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: November 30, 2017

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 .

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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-5 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 nineteen classroom teachers, two special education teachers, one Title 1 teacher, one resource teacher, four itinerant teachers (music, fine arts, PE, speech), sixteen instructional aides (special education, Title I, PIP, Second Step), eight parent-restricted aides, four noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays and a principal.

Little Chico Creek is an AVID Elementary School. We use AVID strategies to help our students become college and career ready.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).

Parent, teacher/staff and student surveys were given in the spring of 2017 and revealed a the need for better traffic flow during drop off and pick up times. Another priority for parents and staff alike is a desire to continue developing systems to honor positive behavior and instill sense of school pride and responsibility in all our students.

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, 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. Students use technology to assist in learning and report their learning to the teacher and peers. At LCC, we have a Chromebooks:student ratio is 1:1 in 2-5 grades. 1st grade classrooms share 1 Chromebook cart per each two classrooms. K-1 classrooms have 10 iPads each for small group use. All students use i-Ready and Lexia intervention computer programs for math and ELA interventions. Comprehension and vocabulary reading skills are monitored with the Accelerated Reader computer program used by all second through fifth grade students. Every student is engaged in meaningful, standards-based instruction and 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 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, our TOSA (teacher on special assignment) along with our Title 1 and teacher and administrator 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-5 have been trained in our newly adopted CCCS aligned Step Up to Writing curriculum. Our staff has also received professional development in i-Ready, a math intervention program and Lexia, an ELA 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 and workshops.

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

    All teachers have access to 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 twice monthly in Professional Learning Communities (PLCs) 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, PBIS, Leadership 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– 5th 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
Discipline/suspensions are a barrier as the district Reset program being eliminated due to lack of funding

A positive school culture is an important part of successful learning environment. Surveys show that the school culture and environnment is improving.

Goals:

Utilize Lexia and i-Ready to monitor student achievement
Utilize district and classroom assessments to determine high-concern students

Little Chico Creek met annual yearly progress AYP.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	79	73	69	77	72	68	77	72	68	97.5	98.6	98.6
Grade 4	78	78	68	78	77	67	77	77	67	100.0	98.7	98.5
Grade 5	75	74	90	70	73	89	70	73	89	93.3	98.6	98.9
Grade 6	78	68		78	66		78	66		100.0	97.1	
All Grades	310	293	227	303	288	224	302	288	224	97.7	98.3	98.7

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2416.3	2423.7	2426.1	21	19	20.59	21	29	26.47	32	28	30.88	26	24	22.06
Grade 4	2447.6	2467.5	2456.2	14	22	14.93	22	26	32.84	29	25	17.91	33	27	34.33
Grade 5	2495.4	2505.6	2484.5	20	26	11.24	27	19	33.71	24	34	22.47	29	21	32.58
Grade 6	2520.3	2566.0		8	33		33	32		40	27		19	8	
All Grades	N/A	N/A	N/A	16	25	15.18	26	26	31.25	32	28	23.66	27	20	29.91

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	22	19.12	47	47	57.35	30	31	23.53
Grade 4	17	21	19.40	48	49	50.75	35	30	29.85
Grade 5	19	26	19.10	43	42	49.44	39	32	31.46
Grade 6	14	27		58	52		28	21	
All Grades	18	24	19.20	49	48	52.23	33	28	28.57

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	21	19.12	52	49	52.94	27	31	27.94
Grade 4	10	30	19.40	62	51	47.76	27	19	32.84
Grade 5	29	32	15.73	44	48	57.30	27	21	26.97
Grade 6	18	39		58	47		24	14	
All Grades	19	30	17.86	54	49	53.13	26	21	29.02

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	11	13.24	64	82	69.12	19	7	17.65
Grade 4	16	18	8.96	68	65	74.63	17	17	16.42
Grade 5	16	18	11.24	63	62	69.66	21	21	19.10
Grade 6	14	20		72	74		14	6	
All Grades	16	17	11.16	67	70	70.98	18	13	17.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	18	26.47	55	61	63.24	30	21	10.29
Grade 4	13	16	16.42	64	64	64.18	23	21	19.40
Grade 5	21	33	23.60	61	55	52.81	17	12	23.60
Grade 6	14	42		77	45		9	12	
All Grades	16	27	22.32	64	57	59.38	20	17	18.30

