

# 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:** 11-28-17

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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**Position:** Principal  
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**The District Governing Board approved this revision of the SPSA on .**

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## 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 355 students on a traditional school year schedule. It is supported by a neighborhood connection of many families.

Neal Dow has implemented Renaissance Learning and IReady 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 California Common Core State Standards' targets.

The Neal Dow staff will continue to focus on a balanced and integrated K-5 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 average 24 students per room. Grades 4-5 average 32-35 students per classroom. Neal Dow met the criteria for the 2016 Accountability Progress Reporting . 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 Response To Intervention groups and individual student focus. Our focus on the California Common Core State Standards 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 Every Student Succeeds Act. (ESSA).

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 and IReady Math and Language Arts Diagnostic. Teachers have become the 'go to' coaches for the Renaissance Learning program. 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 CCCSS is evident in the use of CCCSS math modules that meet the requirements of the Common Core shifts. Teachers have CCCSS binders from CUSD. The binders also include CDE CCCSS for ELA and math. These can be found at the CDE website.

As we transition to the CCCSS, 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 CCCSS 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 and IReady are 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, Math Facts in a Flash and IReady 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 PBIS leadership, 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 I 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 Socioeconomically Disadvantaged is 52.4%. 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 remained the same.

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 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	57	54	56	53	54	56	53	54	56	93.0	100	100
Grade 4	61	59	58	61	58	57	60	58	57	100.0	98.3	98.3
Grade 5	61	60	60	60	60	60	60	60	60	98.4	100	100
Grade 6	55	54		54	54		54	54		98.2	100	
All Grades	234	227	174	228	226	173	227	226	173	97.4	99.6	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2439.3	2410.2	2420.7	19	20	21.43	25	17	26.79	49	31	25.00	8	31	26.79
Grade 4	2434.3	2452.1	2456.4	8	17	19.30	30	29	26.32	18	28	21.05	43	26	33.33
Grade 5	2448.9	2474.9	2477.2	3	10	10.00	22	25	31.67	27	33	23.33	48	32	35.00
Grade 6	2514.3	2494.9		7	9		31	22		43	41		19	28	
All Grades	N/A	N/A	N/A	9	14	16.76	27	23	28.32	33	33	23.12	30	29	31.79

Reading Demonstrating understanding of literary and non-fictional texts									
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	21	20	23.21	64	48	35.71	15	31	41.07
Grade 4	17	28	19.30	43	43	52.63	40	29	28.07
Grade 5	5	13	21.67	48	45	48.33	47	42	30.00
Grade 6	11	13		57	43		31	44	
All Grades	13	19	21.39	53	45	45.66	34	37	32.95

Writing Producing clear and purposeful writing									
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	13	28.57	66	50	42.86	17	37	28.57
Grade 4	7	9	28.07	58	66	45.61	35	26	26.32
Grade 5	7	13	23.33	40	53	45.00	53	33	31.67
Grade 6	15	13		63	44		22	43	
All Grades	11	12	26.59	56	54	44.51	33	35	28.90

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	21	24	28.57	72	59	57.14	8	17	14.29
Grade 4	15	5	14.04	63	79	64.91	22	16	21.05
Grade 5	5	8	18.33	68	73	60.00	27	18	21.67
Grade 6	9	9		76	63		15	28	
All Grades	12	12	20.23	70	69	60.69	18	19	19.08

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	19	19	23.21	72	48	48.21	9	33	28.57
Grade 4	7	14	10.53	55	66	54.39	38	21	35.09
Grade 5	15	17	13.33	48	63	50.00	37	20	36.67
Grade 6	19	24		67	63		15	13	
All Grades	15	18	15.61	60	60	50.87	26	22	33.53

**Conclusions based on this data:**

1. Overall increase of Mean Scale Score for overall achievement in Language Art is a positive indicator and at the same time the percentage of students below standard means the development of the small group guided reading instruction in third, fourth and fifth grade must be more fully developed. Suggests more training is needed.

