

The Single Plan for Student Achievement

School: Shasta Elementary School
CDS Code: 04-61424-6003099
District: Chico Unified School District
Principal: Bruce Besnard
Revision Date: 1-19-16

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.

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School Vision and Mission

Shasta Elementary School's Vision and Mission Statements

It is the MISSION of Shasta School and CUSD...

~ To nurture talents and abilities

~ To promote academic excellence

~ To develop responsible citizens

~ To foster respect for others

~ To provide a safe and enriched environment

It is the VISION of Shasta Elementary School and the Chico Unified School District, with the aid of students, parents, staff, and community to develop students and graduates who are confident individuals with positive self-esteem; educated, responsible, enlightened citizens; effective communicators; creative problem solvers; critical, reflective thinkers; self-directed, life-long learners; effective users of technology; and productive members of the work force. In our vision all students will succeed as evidenced by realizing high standards and expectations for achievement. In a culture of collaboration, parents, students and educators will focus on results in learning ensuring that all students learn at a high level within a safe, enriched environment, utilizing a wide variety of resources and strategies.

Shasta School and CUSD Goals

~ Shasta School will provide enriched, student-centered environments in which every student will have the opportunity to succeed, to nurture individual talents and abilities, to develop respect for self and others, and to become an involved, responsible citizen.

~ Shasta School will promote excellence in both academic and non-academic areas for all students.

~ Shasta School will establish curricular expectations for all students and develop a student assessment process consistent with these expectations.

~ Shasta School will maintain safe, secure and healthy learning environments where disruptions do not impede the learning process.

~ Shasta School will provide staff development opportunities to ensure continuing instructional excellence and to explore and, where appropriate, implement innovative educational strategies.

~ Shasta School will develop criteria for assessing school wide effectiveness.

~ Shasta School will form partnerships with students, parents, staff, Board of Education, and all community resources to share governance of and responsibility for student success.

School Profile

Shasta School is located at the north end of Chico, serving the rural/residential community between Commercial Avenue and the Butte County line. Although enrollment in this K-6 school has grown, parents still regard Shasta as a quiet, country school with its peaceful vista of mountains across the valley. Shasta School has 26 fully credentialed teachers. Grades K-3 average fewer than 30 students per classroom. Grades 4-6 average 30-35 students per classroom. Shasta School meets the required number of instructional minutes per year for each grade. Shasta School promotes high academic achievement for all students while instilling values of responsible citizenship and respect for others in a safe, enriched environment. Accountability will be shared between parents, educators and the students themselves.

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).

At Shasta School much is being accomplished on a limited budget. Additional dollars, space and time are always a need. Therefore, we have focused on using our volunteers and community to its fullest. Additional time for teacher collaboration is necessary. On the next 5 pages, student, parent and staff surveys are included.

Classroom Observations

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

Classrooms are well supplied with adequate textbooks. The principal conducts formal observations according to the Collective Bargaining Agreement as well as informal observations/walkthroughs on a regular basis. Materials are readily available to all teachers. Specialized materials for all areas of the curriculum are available through grant dollars and support from our PTO.

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)

Shasta has CST test results yearly to establish school-wide goals. Each grade level have used the CST results to develop classroom level SMART goals and a plan to modify instruction for the school year to better meet the needs of the students. District Benchmark Assessments, CCSS assessments, and teacher-made assessments are used throughout the school year to modify instruction and provide enrichment to improve student achievement.

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

Shasta students are routinely assessed to collect data to check progress and determine placement in intervention and instructional groups. District Benchmark Assessments, grade level common assessments, and teacher made assessments are used throughout the school year to analyze student performance and construct modifications and differentiated instruction in the classrooms. This data is also used to report to parents on the standards based report card.

Staffing and Professional Development

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

Shasta School meets performance goals in this area.

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

Shasta School meets performance goals in this area.

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

Shasta teachers have access to staff development aligned with the content standards, Common Core State Standards, assessing student performance and other professional needs (NCLB) through Butte County Office of Education and other local and national agencies.

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

District-provided coaches in ELA and mathematics work individually and in large groups with teachers to develop curriculum and deliver content. Staff meetings typically focus on improving learning in classes by highlighting best practices and studying educational changes and trends.

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

Shasta School beginning to meet performance goals in this area through the PLC model.

Teaching and Learning

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

Shasta School meets performance goals in this area.

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

Shasta School meets performance goals in this area.

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

Shasta School meets performance goals in this area as it pertains to an elementary school setting and a Learning Center Model.

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

Shasta School meets performance goals in this area.

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)

Shasta School meets performance goals in this area.

