

The Single Plan for Student Achievement

School: Neal Dow Elementary
CDS Code: 04-61424-6003040
District: Chico Unified School District
Principal: David Murgia
Revision Date: 2-11-16

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:

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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	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	9
School and Student Performance Data	11
CAASPP Results (All Students)	11
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Title III Accountability (School Data)	15
Title III Accountability (District Data).....	16
School Site Council Membership.....	17
Recommendations and Assurances.....	18

School Vision and Mission

Neal Dow Elementary's Vision and Mission Statements

It is the mission of Neal Dow to ensure that:

Every Day Every Student is

Nurtured, Engaged, Achieving, Learning, and Directed with Opportunities to Win.

"Every Day Every Student is Neal Dow"

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

- Students who need extra help in learning will receive that help.
- Students who meet or exceed learning standards will receive extra enrichment lessons and activities.
- Students who attend interventions are monitored as to their progress and learning.
- Staff development in areas of technology and data will be initiated and implemented.
- The implementation of the California Common Core State Standards will be a primary school-wide focus.

School Profile

Neal Dow School is located on the east side of Chico, serving children from Chico's northwest quadrant as well as families who choose to attend Neal Dow through the district's Form 10 application process. Neal Dow enrolls approximately 415 students on a traditional school year schedule. It is supported by a neighborhood connection of many families.

Neal Dow has implemented Renaissance Learning programs in every classroom. This allows us to use real-time data to ensure effective instruction and practices for each student. Our teachers use the skills-based testing that provides greater depth of assessments, appropriate Response to Intervention. Walk to Learn placement of students and charts the progress for students toward Common Core State Standards' targets.

The Neal Dow staff will continue to focus on a balanced and integrated K-6 Math and Language Arts program with an emphasis on early literacy. Through the Professional Learning Communities process, and implementation of progress monitoring tools, staff will develop and implement a response to intervention schedule that meets the needs of the students, based on the assessment data.

The Neal Dow teaching staff has implemented a researched based student monitoring system that allows for constant growth and learning interventions based on individual student needs.

Neal Dow is a school-wide Title I campus. All monies under Title I are directed to all students to meet their individual needs. The school-wide Title I components can be found at the California Dept. of Education website for further information.

Neal Dow has a fully credentialed staff of 18 teachers, including two vibrant Students with Disabilities Classrooms and Resource for Students Program. Grades 1-3 are part of the class size increase with a maximum of 30 students per class. Kindergarten classroom sizes are currently at 20 students per room. Grades 4-6 average 32-35 students per classroom. Neal Dow met the 9 AYP criteria for the 2015 Accountability Progress Reporting (APR) (APY) . This moved our school out Performance Improvement status. The accountability for this score in school wide achievement is due to the shared responsibility of teachers, staff, students and parents and to the results we have experienced in using Renaissance Learning programs.

Parents are invited to join the active Parent Teacher Association and/or the School Site Council. Parent volunteers are eagerly accepted in classrooms on a scheduled basis. PTA at Neal Dow has raised monies to support teacher costs in their classrooms and beautification of the campus along with fund raising for 6th grade environmental camp.

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

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).

Surveys were given to staff, students, and families of Neal Dow. The surveys were tallied and shared. The results of the surveys gave Neal Dow the encouragement to continue with the Professional Learning Community model and to develop more ways to communicate with families. Teachers communicate regularly with parents through letters, email and conferences. Each student receives the Neal Dow News every Friday. The development of our web site, email system and the use of the Remind application has also enriched our capacity to communicate with our community.

Classroom Observations

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

Every student has the necessary textbooks and supplies to be successful. Materials are readily available and our PTA donates approximately \$250 to each classroom for additional supplies. Expenditures from our schoolwide categorical funds support our efforts and staff development with Renaissance Learning.

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)

Neal Dow uses Renaissance Learning STAR test results, district benchmark assessments and common formative assessments to modify instruction and improve student achievement. The implementation of Renaissance Learning STAR Reading, STAR math and Early Literacy have given us current and active data to build effective RTI groups and individual student focus. Our focus on the CCSS is evident in our staff development and agendas.

We attribute this growth and achievement to the Renaissance Learning programs that have become embedded in our teaching practices.

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

Students are routinely assessed to collect data to check progress and determine placement in Walk to Learn groups. Differentiated instruction is used in all classrooms. Four school-wide screenings per year and assessments are used as needed for progress monitoring from Renaissance Learning products have directed our efforts to reach each student effectively.

The use of the Diagnostic reports for individual students and full classroom are tools that are used to effectively direct instruction.

Neal Dow is also using the Student Growth Percentile reports that compare each student's individual growth to that of his or her academic peers nationwide. This will assist us in transitioning to the Common Core shifts and curriculum that supports the need for students to become college and career ready.