## 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	57	54	56	55	54	56	54	54	56	96.5	100	100
Grade 4	61	59	57	60	58	56	60	58	56	98.4	98.3	98.2
Grade 5	61	60	60	61	60	60	60	60	60	100.0	100	100
Grade 6	55	54		54	54		54	54		98.2	100	
All Grades	234	227	173	230	226	172	228	226	172	98.3	99.6	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2434.6	2419.2	2421.3	13	9	23.21	44	31	25.00	18	37	23.21	24	22	28.57
Grade 4	2454.4	2466.2	2463.3	8	9	7.14	23	31	33.93	40	41	39.29	28	19	19.64
Grade 5	2471.8	2484.5	2485.6	11	12	13.33	18	25	23.33	30	32	23.33	39	32	40.00
Grade 6	2510.9	2483.4		9	9		24	22		41	31		26	37	
All Grades	N/A	N/A	N/A	10	10	14.53	27	27	27.33	32	35	28.49	30	27	29.65

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	28	22	33.93	48	46	28.57	24	31	37.50
Grade 4	22	19	19.64	40	50	51.79	38	31	28.57
Grade 5	22	22	18.33	30	47	40.00	48	32	41.67
Grade 6	17	15		46	39		37	46	
All Grades	22	19	23.84	41	46	40.12	37	35	36.05

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	19	22	30.36	52	57	46.43	30	20	23.21
Grade 4	15	9	8.93	48	69	60.71	37	22	30.36
Grade 5	8	8	21.67	38	48	36.67	53	43	41.67
Grade 6	7	11		61	43		31	46	
All Grades	12	12	20.35	50	54	47.67	38	33	31.98

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	30	19	23.21	56	63	51.79	15	19	25.00
Grade 4	10	16	12.50	60	55	57.14	30	29	30.36
Grade 5	10	12	6.67	47	58	53.33	43	30	40.00
Grade 6	17	13		63	52		20	35	
All Grades	16	15	13.95	56	57	54.07	28	28	31.98

**Conclusions based on this data:**

1. Overall math scale score has increased from the 14-15 year to the 16-17 year.. At the same time the %51 of 3rd graders %59 of 4th graders and %63 of 5th graders that are not proficient suggests the need for more in depth unpacking of standards, and high impact strategies.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	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		20			40	***	***	40							
2				80		20	20	***	40		***	40			
3		25			25			50	20			40			40
4			20		***	40	***		40	***				***	
5				50	***	***	25	***	***	25	***				
6					25			50		***			***	25	
<b>Total</b>	6	10	6	39	33	28	33	38	33	17	10	22	6	10	11

#### Conclusions based on this data:

1. Sight increase in percentage of English Learners.

## 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	17			33				***	***	50	***			***	***
1		17			33	***	***	50							
2				80		17	20	***	50		***	33			
3		25			25			50	17			33	***		50
4			20		***	40	***		40	***				***	
5				40	***	***	20	***	***	40	***				
6					25			50		***			***	25	
<b>Total</b>	4	8	5	33	28	23	25	40	36	29	12	18	8	12	18

#### Conclusions based on this data:

1. Limited number of data points makes it difficult to make conclusions about the data set in its entirety .

## 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			
Kelly Noble		X			
Wayne Samson				X	
Liz Parks				X	
Terry Barth-Duch			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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 December 13, 2017.

Attested:

David Murgia \_\_\_\_\_



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Typed Name of School Principal

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Signature of School Principal

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Date

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**Elizabeth Parks**

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Typed Name of SSC Chairperson

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Signature of SSC Chairperson

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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:**

- Neal Dow will adhere to Williams Act requirements to ensure that all students have access to curriculum, instructional materials, and technology to support student achievement of the CSCS.
- 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"> <li>● Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> <li>● Support Induction Professional Development</li> </ul>	- HR Data- Number of teachers with appropriate credential and teaching in correct 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: <ul style="list-style-type: none"> <li>● Textbooks and supplemental materials</li> <li>● Educational software:                             <ul style="list-style-type: none"> <li>○ Renaissance</li> <li>○ IReady</li> <li>○ Illuminate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ensure site has proper instructional materials as per the Williams Act requirements</li> </ul>	Williams Act Report	All	Instructional Materials   Renaissance Place (Total District Cost)  IReady  Illuminate (Total District Cost)	LCAP - District Supplemental  Lottery Funds  LCAP-District Supplemental (Total District cost)  LCAP-District Supplemental (Total District cost)  LCAP-District Supplemental (Total District cost)	\$400,000  \$350,000  \$84,000  \$60,000  \$64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> <li>● Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> <li>●</li> </ul>	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000