Opportunity and Equal Educational Access

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

Shasta has a team of wonderful teachers who constantly monitor and evaluate their students' progress, making changes to differentiate and modify their pacing to ensure their students maximize their learning. Levelized groups, Learning Center support and classroom aides also ensure underperforming students have the tools they need to reach grade-level standards.

14. Research-based educational practices to raise student achievement

Shasta School meets performance goals in this area and our work in the area is ongoing.

Parental Involvement

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

Shasta School meets performance goals in this area; however we are always looking for additional personnel, materials and services to improve our 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)

Shasta School meets performance goals in this area.

Funding

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

Categorical funds provide a variety of services to help under-performing students to meet standards. Sierra View hires additional staff (parent aides) to provide small group instruction or one on one help to under-performing students. Intervention, remedial, and computer software materials are purchased. Staff development opportunities are offered to the teachers to hone their teaching to ensure under-performing students meet the grade-level expectations..

18. Fiscal support (EPC)

Shasta School meets performance goals in this area. In addition our PTO supports Shasta School in many ways including instructional materials, technology and with volunteers.

Description of Barriers and Related School Goals

1. Barriers that exist to improving student achievement include a decline in local, state and federal funding which could decrease staffing, materials, and upkeep of facilities. Therefore at Shasta School the limited resources for students in need of extra help are coordinated through our Learning Center approach.

School Goal #1

80% of K-6 students will demonstrate 10 months growth in reading as measured by ELA benchmark assessments.

School Goal #2

80% of K-6 students will demonstrate a 100% increase (where applicable) from their baseline on their math fluency assessments..

2. Shasta is a large, increasingly diverse campus. The population demographics have been undergoing a significant change with the introduction of a large group of students new to the school at various grade levels.

School Goal #3

Citations, office referrals, suspensions and other forms of recorded disciplinary actions will reduce by 25% each trimester.

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	95	91	95.8	91	2404.0	14	19	44	23
Grade 4	119	117	98.3	116	2440.4	18	26	13	42
Grade 5	101	98	97.0	98	2485.9	11	32	29	29
Grade 6	116	114	98.3	112	2519.2	16	32	23	27
All Grades	431	420	97.4	417		15	28	26	31

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	20	49	31	12	53	34	15	68	16	10	59	31
Grade 4	19	38	43	15	47	38	16	70	14	13	57	30
Grade 5	16	53	31	17	50	33	12	64	23	18	61	20
Grade 6	21	46	32	25	44	31	14	69	17	19	63	18
All Grades	19	46	35	18	48	34	15	68	18	15	60	25

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	95	92	96.8	91	2435.4	14	42	26	16
Grade 4	119	116	97.5	115	2466.6	11	34	34	21
Grade 5	101	98	97.0	98	2513.2	18	24	37	20
Grade 6	116	113	97.4	112	2513.5	8	34	34	24
All Grades	431	419	97.2	416		13	33	33	21

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	31	46	23	27	47	25	27	56	16
Grade 4	30	33	37	15	58	27	17	53	30
Grade 5	31	33	37	18	53	29	17	63	19
Grade 6	18	42	40	17	57	26	10	60	30
All Grades	27	38	35	19	54	27	17	58	25

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
	#	%	#	%	#	%	#	%	#	%	#
1			3	60			2	40			5
2	1	8	3	23	3	23	4	31	2	15	13
3			3	38	3	38	2	25			8
4	3	23	4	31	6	46					13
5	4	36	3	27	2	18	1	9	1	9	11
6	1	17	1	17	3	50			1	17	6
Total	9	16	17	30	17	30	9	16	4	7	56

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					3	30	5	50	2	20	10
1			3	50			2	33	1	17	6
2	1	7	3	21	4	29	4	29	2	14	14
3			3	38	3	38	2	25			8
4	3	23	4	31	6	46					13
5	4	36	3	27	2	18	1	9	1	9	11
6	1	17	1	17	3	50			1	17	6
Total	9	13	17	25	21	31	14	21	7	10	68

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	40	46	56
Percent with Prior Year Data	97.5%	100.0%	100%
Number in Cohort	39	46	56
Number Met	21	27	34
Percent Met	53.8%	58.7%	60.7%
NCLB Target	57.5	59.0	60.5
Met Target	No	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	47	7	45	10	52	15
Number Met	10	--	15	--	16	8
Percent Met	21.3%	--	33.3%	--	30.8%	53.3%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	*	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
Bruce Besnard	X				
Debbie Henry		X			
Cindy Chang		X			
Kathy Jones		X			
Susan Henri			X		
Terese Howell				X	
Sandy Hufford				X	
Erin Isherwood				X	
Sara Alderson				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

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

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

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 January 19, 2016.

