

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Shasta Elementary School
<b>Address</b>	169 Leora Court Chico, CA 95973
<b>County-District-School (CDS) Code</b>	04-61424-6003099
<b>Principal</b>	Bruce Besnard
<b>District Name</b>	Chico Unified School District
<b>SPSA Revision Date</b>	May 10, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	May 10, 2021
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	4
School Profile .....	4
Stakeholder Involvement .....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results .....	11
Student Population.....	14
Overall Performance .....	15
Academic Performance .....	16
Academic Engagement.....	22
Conditions & Climate.....	25
Goals, Strategies, & Proposed Expenditures.....	27
Goal 1.....	27
Goal 2.....	31
Goal 3.....	35
Goal 4.....	39
Goal 5.....	42
Annual Review and Update .....	47
Goal 1.....	47
Goal 2.....	50
Goal 3.....	53
Goal 4.....	55
Goal 5.....	57
Budget Summary and Consolidation .....	60
Budget Summary .....	60
Allocations by Funding Source.....	60
Expenditures by Funding Source .....	61
Expenditures by Budget Reference .....	62
Expenditures by Budget Reference and Funding Source .....	63
School Site Council Membership .....	64
Recommendations and Assurances .....	65
Addendum.....	66
Instructions: Linked Table of Contents.....	66

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	69
Appendix B: Select State and Federal Programs.....	71

# School Vision and Mission

It is the vision of Shasta Elementary School - with the collaboration of students, parents, staff, and community members - to develop graduates who are confident individuals with positive self-esteem; educated, responsible, enlightened citizens; effective communicators; creative problem-solvers; critical, reflective thinkers; self-directed, life-long learners; effective users of technology; and productive members of the workforce.

Our mission is to equitably nurture talents and abilities in a safe, enriching environment. A comprehensive assessment system fuels a multi-tiered system of support (MTSS) within the following three areas: inclusive academic learning, inclusive social-emotional learning, and inclusive behavioral learning. Shasta Elementary School's recent Title I eligibility will allow for Title I funds to be braided with existing funds to make Shasta Elementary Schools MTSS model more robust.

## School Profile

Shasta Elementary School is located at the north end of Chico, serving the rural/residential community between Commercial Avenue and the Butte County line. Recently facility additions and remodels have beautified this learning environment. Although the community continues to grow and enrollment in this K-5 school has ballooned to over 620 students, parents still regard Shasta as a quiet, country school with its peaceful vista of mountains across the valley. Shasta School has 28 fully credentialed teachers. Grades K-3 average 24 students per classroom. Grades 4-5 average 30-33 students per classroom. Shasta School meets the required number of instructional minutes per year for each grade. Shasta School promotes high academic achievement for all students while instilling values of responsible citizenship and respect for others in a safe, enriched environment. Accountability is shared between parents, educators, and the students themselves. A multi-tiered system of support (MTSS) focuses on inclusive academic learning, inclusive social-emotional learning, and inclusive behavioral learning.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is overseen by the Student Site Council (SSC). The SSC is comprised of teachers, staff and parents. All members of the SSC must be elected by the school community. The SSC meets four times a year to discuss student achievement through data that has been collected. Each of the SSC members received a copy of the SPSA for review and input. The SPSA will also be sent electronically to all parents.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.23%	2.07%	1.53%	8	13	10
African American	0.15%	%	0.61%	1		4
Asian	3.68%	4.29%	3.82%	24	27	25
Filipino	0.31%	0.32%	0.31%	2	2	2
Hispanic/Latino	22.05%	20.51%	23.24%	144	129	152
Pacific Islander	0.15%	0.32%	0.15%	1	2	1
White	66.77%	65.82%	62.54%	436	414	409
Multiple/No Response	1.99%	1.43%	5.2%	13	9	17
Total Enrollment				653	629	654

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	98	91	110
Grade 1	109	99	93
Grade 2	115	107	114
Grade3	108	127	114
Grade 4	100	103	124
Grade 5	123	102	99
Total Enrollment	653	629	654

### Conclusions based on this data:

1. There is a demographic shift at Shasta Elementary. Our Hispanic population has been increasing in overall percentage while our White population has been decreasing.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	75	70	65	11.5%	11.1%	9.9%
Fluent English Proficient (FEP)	14	11	20	2.1%	1.7%	3.1%
Reclassified Fluent English Proficient (RFEP)	7	4	10	10.6%	5.3%	14.3%

### Conclusions based on this data:

1. As our Hispanic population continues to increase, the number of English Learners has also increased, although our reclassification rates have improved to push the number of EL students down.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	109	128	93	105	127	93	105	127	98.9	96.3	99.2
Grade 4	122	103	99	121	100	95	121	100	95	99.2	97.1	96
Grade 5	100	131	101	98	127	99	98	127	99	98	96.9	98
All Grades	316	343	328	312	332	321	312	332	321	98.7	96.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2434.	2440.	2447.	24.73	30.48	33.86	26.88	22.86	25.98	24.73	26.67	18.11	23.66	20.00	22.05
Grade 4	2461.	2481.	2505.	20.66	37.00	38.95	27.27	17.00	25.26	23.97	24.00	14.74	28.10	22.00	21.05
Grade 5	2485.	2503.	2524.	17.35	23.62	33.33	27.55	33.07	28.28	21.43	11.81	17.17	33.67	31.50	21.21
All Grades	N/A	N/A	N/A	20.83	29.82	35.20	27.24	25.00	26.48	23.40	20.18	16.82	28.53	25.00	21.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.96	32.04	29.92	43.01	47.57	45.67	29.03	20.39	24.41
Grade 4	23.14	31.00	45.26	51.24	51.00	34.74	25.62	18.00	20.00
Grade 5	19.39	22.05	32.65	52.04	51.97	51.02	28.57	25.98	16.33
All Grades	23.40	27.88	35.31	49.04	50.30	44.06	27.56	21.82	20.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.96	28.16	27.56	47.31	42.72	58.27	24.73	29.13	14.17
Grade 4	19.01	33.33	27.37	55.37	40.40	55.79	25.62	26.26	16.84
Grade 5	25.51	31.50	39.18	44.90	38.58	39.18	29.59	29.92	21.65
All Grades	23.72	31.00	31.03	49.68	40.43	51.72	26.60	28.57	17.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.81	23.08	27.56	60.22	62.50	61.42	13.98	14.42	11.02
Grade 4	16.53	22.00	33.68	59.50	57.00	52.63	23.97	21.00	13.68
Grade 5	14.29	14.96	24.74	71.43	62.99	63.92	14.29	22.05	11.34
All Grades	18.59	19.64	28.53	63.46	61.03	59.56	17.95	19.34	11.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.03	33.01	35.43	51.61	50.49	42.52	19.35	16.50	22.05
Grade 4	25.62	32.00	34.74	47.93	49.00	48.42	26.45	19.00	16.84
Grade 5	22.45	30.71	38.14	44.90	45.67	37.11	32.65	23.62	24.74
All Grades	25.64	31.82	36.05	48.08	48.18	42.63	26.28	20.00	21.32