Staffing and Professional Development

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

Neal Dow teachers meet the requirements for the highly qualified teacher as set forth in No Child Left Behind legislation.

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

All teachers have had access to Assembly Bill 466. 100% have completed the requirements. Grade level collaboration is scheduled monthly and at 6 times per year for extensive planning. All teachers have received professional development in the use of Renaissance Learning programs. Teachers have become the 'go to' coaches for each of the programs we use. The coaches are assigned a program in reading or math, watch the data for each class and make suggestions as to how the teacher might assist the student in making further growth.

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

The implementation of CCSS is evident in the use of CCSS math modules that meet the requirements of the CC shifts. Teachers have CCSS binders from CUSD. The binders also include CDE CCSS for ELA and math. These can be found at the CDE website.

As we transition to the CCSS, Neal Dow is currently focusing on math modules that support lessons and the shifts needed at each grade level.

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

All teachers are evaluated every two years. Non-tenured teachers are evaluated yearly. Beginning teachers are given Beginning Teacher Support support. The evaluation of teachers is based on the California Standards for the Teaching Profession.

All teachers are given professional development days to work with their grade level partner to plan for CCSS lessons.

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

Each grade level team is encouraged to meet six times per year in a half-day collaboration to prepare for the next level of curriculum to be taught. This is above the 1-2 times per month of grade level meetings held after school. Each grade level meets weekly to review student progress in those grades.

Data from Renaissance Learning is used extensively at these meetings.

Teaching and Learning

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

All instructional materials are SBE-adopted and standards aligned. Teachers follow the recommended instructional minutes in language arts and math.

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

The recommended instructional minutes are followed in language arts and math at Neal Dow.

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

The district pacing guide, teacher planned lessons, and intervention curriculum is used to accommodate students who struggle. Teachers progress monitor students from each group to assess if the intervention is working or not. Data from Renaissance programs (Early Literacy, STAR Reading and math) is used to form each intervention group. Students are placed in tiered levels according to the most recent data available.

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

Standards-based instructional materials are available 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)

SBE-adopted and standards-aligned intervention materials are provided for students with learning disabilities.

Opportunity and Equal Educational Access

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

Through PLC and the RTI program provided, under performing students are guided to reach higher levels. This progress is evident in the data retrieved from Renaissance Learning programs. Students are assessed as needed.

The reports generated from Early Literacy, STAR Reading and math and Math Facts in a Flash assist each grade level in developing appropriate RTI curriculum.

14. Research-based educational practices to raise student achievement

Teachers meet monthly for grade level collaboration. They also meet 6 times per year for half-day collaboration at each grade level. Teachers review assessment data, discuss instructional challenges and successes, plan the curriculum, and check on the RTI assessments.

Parental Involvement

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

The school has a strong PTA that supports students with activities and opportunities throughout the school year. Families are involved as parent volunteers in the classrooms and on field trips. Many families donate materials needed for classroom projects. CAVE and CARD are part of the support staff who work with students in the early breakfast program and ASES. PIP and Healthy Play are a part of the success in student growth and behavior and conflict resolution.

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)

Neal Dow SSC, PTA, and ILT, along with staff members guide the planning, implementation and evaluation of consolidated programs. The SSC meets monthly to develop the Safe School Plan, SPSS/LCAP expenditures, Title One and block grant expenditures, and reviews student data regarding achievement.

Funding

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

Categorical funds provide a variety of services for our school-wide categorical programs. Additional staff is hired to support Walk to Learn, including tech services. Intervention curriculum are purchased as needed.

With the implementation of Local Control Funding FormuLa, Neal Dow might experience an increase in allocation from these funds if comparisons are made with similar schools in the district for low-Socially Economically and free-reduced lunch programs. The School Site Council will focus on the LCFF as it is developed within district.

18. Fiscal support (EPC)

The services provided by categorical funds enable underperforming students to meet standards. The PTA and SSC provide valuable support through the purchase of instructional materials, technology, volunteer support, book fair, Fall Festival, and special events and assemblies.

Description of Barriers and Related School Goals

Barriers:

The severe decline of state and federal funding will decrease our ability to fully support the needs of our students. Our population sub-group for low-SES has increased to 62.3%. Our free-reduced lunch program has increased to 55.8%.

In using comparable district wide demographic data, the allocations for categorical accounts have diminished tremendously from the district even as our sub-group population needs and percentages have risen.

Our teaching staff believes that every student can learn and that we can collectively work together to reach every student attending Neal Dow. Our SDC and RSP teachers work together to meet the needs of their case loads and also reach out to other students who may need more time to learn basic skills.