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	79	73	69	77	72	68	77	72	68	97.5	98.6	98.6
Grade 4	78	78	67	78	77	66	77	77	66	100.0	98.7	98.5
Grade 5	75	74	90	69	73	89	69	73	89	92.0	98.6	98.9
Grade 6	78	68		78	66		77	66		100.0	97.1	
All Grades	310	293	226	302	288	223	300	288	223	97.4	98.3	98.7

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2420.5	2425.3	2411.5	14	17	10.29	30	26	17.65	30	35	36.76
Grade 4	2462.5	2479.8	2448.8	8	18	7.58	32	29	28.79	37	39	31.82
Grade 5	2503.0	2494.8	2482.7	19	12	10.11	28	27	17.98	23	32	35.96
Grade 6	2498.0	2538.8		5	18		17	29		40	30	
All Grades	N/A	N/A	N/A	11	16	9.42	26	28	21.08	33	34	34.98

(continued: % Standard Not Met)

Grade Level	% Standard Not Met 14-15	15-16	16-17
Grade 3	26	22	35.29
Grade 4	22	14	31.82
Grade 5	30	29	35.96
Grade 6	37	23	
All Grades	29	22	34.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	26	22.06	45	46	32.35	32	28	45.59
Grade 4	21	32	16.67	45	34	33.33	34	34	50.00
Grade 5	30	21	14.61	30	38	37.08	39	41	48.31
Grade 6	10	29		36	42		53	29	
All Grades	21	27	17.49	40	40	34.53	40	33	47.98

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	23	15	13.24	44	54	55.88	32	31	30.88
Grade 4	9	19	12.12	60	49	42.42	31	31	45.45
Grade 5	16	21	7.87	51	45	55.06	33	34	37.08
Grade 6	9	20		56	53		35	27	
All Grades	14	19	10.76	53	50	51.57	33	31	37.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	22	22	17.65	53	63	50.00	25	15	32.35
Grade 4	9	17	15.15	58	51	48.48	32	32	36.36
Grade 5	17	8	12.36	55	63	37.08	28	29	50.56
Grade 6	6	23		62	56		31	21	
All Grades	14	17	14.80	57	58	44.39	29	25	40.81

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***	***		***		***			
1	29	10		43	60	75	14	10	25	14	20				
2	38			25	43	33	25	57	17			33	13		17
3			14	46			38	***	71	15					14
4	50	44		33	44				***	17	11				
5	***	***			***	67		***	33	***					
6	***				***		***	***							
Total	24	17	3	32	42	40	27	33	40	15	8	10	2		7

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					11	15	55	56	31	27	22	31	18	11	23
1	22	18		44	55	60	22	9	20	11	18				20
2	38	13		25	38	25	25	50	38			25	13		13
3	7		13	47			33	***	75	13					13
4	50	44		33	44				50	17	11	25			25
5	50	40			40	50		20	30	50		10			10
6	***				***		***	***							
Total	22	19	2	27	36	28	29	32	38	16	11	15	5	2	17

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				
Kari Fashing				X	
Tracy Helvey			X		
Kristen Thomas		X			
Andrea Niepoth			X		
Patricia Morgan		X			
Jill Bernedo			X		
Heather Duda				X	
Brandi Wood		X			
Amanda Wycoff		X			
Melissa Blofsky				X	
Kristi Smith			X		
Jamie Morris				X	
Numbers of members of each category:	1	4	2	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)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 Organization	_____ 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 11/13/17.