**Conclusions based on this data:**

1. There is no CAASPP data for the 19/20 school year due to the Covid-19 pandemic. No tests were administered.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	109	128	91	105	125	91	105	125	96.8	96.3	97.7
Grade 4	122	103	99	121	100	96	121	100	96	99.2	97.1	97
Grade 5	100	131	100	98	127	98	98	127	98	98	96.9	98
All Grades	316	343	327	310	332	319	310	332	319	98.1	96.8	97.6

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2442.	2444.	2459.	26.37	23.81	33.60	28.57	31.43	24.00	23.08	23.81	25.60	21.98	20.95	16.80
Grade 4	2496.	2501.	2503.	28.10	27.00	34.38	33.06	38.00	26.04	23.14	20.00	23.96	15.70	15.00	15.63
Grade 5	2506.	2512.	2511.	21.43	23.62	17.35	22.45	22.83	26.53	24.49	28.35	31.63	31.63	25.20	24.49
All Grades	N/A	N/A	N/A	25.48	24.70	28.84	28.39	30.12	25.39	23.55	24.40	26.96	22.58	20.78	18.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.56	40.95	46.40	32.97	29.52	28.80	27.47	29.52	24.80
Grade 4	44.63	48.00	45.83	33.06	29.00	33.33	22.31	23.00	20.83
Grade 5	24.49	27.56	21.43	36.73	37.80	38.78	38.78	34.65	39.80
All Grades	36.77	37.95	38.56	34.19	32.53	33.23	29.03	29.52	28.21

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.97	27.62	39.20	47.25	51.43	46.40	19.78	20.95	14.40
Grade 4	28.93	35.00	34.38	51.24	45.00	48.96	19.83	20.00	16.67
Grade 5	19.39	28.35	28.57	52.04	44.88	52.04	28.57	26.77	19.39
All Grades	27.10	30.12	34.48	50.32	46.99	48.90	22.58	22.89	16.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	31.43	38.40	47.25	47.62	44.00	21.98	20.95	17.60
Grade 4	38.02	38.00	41.67	42.15	37.00	39.58	19.83	25.00	18.75
Grade 5	18.37	19.69	24.74	53.06	58.27	46.39	28.57	22.05	28.87
All Grades	29.68	28.92	35.22	47.10	48.49	43.40	23.23	22.59	21.38

**Conclusions based on this data:**

1. There is no CAASPP data for the 19/20 school year due to the Covid-19 pandemic. No tests were administered.

# School and Student Performance Data

## ELPAC Results 2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.7	*	1440.8	*	1390.7	*	14	5
Grade 1	1450.1	1457.6	1457.7	1473.4	1442.2	1441.2	21	15
Grade 2	*	1458.2	*	1471.7	*	1444.4	*	15
Grade 3	1488.6	*	1476.1	*	1500.6	*	14	7
Grade 4	*	1510.4	*	1502.4	*	1518.0	*	14
Grade 5	1505.0	*	1494.8	*	1514.5	*	11	*
All Grades							75	59

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	14	*
1	*	20.00	*	40.00	*	13.33	*	26.67	21	15
2	*	0.00	*	33.33	*	60.00		6.67	*	15
3	*	*	*	*	*	*	*	*	14	*
4	*	28.57	*	35.71		14.29		21.43	*	14
5	*	*	*	*	*	*	*	*	11	*
All Grades	30.67	11.86	32.00	42.37	28.00	30.51	*	15.25	75	59

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	14	*
1	*	40.00	*	26.67	*	26.67		6.67	21	15
2	*	13.33	*	53.33	*	26.67		6.67	*	15
3	*	*	*	*	*	*	*	*	14	*
4	*	42.86	*	21.43		21.43		14.29	*	14
5	*	*	*	*		*	*	*	11	*
All Grades	42.67	33.90	36.00	33.90	16.00	22.03	*	10.17	75	59

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	14	*
1	*	13.33	*	33.33	*	13.33	*	40.00	21	15
2	*	0.00	*	20.00	*	46.67		33.33	*	15
3		*	*	*	*	*	*	*	14	*
4		21.43	*	14.29		42.86	*	21.43	*	14
5	*	*	*	*	*	*	*	*	11	*
All Grades	14.67	8.47	26.67	23.73	40.00	42.37	18.67	25.42	75	59

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	14	*
1	61.90	60.00	*	40.00	*	0.00	21	15
2	*	13.33	*	80.00	*	6.67	*	15
3	*	*	*	*		*	14	*
4	*	14.29	*	64.29		21.43	*	14
5	*	*	*	*	*	*	11	*
All Grades	53.33	25.42	40.00	64.41	*	10.17	75	59

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	14	*
1	*	0.00	52.38	80.00	*	20.00	21	15
2	*	13.33	*	80.00		6.67	*	15
3	*	*	*	*	*	*	14	*
4	*	64.29	*	21.43		14.29	*	14
5	*	*	*	*	*	*	11	*
All Grades	40.00	30.51	50.67	57.63	*	11.86	75	59