## Neal Dow Elementary LCAP/SPSA Goals

Year: 2017-18

<p>Purchase devices for students and teachers per district technology needs</p>	<ul style="list-style-type: none"> <li>Site will ensure that Chromebook carts are maintained in good working order.</li> </ul>	<p>Ratio of students to devices in grades 2-6</p>	<p>All</p>	<p>IT Dept  Site 1st Grade chromebooks</p>	<p>LCAP - District Supplemental  <b>Title I</b></p>	<p>\$250,000  <b>\$15,000</b></p>
<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> <li>Librarians and Library Media Assistants</li> <li>Instructional Technology Aides</li> </ul>	<ul style="list-style-type: none"> <li>Libraries will be maintained and available for student use.</li> <li>Neal Dow will supplement an IA Tech employment with 1 hour a day</li> </ul>	<p>Neal Dow Library staffed with Library Media Assistant hours per week          Tech IA- 5 hours per week</p>	<p>All</p>	<p>Librarians &amp; Library Media Assistants (Total District Cost)  Add'l Library Media Assistant hours  Tech Aides (Total District Cost)</p>	<p>LCFF- District Supplemental  <b>LCAP -supplemental Site 2.5/wk</b></p>	<p>\$1,056,738  <b>\$3,990</b> <b>\$2,298</b>  \$184,764</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> <li>Computers for Classrooms</li> <li>Comcast Internet Access</li> <li>LexiaCore 5</li> </ul>	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		

EVALUATION OF GOAL

**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.	<ul style="list-style-type: none"> <li>• 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 assessments that align with new state standardized assessments (SBAC)</li> <li>•</li> </ul>	SBAC		DLC Teachers on Special Assignment (TOSA)	LCAP -District Supplemental (total District cost)	\$291,830
					Title II District	\$148,00
					Title I	\$199,284
				Title 1 Funding	<b>Title 1 0.4 FTE</b>	<b>\$39,410</b>
				Title III	\$37,698	

Neal Dow Elementary LCAP/SPSA Goals

Year: 2017-18

<p>Provide professional development in:</p> <ul style="list-style-type: none"> <li>California State Content Standards</li> <li>Before school and school-year PD in English Language Development</li> <li>Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). IReady</li> </ul>	<ul style="list-style-type: none"> <li>Our staff will attend district-wide professional development.</li> <li>Teachers will meet to analyze data and design rigorous CSCS instruction.</li> <li>PLC's analyzing benchmark results together</li> <li>GLT/SBIT progress monitoring high concern students</li> <li>Planning CSCS lessons together</li> <li>District-wide Skype/Video meetings supporting data discussion</li> <li>Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff</li> </ul>	<p>District-wide Grade Level Meetings- 10/3, 11/28, 2/30, 4/10</p> <p>PD Sign In Sheets</p>	<p>All</p>	<p>Presenter Costs</p> <p>PLC Release Time</p> <p>After School PD Opportunities</p> <p>PLC Release 1 full Day per teacher</p>	<p>Title II District</p> <p>itle II District</p> <p><b>Site LCFF</b></p> <p><b>Title I</b> Seven .5 release days</p> <p>Title II District Site LCFF</p> <p><b>Title II Site</b></p>	<p><b>\$2,560</b></p> <p><b>\$8,640</b></p> <p><b>\$1,300</b></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"> <li>CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> <li><i>Teachers will administer The STAR Reading, STAR Math and Early Literacy assessments and evaluate data to monitor student progress.</i></li> </ul>	<p>Testing Window dates</p> <ul style="list-style-type: none"> <li>-IReady 3 times/year</li> <li>-TK-5 local Assessments 4 times/year</li> <li>-Gr.2-5 Local cCSS Assessments 2 times/year</li> </ul> <p>Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9</p> <ul style="list-style-type: none"> <li>- DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/8</li> </ul> <p><b>Monthly data reports on student progress</b></p>	<p>All</p> <p>All</p>	<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"> <li>Interested teachers will participate in long-term professional development opportunities</li> </ul>		<p>All</p>	<p>District PD Opportunities</p>	<p>Title II</p>	<p>\$200,000</p> <p>\$3,000,000</p>



EVALUATION OF GOAL



**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 the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 3.3: Increase student achievement for English learners.
- 3.4: Increase the percentage of students graduating
- 3.5 INcrease the percentage of students graduating from high school fully prepared for college and careers.

**Site Goal:**

- Neal Dow 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.
- 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.