Attested:

Kristen Schrock	_____	11·13·17
Typed Name of School Principal	Signature of School Principal	Date
Kari Fashing	_____	11-13-17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

LCAP Goal 1: Quality Teachers, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.
- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:
- **LCC will adhere to Williams Act requirements to ensure that all students have access to curriculum, instruction materials and technology to support student achievement of the CSCS**
- **LCC will maintain the ratio of students to devices of 1:1.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	● Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments ● Support Induction Professional Development	- HR Data- Number of teachers with appropriate credential and teaching incorrect subject area See Induction-Goal 2	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: ● Textbooks and supplemental materials ● Educational software: Illuminate, Renaissance, iReady	● Ensure site has proper instructional materials as per the Williams Act requirements	Williams Act Report	All	Instructional Materials Renaissance Place I Ready Illuminate	LCAP-District Supplemental Lottery Funds LCAP-District Supplemental (Total District cost) LCAP-District Supplemental (Total District cost)	$400,000 $350,000 $84,000 $60,500 $64,000
Regularly inspect and maintain facilities.	● 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	$4,000,000

Purchase devices for students and teachers per district technology needs	● Site will ensure that Chromebook carts and iPad minis are maintained in good working order.	Ratio of students to devices in grades 1-5 to remain at 1:1	All	IT Dept	LCAP- District Supplemental	$250,000
	● SIte will ensure that LCD projectors are maintained and in good working order		ALL	LCC will purchase replacement LCD projectors and bulbs	LCAP Supplemental- Site	$10,000
To ensure access to online resources, employ: ● Librarians and Library Media Assistants	● Libraries will be maintained and available for student use.	LCC Library staffed with Library Media Assistant 20 hours per week Add'l Library Media Assistant hours	All	Librarians & Library Media Assistants (Total District Cost) LCC add'l library media assistant hour	LCFF- District Supplemental LCAP Supplemental- Site	$1,056,738 $6,645.00
● Instructional Technology Aides	● LCC will employ an IA Tech	Tech IA- 20 hours per week		Tech Aides	LCAP- Supplemental District (Total District cost)	$390,468
Continue providing information to families on resources supporting technology: ● Computers for Classrooms ● Comcast Internet Access ● IReady ● Lexia Core 5	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via Peach Jar Flyers, newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards
- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, via professional development and professional learning communities
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.
- 2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goals:
-All certificated personnel will continue to implement CSCS.
-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
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	• Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and develop and administer that align with new state standardized assessments (SBAC) • District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development	Local assessments administered Administration and use of data		DLC Teachers on Special Assignment (TOSA)	LCAP - District Supplemental (Total District cost) Title II Title I Title III	$291,830 $148,000 $199,284 $ 37,698
Provide professional development in: • 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). IReady	• 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 professional development in AVID at AVID Summer Institutes	District-wide Grade Level Meetings- 10/3, 11/30, 1/30, 4/10 Planned Common Staff Meetings focused on iReady and reading data PD Sign In Sheets	All	Presenter costs 16 days PLC Release time After School PD Opportunities PD Opportunities	Educator Effectiveness Funds Title II site Title II District Title II Site	$12,000 $ 912 $180,000 $7,000

Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	● CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC ● Ensure all students are given site, district and state assessments.	Testing WIndow dates: -iReady 3 times/yr -TK-5 local assessments 4 times/yr -Gr. 2-5 Local CCSS Assessments 2 times/yr	All	TOSAs See Goal 3	LCFF Supplemental District (Total District Cost)	See Goal 3
Release time for peer rounds observations and debrief.	● Interested teachers will participate in long-term professional development opportunities		All	District PD Opportunities Site PD PLCs Peer Instructional Rounds	Title II Title III Educator Effectiveness Funds	$200,000 $39,000 $179,000

Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses
- 3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers..
- 3.2: Increase student achievement at all grades, all subgroups and in all subject areas on state, district, and site assessments so as to be college and career ready.
- 3.3: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 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.