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	14	*
1	*	40.00	*	13.33	*	46.67	21	15
2	*	0.00	*	53.33	*	46.67	*	15
3	*	*	*	*	*	*	14	*
4		14.29	*	50.00	*	35.71	*	14
5	*	*	*	*	*	*	11	*
All Grades	22.67	13.56	48.00	45.76	29.33	40.68	75	59

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	14	*
1	*	0.00	*	86.67	*	13.33	21	15
2	*	0.00	*	80.00		20.00	*	15
3	*	*	*	*	*	*	14	*
4	*	35.71	*	35.71	*	28.57	*	14
5	*	*	*	*	*	*	11	*
All Grades	28.00	15.25	54.67	66.10	17.33	18.64	75	59

**Conclusions based on this data:**

1. There is no ELPAC data for the 19/20 school year due to the Covid-19 pandemic. No tests were administered.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
629	35.9	11.1	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	11.1
Foster Youth	1	0.2
Homeless	6	1.0
Socioeconomically Disadvantaged	226	35.9
Students with Disabilities	54	8.6





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	13	2.1
Asian	27	4.3
Filipino	2	0.3
Hispanic	129	20.5
Two or More Races	33	5.2
Pacific Islander	2	0.3
White	414	65.8

### Conclusions based on this data:

1. Based on the changes of our demographics, Shasta Elementary has qualified for Title 1 status.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

**Conclusions based on this data:**

1. Our Chronic Absenteeism rate continues to be an area of concern and focus.

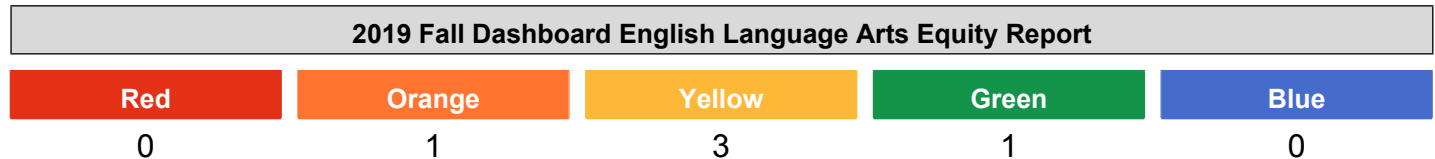
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Blue 24.7 points above standard Increased Significantly ++15.9 points 310	<b>English Learners</b>  Yellow 28.2 points below standard Increased Significantly ++22.4 points 33	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 44 points above standard 12	<b>Socioeconomically Disadvantaged</b>  Yellow 17.5 points below standard Increased ++9.6 points 119	<b>Students with Disabilities</b>  Orange 75.1 points below standard Increased Significantly ++22.5 points 34



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 10.4 points below standard Increased Significantly ++23.1 points 54	<b>Two or More Races</b>  No Performance Color 25.3 points above standard Increased ++7.5 points 19	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Green 34.1 points above standard Increased ++14.8 points 217

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 74.5 points below standard Maintained ++0.3 points 20	<b>Reclassified English Learners</b> 43.2 points above standard 13	<b>English Only</b> 31 points above standard Increased Significantly ++16.1 points 277
---	--	--

#### Conclusions based on this data:

1. There is no CAASPP data for the 19/20 school year due to the Covid-19 pandemic. No tests were administered.

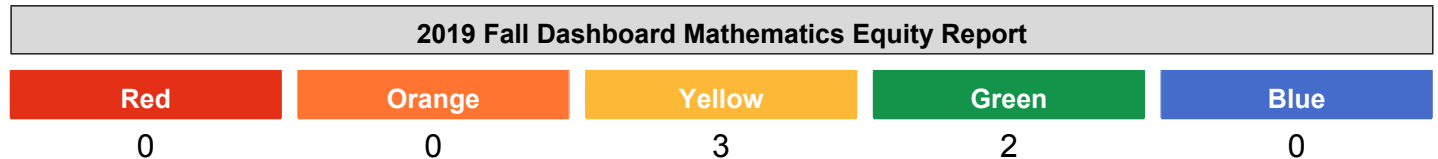
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 10.1 points above standard Increased ++5.7 points 307	<b>English Learners</b>  Yellow 33.6 points below standard Increased Significantly ++32.7 points 33	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 52.5 points above standard 12	<b>Socioeconomically Disadvantaged</b>  Green 22.5 points below standard Increased ++8.5 points 118	<b>Students with Disabilities</b>  Yellow 53.8 points below standard Increased Significantly ++39.7 points 34

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.2 points below standard Increased Significantly ++16.2 points 54	 No Performance Color 3.8 points above standard Increased ++5.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 18.7 points above standard Maintained -0.1 points 214

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.5 points below standard Increased ++10.3 points 20	20.1 points above standard 13	15.4 points above standard Maintained ++2.9 points 274

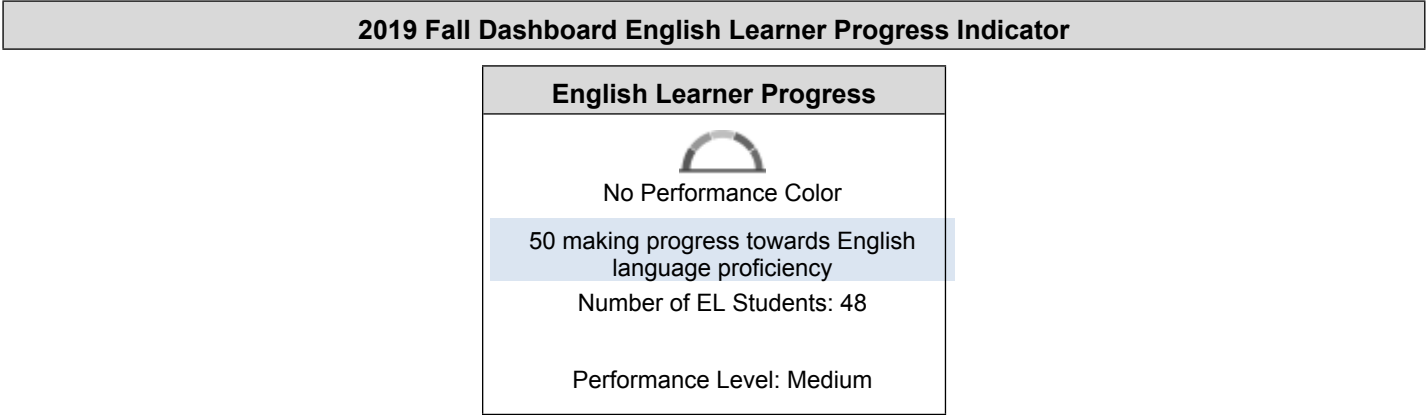
#### Conclusions based on this data:

1. There is no CAASPP data for the 19/20 school year due to the Covid-19 pandemic. No tests were administered.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.8	29.1		

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	3	0	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 5.8 Maintained -0.4 667	<b>English Learners</b>  Orange 18.4 Increased +3.8 76	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Homeless</b>  No Performance Color 2.9 35	<b>Socioeconomically Disadvantaged</b>  Green 9.7 Declined -1.1 288	<b>Students with Disabilities</b>  Orange 13.6 Increased +1.5 66

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b>  No Performance Color 23.1 13	<b>Asian</b>  No Performance Color 3.4 Declined -4.2 29	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Orange 10.8 Increased +0.5 139	<b>Two or More Races</b>  Green 4.3 Declined -0.5 46	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Green 4.1 Declined -0.5 435

### Conclusions based on this data:

1. Our EL and SWD populations have the highest percentage of chronically absent students.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.



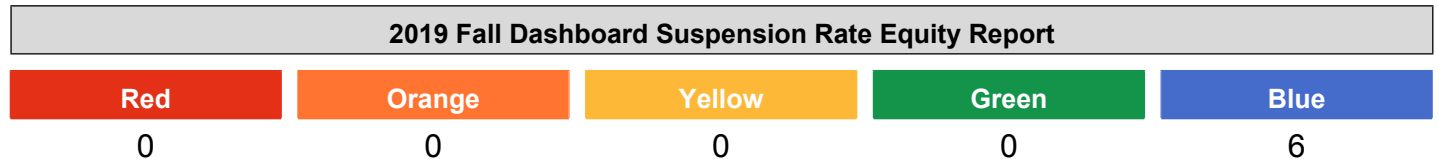
# School and Student Performance Data

## Conditions & Climate Suspension Rate

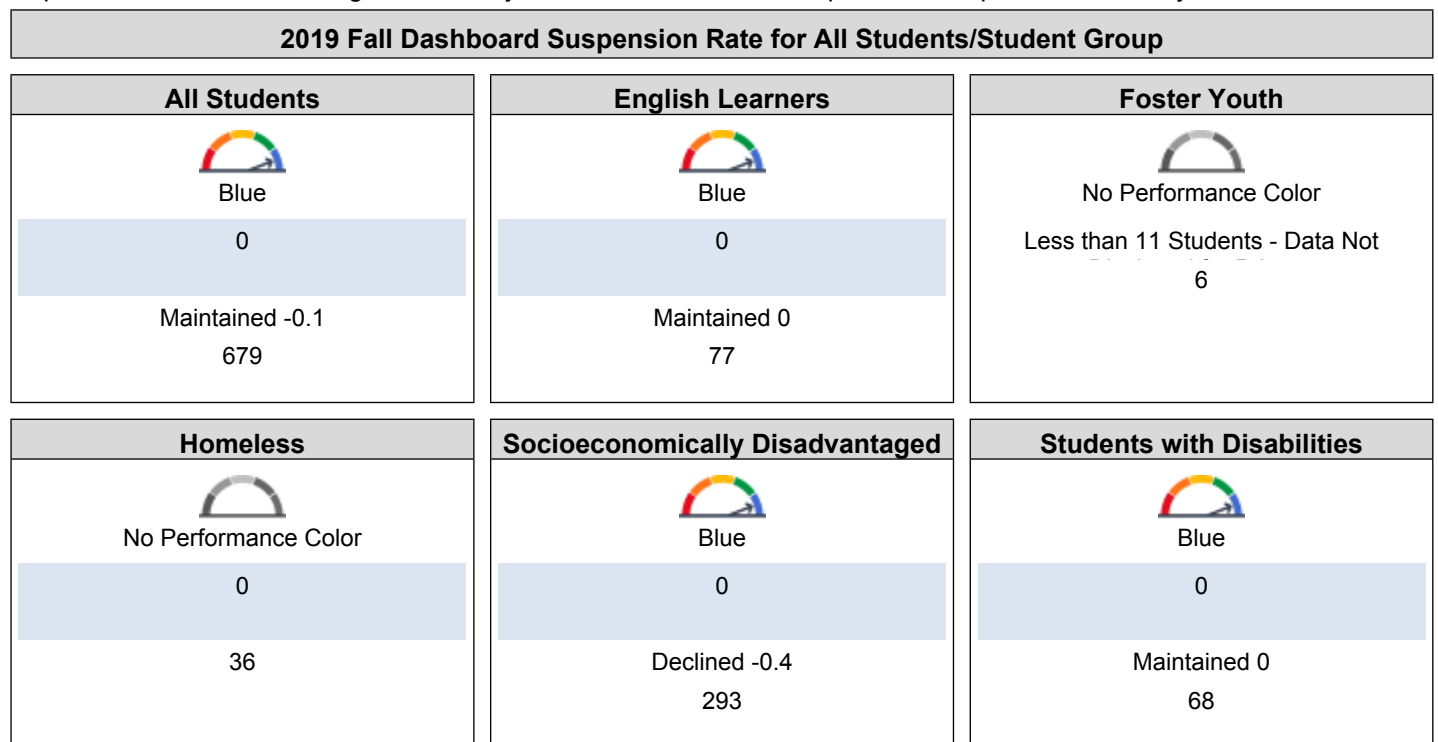
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 1	<b>American Indian</b>  No Performance Color 0 13	<b>Asian</b>  No Performance Color 0 Maintained 0 29	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 2
<b>Hispanic</b>  Blue 0 Maintained 0 146	<b>Two or More Races</b>  Blue 0 Declined -2.4 50	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 2	<b>White</b>  Blue 0 Maintained 0 436