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	57	53	93.0	53	2439.3	19	25	49	8
Grade 4	61	61	100.0	60	2434.3	8	30	18	43
Grade 5	61	60	98.4	60	2448.9	3	22	27	48
Grade 6	55	54	98.2	54	2514.3	7	31	43	19
All Grades	234	228	97.4	227		9	27	33	30

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	21	64	15	17	66	17	21	72	8	19	72	9
Grade 4	17	43	40	7	58	35	15	63	22	7	55	38
Grade 5	5	48	47	7	40	53	5	68	27	15	48	37
Grade 6	11	57	31	15	63	22	9	76	15	19	67	15
All Grades	13	53	34	11	56	33	12	70	18	15	60	26

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	57	55	96.5	54	2434.6	13	44	18	24
Grade 4	61	60	98.4	60	2454.4	8	23	40	28
Grade 5	61	61	100.0	60	2471.8	11	18	30	39
Grade 6	55	54	98.2	54	2510.9	9	24	41	26
All Grades	234	230	98.3	228		10	27	32	30

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	28	48	24	19	52	30	30	56	15
Grade 4	22	40	38	15	48	37	10	60	30
Grade 5	22	30	48	8	38	53	10	47	43
Grade 6	17	46	37	7	61	31	17	63	20
All Grades	22	41	37	12	50	38	16	56	28

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			4	80	1	20						5
4					***** *	***	***** *	***				*****
5			2	50	1	25	1	25				4
6							***** *	***	***** **	***		*****
Total	1	6	7	39	6	33	3	17	1	6		18

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	1	17	2	33			3	50			6
1					***** *	***					*****
2			4	80	1	20					5
3									***** **	***	*****
4					***** *	***	***** *	***			*****
5			2	40	1	20	2	40			5
6							***** *	***	***** **	***	*****
Total	1	4	8	33	6	25	7	29	2	8	24

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	19	20	18
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	19	20	18
Number Met	--	--	11
Percent Met	--	--	61.1%
NCLB Target	57.5	59.0	60.5
Met Target	*	--	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	22	5	17	5	17	6
Number Met	--	--	--	--	6	--
Percent Met	--	--	--	--	35.3%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	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
David Murgia	X				
Lindsey Erwin		X			
Trinette Samson				X	
Debbie Wakefield		X			
Janet Ford		X			
Summer Toth				X	
Wayne Samson				X	
Liz Parks				X	
Kelly Lovgren				X	
Jill Miranda			X		
Numbers of members of each category:	1	3	1	5	

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

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):

School Site Council

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 November 18, 2015.

Attested:

David Murgia

Typed Name of School Principal

Signature of School Principal

Date

Trinette Samson

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"> Neal Dow will adhere to Williams Act requirements. Neal Dow will reduce the ratio of students to device ratio from 3:1 to 1:1. 						
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

Neal Dow 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 are maintained in good working order. Neal Dow will add 2 additional Chromebook carts 	Ratio of students to devices in grades 2-6	All	IT Dept Chrome Carts	LCFF-Base Title 1- Site	 \$30,000
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. Neal Dow will supplement an IA Tech employment with 1 hour a day 	Neal Dow Library staffed with Library Media Assistant hours per week Tech IA- 5 hours per week	All	Librarians & Library Media Assistants (Total District Cost) Add'l Library Media Assistant hours Tech Aides (Total District Cost)	LCFF- District Supplemental LCFF-Supplemental Site LCFF-District LCAP	\$794,091 \$4,080 \$184,764
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: -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.</p>						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<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 	CSCS Survey	All	No Funding Needed		

Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

	<p>ILT/Leadership team and modify 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 Title I/Renaissance Lead teacher coordinates progress monitoring in Math and Reading. SBIT/SST Coordinator 	STAR Math and Reading Scale Scores/ SBIT scheduling and completion		DLC Funding	Title II District	
				Title 1 Funding	Title 1 0.4 FTE	\$41,873.08
<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 GLT/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 	<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>	All	<p>Presenter Costs</p> <p>Presenter Costs</p> <p>PLC Release Time</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p>	<p>Title II District</p> <p>Title II District</p> <p>Site LCFF Site</p> <p>Title I Seven .5 release days</p> <p>Title II District</p> <p>Title II Site (carry-over)</p>	<p>\$2,560</p> <p>\$8,640</p> <p>\$6,803 (\$4,393)</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. Teachers will administer The 	<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, %</p> <p>Monthly data</p>	All	TOSAs (Total District Cost) See Goal 3	LCFF Supplemental District	

Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

	<p><i>STAR Reading, STAR Math and Early Literacy assessments and evaluate data to monitor student progress.</i></p> <ul style="list-style-type: none">•	<p><i>reports on student progress.</i></p>	All			
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<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"> Neal Dow will lower the number of students on the High Concern list by 20% by May 2016. Neal Dow 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. Neal Dow will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math. 						
<p>CUSD Actions</p>	<p>Site Actions and Timeline</p>	<p>Metrics</p>	<p>Applicable</p>	<p>Proposed</p>		

Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

			Subgroups	Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> ● Not Applicable 					
Implement RTI academic interventions (including Response to Intervention, Accelerated Reader, Accelerated Math, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> ● Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. ● 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 ● Site will use SBIT process to monitor placement of students in interventions ● All English Learners will take CELDT ● 2 Instructional Aides <ul style="list-style-type: none"> ○ 1 @ 30 hrs /week ○ 1 @ 15hrs/week 	- K-6 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-6th Grade CSCS Assessment Data - 3-6 SBAC Data Progress Scale Score reports See Goal 2 CELDT Data EL Reclassification Rate Student progress data in progress monitoring	All All All	Support Teachers Electronic Program Title I Lead Teacher Support RTI K-6 program for small group instruction	Title 1- Site LCFF District Supplemental Title I	See IA below \$4,320.58 See Goal 2 \$39,313,.64 \$6,720.42

Neal Dow 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 	<ul style="list-style-type: none"> ● See Goal 4 ● Neal Dow will employ a .2 TOSA ● Neal Dow will employ a 25 hr/week Guidance Aide ● Employ school Counselor ● Employ 3 Instructional Aides ; Neal Dow will implement extended Kindergarten day. <ul style="list-style-type: none"> ○ 2 @ 15 hrs a week ○ 1 @ 25 hrs a week ● Bilingual Aide- plan for bilingual aid 		<p>All</p> <p>EL Students</p>	<p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Guidance Aide</p> <p>Counselor</p> <p>Instructional Aides (x3) Extended Day K Aides</p> <p>Bilingual Aides (Total District Cost)</p>	<p>LCFF-District Supplemental</p> <p>Title II</p> <p>Grant Funded</p> <p>Grant Funded</p> <p>LCFF Supplemental Site</p> <p>LCFF Supplemental District</p>	<p>\$357,353</p> <p>\$45,000</p> <p>\$41,232</p> <p>\$452,158</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. 	<p>Attendance at district planning meetings-9/23, 10/22, 11/2, 11/30</p>	<p>All</p>	<p>No Funding Needed</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 school in ELA and Math to students identified as needing more support. 	<p>Tutoring Data</p> <p>High Concern Lists</p>	<p>All</p>	<p>Certificated Staff Costs</p>	<p>Title 1 (Total District Cost)</p>	<p>\$100,000</p>

<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: Neal Dow 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"> Neal Dow will offer a minimum of 2 parent/family informational opportunities 	<p>Event Sign-in Sheets</p>	<p>All</p>	<p>No Funding Needed</p>		

Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● District will provide a .5 TCM 	<p>Sign in Sheets at site ELAC meetings</p>	<p>All</p>	<p>TCM Costs Add'l TCM</p>	<p>See Goal 3 LCFF Supplemental Site</p>	<p>\$26,581</p>
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> ● Parent Information/BTSN ● SSC 	<ul style="list-style-type: none"> ● Offer a minimum of 4 family activities 	<p>Percent of parent attending BTSN, Parent-Teacher Conferences and, SSC meetings</p>	<p>All</p>	<p>No Funding Needed</p>		

Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

<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: Neal Dow 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>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 Neal Dow will participate in CUSD PBIS Grant Neal Dow will employ an additional School Aide for 7.5 hrs/week to support positive recess supervision. Purchase walkie-talkies for school wide communication 	<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>School - wide communication for safety</p>	<p>Grant Funded</p> <p>LCFF Supplemental Site</p> <p>Safe Schools fund</p> <p>\$3,684.85</p> <p>\$2,964.00</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 	<p>Event Sign-in Sheets</p> <p>Aeries Reports</p>	<p>All</p>		

Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

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

Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

schools by encouraging participation in sports teams.						
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Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$88,699 Title 1 Carryover-\$22,369	.4 Title Teacher PLC Release Instructional Aide, 30 hrs/week Instructional Aide, 15 hrs/week	\$41,873 \$8,640 \$39,313 \$6,720
Title II-\$6,863 Title II Carryover-\$4,393	PD Opportunity PD Opportunity	\$6,863 \$4,393
Safe Schools- \$3,000 Safe Schools Carryover-\$848	School Aide Two Way Radios	\$3,684 \$2,964
Total= \$126,172		Total= \$114,450

LCAP Budget - Developed with School Community/SSC Input		
Funding Source	Funding Allocation	Cost
15-16 Total: \$49,144 LCAP Carryover: \$2,775	Instructional Aide-Technology PLC Release Electronic Program Instructional Aides, Extended Day K (3) Instructional Aides RTI support	\$4,080 \$2,560 \$4,320 \$11,232 \$26,581

Neal Dow Elementary LCAP/SPSA Goals

Year: 2015-16

Total= \$51,919		Total= \$48,773