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.	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>					
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"> <li>• Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments.</li> <li>• Students will take baseline assessments as well as Tri 1, 2, and 3 assessments.</li> <li>• Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data.</li> <li>• High Concern lists of students will be looked at frequently and discussed among teachers</li> <li>• Employ supplementary support teachers (certificated)</li> <li>• STAR Math Renaissance program</li> <li>• Site will use SBIT process to monitor placement of students in interventions</li> <li>• All English Learners will take CELDT</li> <li>• 1 Instructional Aides                             <ul style="list-style-type: none"> <li>o 1 @ 15hrs/week</li> <li>o 1 @ 7.5hrs/week</li> <li>o 1@ 2.5 hrs/week</li> </ul> </li> </ul>	-IReady Assessments - K-5 Common Assessments  - 2nd-5th CSCS aligned assessments  Progress Scale Score reports  See Goal 2  CELDT Data EL Reclassification Rate  Student progress data in progress monitoring	All      All  All	intervention Support Teachers  RTI via Sped ED  Electronic Program  Title I Lead Teacher  Support RTI K-6 program for small group instruction	Title 1- Site  L  Title 1  Title I LCFF LCFF	See IA below     \$5,211.25  See Goal 2  \$9,596 \$3,780 \$1,128.60

# Neal Dow Elementary LCAP/SPSA Goals

Year: 2017-18

<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> <li>● Targeted Case Managers (TCMs)</li> <li>● Elementary Instructional Specialists (2.6 FTE)</li> <li>● Guidance Specialists</li> <li>● Bilingual Aides</li> </ul>	<ul style="list-style-type: none"> <li>● See Goal 4</li> <li>● Neal Dow will employ a .2 TOSA</li> <li>● Neal Dow will employ a 25 hr/week Guidance Aide</li> <li>● Employ school Counselor</li> <li>● Employ 2 Instructional Aides ; Neal Dow continued implementation of extended Kindergarten day.</li> <li>● Bilingual Aide- plan for bilingual aid</li> </ul>		<p>All</p> <p>EL Students</p>	<p>TCMs (Total District Cost)</p> <p>Elem TOSAs</p> <p>Guidance Specialists</p> <p>Counselor</p> <p>Instructional Aides (x2) Extended Day K Aides</p> <p>Bilingual Aides (Total District Cost)</p>	<p>LCFF-District Supplemental</p> <p>Title II</p> <p>LCAP -District Supplemental (total District cost)</p> <p>LCAP -District Supplemental (total District cost) Grant Funded</p> <p>LCAP -District Supplemental (total District cost)</p> <p>LCAP -District Supplemental (total District cost)</p>	<p>\$357,353</p> <p>\$343,908</p> <p>\$538,161</p> <p>\$452,158</p>
<p>Implement various models of all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> <li>● Site Kindergarten teachers will attend planning meetings at the district office.</li> </ul>	<p>Attendance at district planning meetings-9/23, 10/22, 11/2, 11/30</p>	<p>All</p>	<p>No Funding Needed</p> <p>All Day K Aides</p>	<p>LCAP -District Supplemental (total District cost)</p>	<p>\$128,533</p>
<p>Provide after school homework support at Elementary and Secondary as per site's needs.</p>	<ul style="list-style-type: none"> <li>● Site will provide tutoring groups before and after school in ELA and Math to students identified as needing more support.</li> </ul>	<p>Tutoring Data</p> <p>High Concern Lists</p>	<p>All</p>	<p>Certificated Staff Costs 2hrs. Per week per site</p>	<p>Title 1 Alternative Supports (Total District Cost)</p>	<p>\$28,512</p>



EVALUATION OF GOAL

**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:** - Neal Dow will set up, maintain and communicate regularly with at least one social media platform account.  
 - Neal Dow 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: <ul style="list-style-type: none"> <li>• using Parent Portal in Illuminate for 4<sup>th</sup>-6<sup>th</sup> grade teachers</li> <li>• expectations for timely response (3 day maximum) to parent inquiries</li> </ul>	<ul style="list-style-type: none"> <li>• Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings</li> </ul>	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	10,000
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> <li>• Parent Portal feature in Aeries and Illuminate</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Neal Dow will offer a minimum of 2 parent/family informational opportunities</li> </ul>	Event Sign-in Sheets	All	No Funding Needed		
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> <li>• increasing parent participation</li> <li>• District English Learner Advisory Committee (DELAC)</li> </ul>	<ul style="list-style-type: none"> <li>• District will provide a .5 TCM</li> </ul>	Sign in Sheets at site ELAC meetings	All	TCM Costs Add'l TCM	LCAP -District Supplemental (total District cost)	\$428,496
Verify 70% of parents attend and participate in parent/ teacher conferences.	<ul style="list-style-type: none"> <li>• Offer a minimum of 4 family activities</li> </ul>	Percent of parent attending BTSN, Parent-Teacher Conferences and, SSC meetings	All	No Funding Needed		