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.1	0

#### Conclusions based on this data:

1. Shasta has historically had low suspension rates

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Quality Teachers, Materials, and Facilities

### Goal Statement

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

### LCAP Goal

CUSD LCAP Goal 1: Quality Teacher, Materials, and Facilities

### Basis for this Goal

Research indicates that teacher effectiveness has one of the greatest effects on student achievement. Students need and deserve access to highly-qualified teachers who are willing to engage in continuous learning. Shasta, as part of the Chico Unified School District, is committed to attracting and retaining highly-qualified teachers. Additionally, we are committed to maintaining and beautifying our facilities in order for students, families, and staff members to have a sense of pride in our school. The safety of our facilities is consistently monitored by our Maintenance and Operations Department. Shasta students have access to appropriate instructional materials and the necessary technology to ensure that they are ready and prepared for their educational experience.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Williams Compliance	All teachers are 100% appropriately assigned and credentialed.	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Facilities Inspection Tool (FIT) indicates "good".
State Priority 1: Basic Instructional Materials	100% of Shasta classrooms have sufficient instructional materials as verified by a CUSD School Board Resolution and the Williams Report.	Shasta classrooms will continue to have sufficient instructional materials as verified by the Williams Report.
State Priority 1: Basic Instructional Materials	Shasta has a 1:1 device to student ratio for their chromebooks. Shasta students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Shasta will maintain a 1:1 device to student ratio for their chromebooks. Shasta students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.

### Planned Strategies/Activities

## Strategy/Activity 1

Shasta will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

Shasta will prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning.

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials - Textbooks
Amount	176,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Renaissance Place, iReady (Total District Cost)
Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Educational Software

<b>Amount</b>	1,000,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure
<b>Amount</b>	725,000
<b>Source</b>	Lottery
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Restricted Lottery Textbook Fund

### Strategy/Activity 3

Shasta will facilitate communication with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000,000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Maintenance and Operations

### Strategy/Activity 4

Shasta will facilitate the home and school usage of student Chromebooks including device management, and will ensure student access to emerging technologies.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	385,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	IT Support Staff - Total District Cost
<b>Description</b>	iPad Minis-MS Voucher Program

## Strategy/Activity 5

Libraries will be maintained and available for student use.

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,100,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Librarians and Library Media Assistants

## Strategy/Activity 6

Shasta will support BTSA professional development by providing a mentor teacher and providing release time for collaboration.

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Fully Align Curriculum and Assessments with California State Standards

### Goal Statement

Shasta will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

### LCAP Goal

CUSD LCAP Goal 2: Fully align Curriculum and Assessment with State Standards

### Basis for this Goal

Shasta staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the California State Content Standards and Next Generation Science Standards (NGSS), and administer assessments that align with state standardized assessments (SBAC). Grades TK-5 have a comprehensive local assessment plan in place for both English Language Arts and Math. In order to improve teacher engagement in systematic formative assessment practices, ensure the most effective use of technology for assessment, and to improve the effectiveness of the assessments, it is necessary to constantly revise this plan. Shasta has a teacher representative on the District Leadership Committee who regularly attends meetings and reports back to staff.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 have a fully-developed assessment plan and have implemented common District-Wide assessments.	TK-5 will continue to administer refine assessment plans.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	95% of Shasta teachers attended one or more trainings in Math and/or the Next Generation Science Standards.	100% of Shasta teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.

### Planned Strategies/Activities

#### Strategy/Activity 1

District Leadership Council (DLC) will analyze overall district CCSS survey responses and recommend district-wide staff development.

#### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

## Person(s) Responsible

District  
DLC

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	375,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	District Leadership Council Instructional Teachers on Special Assignment (TOSA)
<b>Amount</b>	116,000
<b>Source</b>	Title I - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Illuminate/Data Teacher on Special Assignment (TOSA)
<b>Amount</b>	101,000
<b>Source</b>	Title II - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	DLC Instructional TOSAs
<b>Amount</b>	430,000
<b>Source</b>	Title II - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Professional Development
<b>Amount</b>	99,000
<b>Source</b>	Title II - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Technology Professional Development
<b>Amount</b>	140,000
<b>Source</b>	Title III
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	English Language Development (ELD) Teachers on Special Assignment (TOSAs)



## Strategy/Activity 2

Shasta will continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Description	Collaboration Days- No Funding Needed
Amount	5,000
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Site PD Opportunities and PLC Release time
Amount	430,000
Source	Title II - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District PD Opportunities

## Strategy/Activity 3

Shasta will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal  
Classroom Teachers  
Support Staff  
DLC

### Proposed Expenditures for this Strategy/Activity

Description	TOSAs (Total District Cost) See Goal 3
-------------	---

## Strategy/Activity 4

Shasta staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 5

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	176,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	iReady and Renaissance Place

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Support High Levels of Student Achievement in a Broad Range of Courses

### Goal Statement

Shasta will increase overall student achievement in English Language Arts and Mathematics. Shasta teachers will utilize the NGSS curriculum to support high levels of student achievement in science.

### LCAP Goal

CUSD LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

Site Goals:

1 - Shasta Elementary will increase by 10% the number of students in grades K-5 reaching end of the year benchmarks in Math, ELA, and ELD.

2 - Shasta will re-establish baseline numbers for CAASPP and CAST testing with a goal of a 5% increase of students scoring a 3 or 4 from the last reporting period.