Attested:

Bruce Besnard

Typed Name of School Principal

Signature of School Principal

Date

Terese Howell

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Shasta Elementary LCAP/SPSA Goals

Year: 2015-16

<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"> Shasta will adhere to Williams Act requirements. Shasta will reduce the ratio of students to device ratio from 3:1 to 2.5:1. 						
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

Shasta 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. 20 iPad minis will be purchased for K-1 	Ratio of students to devices in grades 2-6 K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab	All	IT Dept iPad Minis-MS Voucher Program	LCFF-Base Grant Funded	
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. Shasta will employ an IA Tech 	Shasta Library staffed with Library Media Assistant 15 hours per week Tech IA- 20 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 \$4,387 \$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 ILT/Leadership team and modify 	CSCS Survey	All	No Funding Needed		

Shasta 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 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>Title II Site</p> <p>Title II District</p> <p>Title II Site</p>	<p>\$11,895</p> <p>\$6,075</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"> Shasta will lower the number of students on the High Concern list by 20% by May 2016. Shasta 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. Shasta 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 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</p>	<ul style="list-style-type: none"> Not Applicable 					

Shasta Elementary LCAP/SPSA Goals

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in the identified subgroups.						
<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 to achieve at grade level as funding allows.</p>	<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) ● Site will use SBIT process to monitor placement of students in interventions ● English Learners will be given ELD using Language Star curriculum and assessment ● ELD Aide will participate in on-going training ● All English Learners will take CELDT 	<p>- K-6 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-6th Grade CSCS Assessment Data - 3-6 SBAC Data</p> <p>CELDT Data EL Reclassification Rate Language Star PD Bi-weekly</p> <p>Language Star Assessment Data</p>	<p>All</p>	<p>Parent Restricted Aides</p> <p>ELD Aide</p>	<p>LCFF- Site</p> <p>LCFF District Supplemental</p> <p>Title II- District</p>	<p>\$28,000</p>
<p>Provide the following services to improve instruction:</p>			<p>All</p>			
<ul style="list-style-type: none"> ● Bilingual Aides 				<p>Bilingual Aides (Total District Cost)</p>	<p>LCFF Supplemental District</p>	<p>\$24,000</p>

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	<ul style="list-style-type: none"> Bilingual Aide- plan for bilingual aid 			Additional 7.5 hour/week Bilingual Aide	Site LCFF	\$8,800
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	<ul style="list-style-type: none"> Site Kindergarten teachers will attend planning meetings at the district office. 	Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30	All	No Funding Needed		
Provide after school homework support at Elementary and Secondary as per site's needs.	<ul style="list-style-type: none"> Site will provide tutoring groups after school and at lunch in ELA and Math to students identified as needing more support. 	Tutoring Data High Concern Lists	All	Parent Restricted Aides	Site LCAP	\$12,000

<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: Shasta 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"> Shasta will offer a minimum of 2 parent/family informational opportunities 	<p>Event Sign-in Sheets</p>	<p>All</p>	<p>No Funding Needed</p>		
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> Parent Information/BTSN 	<ul style="list-style-type: none"> Offer a minimum of 4 	<p>Percent of parent attending BTSN,</p>	<p>All</p>	<p>No Funding Needed</p>		

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<ul style="list-style-type: none">• SSC• Site ELAC/DELAC	family activities	Parent-Teacher Conferences, SSC, and ELAC meetings				
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<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: Shasta 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 Shasta will employ an additional School Aide for 12 hrs/week to support positive recess supervision. 	<p>Session Sign-in Sheets</p> <p>Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS</p>	<p>All</p>	<p>School Aide</p>	<p>LCFF Supplemental Site</p>	<p>\$4,000</p>
<p>Provide parent, education/training classes to improve student attendance.</p>	<ul style="list-style-type: none"> Provide a minimum of 2 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>			

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<p>Continue support for Alternative Education Programs:</p> <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>All</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 ● Shasta will employ additional School Aides 	<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>Safe Schools</p>	<p>616,831</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 					

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Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title II-\$11,895 Title II Carryover-\$6,075 Total - \$17,970	PLC Release Professional Development	\$11,895 \$6,075 (CO) Total - \$17,970
Safe Schools- \$2,975 Safe Schools Carryover- Total - \$2,975	Additional Yard Duty	\$2,000 Total - \$2,975

LCAP Budget - Developed with School/Community Input		
Funding Source	Funding Allocation	Cost
15-16 Total: \$54,605 LCAP Carryover: \$5,125	Technology Instructional Aide Parent Aides Bilingual Aide School Aide Parent Aide	\$4,387 \$28,000 \$8,800 \$4,000 \$12,000

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Total= \$59,730		Total= \$57,187