10,000 Total - \$20,000 |
| Safe Schools- \$3,000 Safe Schools Carryover- \$641 Total= \$3,641 | Two -Way Radios | \$2000 Total - \$2000 |

| LCAP Budget Developed with School/Community Input | | |
|---|---|------------------------------|
| Funding Source | Funding Allocation | Cost |
| 15-16 Total- \$79,296 LCAP Carryover- \$5,094 | PLC Release Site PD Instructional Aides - 2 | \$5000 \$5000 \$34,500 |

Little Chico Creek Elementary LCAP/SPSA Goals

Year: 2015-16

| | | |
|------------------------|-------------------------|------------------------|
| | Extended Day K Aides | \$11,873 |
| | TCM | \$26,581 |
| | School Aide | \$5,430 |
| | School Aide - yard duty | \$1,400 |
| | | |
| | | |
| | | |
| | | |
| | | |
| Total= \$84,390 | | Total= \$89,784 |