### Basis for this Goal

Shasta Elementary is committed to the long-term success of its students. While we value the immediate success on state tests, we are also looking to the future by establishing a strong academic, social, and behavioral foundation for students that will lead them to success in future academic endeavors and when they are done with their education. We remain focused on increasing test scores in the core areas (ELA and Math), but we are equally focused on social studies, science, the arts, and physical education.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Benchmark reporting in Illuminate	Will be determined on the scores reported at the conclusion of Trimester 3 of the 20-21 school year	10% more students will meet minimum scores at the conclusion of 21-22 than were proficient at the conclusion of 20-21
State Dashboard	Will re-establish since no state testing was performed in 19-20 or 20-21	Will increase by 5%

### Planned Strategies/Activities

#### Strategy/Activity 1

Kindergarten Aides and 1st Grade Aides. With the implementation of all-day kindergarten, the contract with the district will provide funding for aides in kindergarten. This will free up money from the site LCAP budget as well as the Site Discretionary funds to allow for aides in the first grade classes as well. Research has shown that early intervention is key to establishing future successes. Each kindergarten and first grade class will have aides available for ELA and Math instruction to allow more intervention with students individually and in small groups..

#### Students to be Served by this Strategy/Activity

Kindergarten and First Graders

## Timeline

21-22 school year

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

Amount	330,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	District-Funded Aides in Kindergarten

## Strategy/Activity 2

Shasta has qualified for Title I funding. In order to plan, coordinate, and implement a robust intervention plan, Shasta will hire two .5 FTE Title 1 teachers in addition to three instructional aides. They will focus mainly on the students in 2nd - 5th grade as the K and 1st students will have aides in class. The Title I teachers and aides will schedule interventions before school, during instructional times, and after school to increase the number of students receiving services. A homework completion room will be set up at lunch for intermediate students needing additional time to complete assigned work - similar to the Power Hour model employed at Bidwell Jr High.

## Students to be Served by this Strategy/Activity

All

## Timeline

21-22

## Person(s) Responsible

Principal, Teaching Staff, Auxiliary Staff

## Proposed Expenditures for this Strategy/Activity

Amount	100,000
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title I teachers

Amount	5,000
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	School Aides

Amount	70,000
Source	Title I - Site

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Parent Aides (4)

### Strategy/Activity 3

Shasta will use state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners. The ELD teacher will work with EL students in order to help them pass the ELPAC test, an indicator of English language fluency. Shasta will train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction.

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal, Teaching Staff, Auxiliary Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	510,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Aides
<b>Amount</b>	25,000
<b>Source</b>	Site LCAP
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.4 ELD Teacher
<b>Amount</b>	140,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD Coaches provide student curriculum and teacher professional development

### Strategy/Activity 4

Provide afterschool homework club support. A one-hour session will be offered three times weekly to support students in the completion of assigned work with guidance from aides and volunteers.

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

**Person(s) Responsible**

Principal, Teaching Staff, Auxiliary Staff

**Proposed Expenditures for this Strategy/Activity**

**Amount**

1,500

**Source**

Site LCAP

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Certificated Staff and Classified Aide Support

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Provide Opportunities for Meaningful Parent Involvement and Input

### Goal Statement

Shasta will continuously seek ways to provide opportunities for meaningful parent involvement and input.

### LCAP Goal

CUSD LCAP Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

### Basis for this Goal

According to the National Coalition for Parent Involvement in Education, parent/guardian involvement is crucial. No matter their income or background, students with involved parents and guardians are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (2006). According to the National PTA, the most accurate predictor of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high, yet reasonable expectations for the child's achievement and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent/guardian involvement.

Through the COVID-19 pandemic, parent involvement was not only crucial, but necessary, as our students navigated online learning. The communication between our schools and families continues to be imperative.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager	Shasta has a Targeted Case Manager (TCM) to support families to ensure academic, social, and emotional success and maintain baseline parent contact as a minimum.	Continue Targeted Case Manager parent contact to support families to ensure academic, social, and emotional success. Maintain or increase the number of parent contacts.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Shasta Social Media	Parent Involvement with Shasta social media will be tracked to establish a baseline level.	Parent engagement with Shasta social media will increase from baseline level.
Priority 3: Parent Involvement	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn-out is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement.
Priority 6: Local Indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool		Priority 6: Local Indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool

### Planned Strategies/Activities

### Strategy/Activity 1

Remind staff of timely responses to parent inquiries in staff notes and at staff meetings

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal, Staff

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Continue to employ Targeted Case Manager (TCM) at site to:

- \*increase parent participation as demonstrated by logging instances of parent contact in Aeries
- \*support parents during Parent-Teacher Conferences
- \*conduct home visits as needed

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal  
District  
Targeted Case Manager

#### Proposed Expenditures for this Strategy/Activity

Amount	570,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Targeted Case Managers (Total District Cost)

### Strategy/Activity 3

Advertise activities in multiple languages

#### Students to be Served by this Strategy/Activity

All



**Timeline**

2021-22

**Person(s) Responsible**

Principal, Staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Improve School Climate

### Goal Statement

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

### LCAP Goal

CUSD LCAP Goal 5: Improve School Climate

### Basis for this Goal

In order for students and families to feel confident in their school there must be trust. Trust that their school will provide a safe nurturing learning environment that caters to their their academic, social emotional and safety needs.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or better.	Maintain student attendance rate of 95.6% or higher.
Priority 5: Pupil Engagement Chronic Absenteeism Rate		
Priority 6: School Climate Suspension Rate		
Priority 8: Other Pupil Outcomes Physical Fitness Test		
Priority 6: School Climate Parent Survey		
Priority 6: Local Indicator/Local tool for school climate PBIS		

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue to develop PBIS team and implement monthly virtue program.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

21-22

**Person(s) Responsible**

Principal/District

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	430,000
<b>Source</b>	Title II - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	District PD Opportunity
<b>Amount</b>	3,000
<b>Source</b>	Title II - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Site PD Opportunity PBIS
<b>Amount</b>	1,500
<b>Source</b>	LCAP Supplemental
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Materials for recognition assemblies and "Spirit Sticks" students earn through positive behavior in and out of the classroom.