Site Goal:
- **LCC will increase by 10% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school's Data Dashboard.**
- **LCC 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**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	**Funding Source**	**Amount**
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	● Not Applicable					
Implement RTI academic interventions (including iReady,) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	● 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 during PLC's and discussed among teachers ● Employ supplementary support teachers (certificated) ● i-Ready math intervention ● 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 ● iReady program: math ● Materials, supplies and PD ● Kinder Round Up	- iReady assessments -K-5 common assessments Grades 2-5 CSCS aligned assessments CAASP data CELDT Data EL Classification Rate CELDT Data EL Reclassification Rate Language Star PD Bi-weekly Language Star Assessment Data	All	Intervention/ Support Teachers (.8 & .15 and .15) RTI via SPED Staff ELD Language Star coaches Kinder Round up	TItle 1- Site Title 1-site LCAP Supplemental-Site LCAP District Supplemental (Total District cost) Title 1-District Title III-District (Total District cost) Title I Site	$76,747 $14,597 $14,597 $579,355 $118,451 $ 26,614 $700

	● All English Learners will take CUSD interim ELD Assessments and CELDT with 62% of EiL students increasing 1+ levels or more on CELDT				
Provide the following services to improve instruction: ● Targeted Case Managers (TCMs) ● Elementary Instructional Specialists (2.4 FTE) ● Guidance Specialists			All	TCMs (Total District Cost)	LCAP-District Supplemental (Total District cost)	See goal
	● See Goal 4					
	● LCC will employ a .2 TOSA			Elem TOSAs		See goal 2
	● LCC will employ a 35 hr/week Guidance specialist (add'l 1 hour)			Guidance Specialists	LCAP- District Supplemental (Total District cost)	$343,908
				Add'l hour Guidance Specialist	LCAP Supplemental-Site	$6,536
	● 1.0 FTE school counselor 35 hr/wk					
	● Employ 2 Instructional Aides @ 22hr/wk ● Employ 4 parent restricted aides			Counselor	LCAP -District Supplemental	$538,161
				.5 School counselor	.25 FTE LCAP Supplemental-Site .25 FTE Title I Site	$18,172 $18,172
				Instructional Aides (x2)	Title I site	46,598
● Bilingual Aides	● Bilingual Aide- plan for bilingual aid-4 hr/day			Parent-restricted aides (x2)	Title 2 Site	$7,896
				Parent-restricted aides (x2)	LCAP Supplemental-Site	$10,155
● TK Instructional AIdes	● All eligible 4 year old students will be offered Transitional Kindergarten located on various sites in the district			Bilingual Aides (Total District Cost)	LCAP District Supplemental (Total District cost)	$452,158
				District TK Aides 3.5 hrs/day on each TK site		$91,944

					LCAP District Supplemental (Total District cost)	
Implement various models of all-day or extended day Kindergarten at all elementary sites.	● Implemented 4 all-day kindergarten classes ● Each K class has a 3-hour class aide and recess and lunch coverage		All	No Funding Needed All Day K Aides	 District Title 1 (cost for all sites)	 $128,533
Provide after school homework support at Elementary and Secondary as per site's needs.	● Site will provide tutoring groups after school in Math/I-Ready to students identified as needing more support.	Tutoring Data High Concern Lists	All	Certificated Staff Costs 2 hrs. Per week per site	Title 1 Alternative Supports District Funds- iReady	$28,512

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input
- 4.1: For students at all schools, provide opportunities 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 via various social media platforms.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal: - LCC will set up, maintain and communicate regularly with at least one social media platform account.
   - **LCC will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.**
   -

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: ● using Parent Portal in Illuminate for 4th-6th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries ● Survey Parents	● Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings ● Administer Education for the Future survey in January	PD Sign-in Sheets Parent feedback regarding timely responses Spring Parent Survey Responses	All	After School PD Opportunities Education for the Future Survey (Total District Cost)	Title II-District LCAP- District Supplemental	$10,000 10,000
Provide parent training in English and other languages addressing parent access to: ● 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.	● LCC will offer a minimum of 2 parent/family informational opportunities through TCM	Event Sign-in Sheets	All	No Funding Needed		
Provide TCM and/or other staff support for: ● increasing parent participation ● District English Learner Advisory Committee (DELAC)	● District will provide a .5 TCM	Sign in Sheets at site ELAC meetings	All	TCM Costs	LCAP-District Supplemental (Total DIstrict cost)	$428,496

Verify 70% of parents attend and participate in parent/ teacher conferences.	• Offer a minimum of 4 family activities	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All	No Funding Needed		