EVALUATION OF GOAL

**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: Neal Dow 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: <ul style="list-style-type: none"> <li>Trauma-informed strategies</li> <li>behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>Make teachers aware of PD opportunities through weekly bulletins and staff meetings</li> <li>Neal Dow will participate in CUSD PBIS Grant</li> <li>Neal Dow will employ an additional School Aide for 7.5 hrs/week to support positive recess supervision.</li> <li>Purchase walkie-talkies for school wide communication</li> </ul>	Session Sign-in Sheets  Number of Office Referrals, Referrals to Opportunity Class, and Out of School Suspension	All	PBIS Training  School Aide Exempt	Grant Funded  Site LCFF	\$4,908.60
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> <li>Provide a minimum of 4 family events</li> <li>Early identification of students with attendance issues</li> <li>Communicate chronically absent/tardy names to teachers</li> <li>Parent/Principal meetings to see if student absences and tardies improve</li> <li>Use attendance rewards at school assemblies</li> </ul>	Event Sign-in Sheets  Aeries Reports	All			
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> <li>Opportunity Programs (CAL and Chapman)</li> <li>Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>Maintain Opportunity Class</li> <li>Institute the Reset Classroom as an alternative to suspensions</li> </ul>	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: <ul style="list-style-type: none"> <li>EMHI/PIP</li> <li>Guidance Aides</li> </ul>	<ul style="list-style-type: none"> <li>Employ EMHI, PIP, Guidance Aides- See Goal 3</li> <li>Employ Nurses</li> </ul>	Site Attendance Rate	All			\$107,044

Neal Dow Elementary LCAP/SPSA Goals

Year: 2017-18

<ul style="list-style-type: none"> <li>• Nurses</li> <li>• Health Assistants</li> <li>• Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ Health Assistants</li> <li>• Provide MNI Services as needed</li> </ul>			<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCAP District Supplemental</p> <p>LCAP District Supplemental</p> <p>LCAP District Supplemental</p>	<p>\$496,363</p> <p>\$336,250</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> <li>• Employ School Aides (noon supervisor, yard duty) as needed to</li> <li>• <i>Neal Dow will employ additional School Aides (noon supervisor, yard duty) as needed to reduce the number of citations.</i></li> </ul>	<p>Number of Office Referrals</p>	<p>All</p>	<p>Campus Supervision (Total District Cost)</p> <p>School Aide</p>	<p>LCAP Supplemental District</p> <p>LCAP Supplemental Site</p>	<p>\$616,831</p>
<p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p>	<ul style="list-style-type: none"> <li>• Specialist provide:                             <ul style="list-style-type: none"> <li>-Fine Arts 1st - 5th --- 11 sessions - ½ day each</li> <li>-Music</li> <li>- PE in 1st-5th grades 13 sessions -- 65 minutes</li> </ul> </li> </ul>	<p>Site Attendance Rate</p>	<p>All</p>	<p>Certificated teacher providing prep time release</p>	<p>LCAP Supplemental District</p>	<p>\$1,336,922</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"> <li>• Not Applicable</li> </ul>					
<p>Safety Plan Procedures</p>						



EVALUATION OF GOAL

Categorical Expenditures approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$93,691	.4 Title Teacher	\$39,410
	PLC Release (2.5 days)	\$8,640
	Instructional Aide, 15 hrs/week	\$9,596.71
	Instructional Aide 7.5 hrs/week	\$6,944.76
	Instructional Aide Comp 5hrs/week	\$3,990.
Interim 1 revision	Library Media Assistant 2.5hrs/wk	\$2,299
Title 1 Carryover-\$10,549	Renn Program	\$5,211
	2 Chrome Book Carts (1st grade)	\$15,000
<b>Total = \$ 104,240</b>	Materials -	\$10,000
		<b>Sub Total \$101,091.47</b>
Title II-\$5,427	PLC Release (1 full day x 13 teachers)	\$1,300
	PD Opportunity	\$
<b>Total = \$</b>		
Safe Schools- \$3,000	Two Way Radios (3)	\$659.59
Safe Schools Carryover-\$ 2,458	Supervisor sub	\$
<b>Total= 17/18 \$115,125</b>		<b>Sub Total= \$103,051.06</b>

LCAP Budget - Developed with School Community/SSC Input		
Funding Source	Funding Allocation	Cost
17-18 Total: \$ 44,265	Instructional Aide-Technology	\$5,610
	PLC Release	\$2,560
	School Aide Exempt 1.5hr/day	\$3,780
	School Aide Exempt .5hr/day	\$1,128.60
	Electronic Program	\$4,320
	Instructional Aides, Extended Day K (2)	\$8,916.05
	Instructional Aides RTI support	\$16,725
		= \$43,039.65
<b>Total= \$44,265</b>		<b>Total= \$43,039.65</b>