**Strategy/Activity 2**

Continue to focus on alternatives to suspension - including ISS and on-campus behavioral interventions (Counselor, Assistant Principal)

**Students to be Served by this Strategy/Activity**

All

**Timeline**

21-22

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

### Strategy/Activity 3

CUSD will support student needs by employing the following staff:

- Nurses
- Targeted Case Manager
- Counselor Assistant
- School Counselor
- Health Assistants
- Provide MNI Services as needed

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal, District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	800,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Nurses, Health Aides, LVNs (Total District Cost)
<b>Amount</b>	320,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Opportunity Class
<b>Amount</b>	200,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	MNI (Total District Cost)
<b>Amount</b>	132,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Elementary Reset Program
<b>Amount</b>	595,000
<b>Source</b>	LCFF - District Supplemental

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Elementary Counselors 1.0 FTE

## Strategy/Activity 4

Employ campus supervisors to ensure adequate student supervision during unstructured times of the day (ie: recess)  
Maintain walkie-talkie radios and ensure that all staff carry them at all times

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,185,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Campus Supervision (Total District Cost)
<b>Amount</b>	3,000
<b>Source</b>	Safe Schools
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional Yard Duty

## Strategy/Activity 5

Support Fine Arts, Music, and PE programs

### Students to be Served by this Strategy/Activity

All

### Timeline

2021-22

### Person(s) Responsible

District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,720,000
<b>Source</b>	LCFF - District Supplemental

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Elementary Art, Music, and PE Teachers (Total District Cost)

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	Met expected outcome
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Met expected outcome
State Priority 1: Basic Instructional Materials	Shasta classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	Met expected outcome
State Priority 1: Basic Instructional Materials	Shasta will maintain a 1:1 device to student ration for chromebooks. Shasta students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.	Met expected outcome

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Shasta will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.	Shasta will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.		
Shasta will prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	Shasta will prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000
Shasta will communicate with CUSD M&O department to help	Shasta will communicate with CUSD M&O department to help	Maintenance and Operations 2000-2999:	Maintenance and Operations 2000-2999:

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Identify and prioritize site facility repair needs.	Identify and prioritize site facility repair needs.	Classified Personnel Salaries LCFF - District Supplemental 4,000,000	Classified Personnel Salaries LCFF - District Supplemental 4,500,000
Shasta will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	Shasta will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	IT Dept 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,000,000	IT Dept 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 850,000
Libraries will be maintained and available for student use.	Libraries will be maintained and available for student use.	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,061,000
Utilize Instructional Technology Aides	Utilize Instructional Technology Aides	Tech Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000	Tech Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000
Educational Software - Renaissance Learning/iReady	Educational Software - Renaissance Learning/iReady	Educational Software - Renaissance Learning/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000	Educational Software - Renaissance Learning/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000
Educational Software - Illuminate, Follett, Mitinet Library Solutions, Series, Edgenuity	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Series, Edgenuity	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Series, Edgenuity 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 200,000	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Series, Edgenuity 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 875,000

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Despite the rapid changes in the delivery of instruction in the past year, the previous focus on technology helped ease the transition so all students had access to remote learning opportunities.



Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Creating innovative practices for checking out books, and providing tech support, our students never wanted for access to reading materials or technology.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

CUSD has adopted a new curriculum for ELA.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 2

Shasta will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.  
Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 will continue to administer and refine assessment plans.	Completed.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of Shasta teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.	Staff was trained on the implementation of two new curricular options, in addition to auxiliary technology trainings.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District Leadership Council will analyze overall district CCSS survey responses and recommend district-wide staff development.	District Leadership Council will analyze overall district CCSS survey responses and recommend district-wide staff development.	District Leadership Council Instructional Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Instructional Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 349,000
Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	Collaboration Days- No Funding Needed	
Continue to refine district common assessments in English and Math	Continue to refine district common assessments in English and Math	TOSAs (Total District Cost)  See Goal 3	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Shasta will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.	Shasta will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.	TOSAs (Total District Cost) See Goal 3	
<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	Renaissance Place/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000	Renaissance Place/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000
Utilize an Illuminate TOSA	Utilize an Illuminate TOSA	Illuminate/Data TOSA 1000-1999: Certificated Personnel Salaries Title I - District 116,000	Illuminate/Data TOSA 1000-1999: Certificated Personnel Salaries Title I - District 115,000
Utilize English Language Development TOSAs	Utilize English Language Development TOSAs	English Language Development TOSAs 1000-1999: Certificated Personnel Salaries Title I - District 140,000	English Language Development TOSAs 1000-1999: Certificated Personnel Salaries Title I - District 119,000
Utilize a TOSA Technology/TOSA DLC	Utilize a TOSA Technology/TOSA DLC	TOSA Technology/TOSA DLC 1000-1999: Certificated Personnel Salaries Title II - District 99,000	TOSA Technology/TOSA DLC 1000-1999: Certificated Personnel Salaries Title II - District 151,000
Utilize District PD Opportunities	Utilize District PD Opportunities	District PD Opportunities 1000-1999: Certificated Personnel Salaries Title II - District 430,000	District PD Opportunities 1000-1999: Certificated Personnel Salaries Title II - District 0.00
Technology Professional Development	Technology Professional Development	Technology Professional Development 5000-5999: Services And Other Operating	Technology Professional Development 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures Title II - District 99,000	Expenditures Title II - District 0.00

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Site-level professional development was changed to meet the needs of on-line teaching. New curriculum, delivery methods, and access were the main focus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

It is difficult to measure the efficacy of the tech professional development because there are no historical measures to compare them with.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will adopt a new curriculum for ELA and increase our intervention opportunities during the school day using Title I funds.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 3

Shasta will increase overall student achievement in English Language Arts and Mathematics. Shasta teachers will utilize NGSS curriculum to support high levels of student achievement in science.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement (ELA) CAASPP	Continue to increase.	N/A
State Priority 4: Pupil Achievement (Math) CAASPP	Continue to increase.	N/A