Goal 5: Improve School Climate
- 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

Site Goal: LCC will reduce the number of chronically truant students annually.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: ● Trauma-informed strategies ● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach	● Make teachers aware of PD opportunities through weekly bulletins, emails and staff meetings ● LCC will participate in CUSD PBIS	Session Sign-in Sheets Number of Office Referrals, Referrals to Opportunity Class and off-school suspensions	All	District Wide PBIS Training School	District Title II Support	$40,000
Provide parent, education/training classes to improve student attendance.	● 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	Event Sign-in Sheets Aeries Reports	All			
Continue support for Alternative Education Programs: ● Opportunity Programs (CAL and Chapman) ● Out of School suspension alternatives (ISS) ● Alternative Ed. Supplemental staffing	● Maintain Opportunity Class ● Institute the Reset Classroom as an alternative to suspensions	Number of Referrals to Opportunity Class Number of Referrals to Reset ISS, OSS Rates	All	Opportunity Class	LCFF District Supplemental	160,000
Provide health, social-emotional counseling support services: ● EMHI/PIP ● Guidance Aides ● Nurses ● Health Assistants	● Employ EMHI, PIP, Guidance Aides- See Goal 3 ● Employ Nurses ● Employ Health Assistants ● Guidance specialists at each site	Site Attendance Rate	All	Nurses (Total District Cost) Health Assistants (Total District Cost)	LCAP District Supplemental (Partial District Cost)	$658,168 See Goal 3

● Medically Necessary/Off Campus Instruction.	● Provide MNI Services as needed			MNI (Total District Cost)	LCAP District Supplemental (Total District Cost) LCAP District Supplemental (Total District Cost)	$326,370
Increase campus supervision as per site needs.	● Employ School Aides (noon supervisor, yard duty) as needed	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCAP Supplemental District	$616,831
	● LCC will employ additional School Aides			School Aide	<mark>LCAP Supplemental -Site</mark>	<mark>$4,172</mark>
	● Traffic and parking signs ● New radios (4) and batteries (10)				Safe Schools Safe Schools	$1,500 $1,000

Support student engagement in Art, Music, and PE activities at the elementary schools.	● Students receive Fine Arts and PE in 1st-6th grades Specialist provide -
	
	   Fine Arts
	      1st - 6th - 11 sessions - ½ day each
	   Music
	      6th grade band - 2xs per week
	      4th -6th classroom music weekly
	   PE 1st-6th grades 13 sessions - 65 minutes
		Site Attendance Rate	All	Certificated teacher providing prep time release	LCAP Supplemental District	

Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	● Not Applicable					
Site Plan Expenditures						

Categorical Expenditures Approved by School Site Council		
Funding Source	**Funding Allocation**	**Cost**
Title I -$156,672 **Title I Carryover-$14,016** **Total - $170,688**	Intervention/Support staff (.8 teacher, .15 support teacher, Instructional Aides x 2) Kinder Round up Parent-restricted aides (2@1.5 hr./day) School Counselor (.25)	$137,942 $ 700 $ 7,896 $18,172 **Total -$ 164,710**
Title II-$8,019 **Title II Carryover-$282** **Total - $8,301**	PLC release days AVID Summer Institute	$ 912 $ 7,000 $ **Total - $7,912**
Safe Schools- $3,000 **Safe Schools Carryover- $1,827** **Total= $4,827**	New radios and batteries Traffic and parking signs	$1,000 $1,500 **Total - $2,500**

LCAP Budget Developed with School/Community Input		
Funding Source	**Funding Allocation**	**Cost**
16-17 Total- $74,021 **LCAP Carryover- $0**	Support teacher (.15) School counselor (.25) Add'l hour-library Add'l hour-guidance specialist Parent Restricted Aides x 2 School aide-supervision (2.2/day) LCD projectors (10) and bulbs (10)	$ 14,597 $ 18,172 $ 6,645 $ 6,536 $ 10,155 $ 4,172 $ 10,000
Total= $74,021		**Total= $70,277**