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intervention support, curriculum and supplemental material to support instruction.	Provide intervention support, curriculum and supplemental material to support instruction.	Intervention and Instruction Support 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000	Intervention and Instruction Support 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000
Shasta will employ a Bilingual Aide and ELD teacher Shasta will employ an Math Intervention teacher	Shasta will employ a Bilingual Aide and ELD teacher Shasta will employ an Math Intervention teacher	Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000	Bilingual Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 517,000
Provide afterschool homework club support	Provide afterschool homework club support	Certificated Staff and Classified Aide Support 2000-2999: Classified Personnel Salaries Site LCAP 1,500	Certificated Staff and Classified Aide Support 2000-2999: Classified Personnel Salaries One Time District Funding 25,000
Provide Medically Necessary Instruction (MNI)	Provide Medically Necessary Instruction (MNI)	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 37,300

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Standards-based lessons and formative assessments were delivered throughout the year. Due to no state tests, there is no data available to show efficacy on state exams.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Standards-based lessons and formative assessments were delivered throughout the year. Due to no state tests, there is no data available to show efficacy on state exams.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Shasta Elementary has spent money differently on intervention programs. Instead of working with students during class time, we have worked with them during off-hours so as not to take away from their limited time in the classrooms.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Shasta will have to create a new baseline for CAASPP scores because of the lack of administration for two years.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 4

Shasta will continuously seek ways to provide opportunities for meaningful parent involvement and input.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Targeted Case Manager	Continue Targeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts.	Our new TCM spent a lot of time reaching out to our families and introducing herself while helping families negotiate the massive changes that occurred throughout the school year.
Priority 6: Local Indicator/Parent Involvement/Local Evaluation Tool	Parent engagement with Shasta via social media will increase from the baseline level.	Parents utilized the online tools much more than years past.
Priority 3: Parent Involvement	Increase or maintain opportunities for parent involvement and stakeholder engagement.	Parent involvement became virtual as no parents were allowed on campus.
Priority 6: Local indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool	Continued analysis of yearly MTSS-FIA results.	

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Remind staff of timely responses to parent inquiries in staff notes and at staff meetings		
Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English	Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Learner Advisory Committee	Learner Advisory Committee		
Advertise activities in multiple languages	Advertise activities in multiple languages		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Through a YouTube channel, Google classroom pages from our Wellness Team, and increased use of Aeries Communicator, we did what we could to keep parents engaged and involved with the school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents wanted to be able to come on campus, and get things "back to normal"

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will work with the PTO during the summer months to create a more robust calendar of events for the upcoming school and host as many opportunities for parental engagement as allowed.



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 5

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6 or better.	We anticipate attendance rates will be lower than our goal.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Decrease chronic absenteeism rate for All Students by 0.5%.	Chronic absenteeism is expected to increase rather than decrease.
Priority 6: School Climate Suspension Rate		
Priority 8: Other Pupil Outcomes Physical Fitness Test		
Priority 6: School Climate Parent Survey		

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to develop PBIS team and implement monthly virtue program.	Continue to develop PBIS team and implement monthly virtue program.		
Continue to focus on alternatives to suspension - including ISS and on-campus behavioral interventions (Counselor, Assistant Principal)	Continue to focus on alternatives to suspension - including ISS and on-campus behavioral interventions (Counselor, Assistant Principal)		
CUSD will employ: <ul style="list-style-type: none"> <li>Employ Targeted Case Manager</li> <li>Employ Counselor Assistant</li> <li>Employ School Counselor</li> </ul>	CUSD will employ: <ul style="list-style-type: none"> <li>Employ Targeted Case Manager</li> <li>Employ Counselor Assistant</li> <li>Employ School Counselor</li> </ul>	Nurses, Health Aides, LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 800,000	Nurses, Health Aides, LVNs (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 778,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Employ Nurses and Health Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Employ Nurses and Health Assistants</li> </ul>		
<ul style="list-style-type: none"> <li>Employ campus supervisors</li> <li>Radio Maintenance/Purchase</li> </ul>	<ul style="list-style-type: none"> <li>Employ campus supervisors</li> <li>Radio Maintenance/Purchase</li> </ul>	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000
Utilize Reset and Opportunity Programs in lieu of suspensions	Utilize Reset and Opportunity Programs in lieu of suspensions	Utilize Reset and Opportunity Programs in lieu of suspensions 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 452,000	Utilize Reset and Opportunity Programs in lieu of suspensions 1000-1999: Certificated Personnel Salaries LCFF - Base 341,000
Coordinate schedules and facilities to provide Art, Music, and PE at Shasta.	Coordinate schedules and facilities to provide Art, Music, and PE at Shasta.	Elementary Art, Music, and PE Teachers (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,720,000	Elementary Art, Music, and PE Teachers (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,760,000
.5 Elementary Counselors at each site	.5 Elementary Counselors at each site	.5 Elementary Counselors at each site 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 595,000	.5 Elementary Counselors at each site 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 580,000

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Due to the pandemic, our focus has shifted multiple times throughout the year, but the personnel has been in place.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The staff has worked more on improving attendance this year in comparison to previous years. External factors have played a part in decreasing the effectiveness of our strategies.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have a full-time counselor on site next year and we will send out individual attendance reports tied to our goals every trimester.

## Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	50,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

## Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	103,202,840
LCAP - District	13,582,453
LCAP - Site	53,335
Title 1 - District	913,590
Title I - Site	
Title II - District	229,494
Title II - Site	9,720
Title III - District	79,735

**Expenditures by Budget Reference**

Budget Reference	Amount
------------------	--------

**Expenditures by Budget Reference and Funding Source**

<b>Budget Reference</b>	<b>Funding Source</b>	<b>Amount</b>
-------------------------	-----------------------	---------------

# 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:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Bruce Besnard	Principal
Julia DelChiaro	Classroom Teacher
Heather Kindopp	Classroom Teacher
Susan Henri	Other School Staff
Jen Skinner	Parent or Community Member
Corinne Perham	Parent or Community Member
Jen Brewer	Parent or Community Member
Claire McLean	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 10, 2021.

Attested:



Principal, Bruce Besnard on 5/10/21



SSC Chairperson, Jen Skinner on 5/10/21

# Addendum

---

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program