



Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

Shasta Elementary School

39685936042378

Manteca Unified School District

39685930000000

School Site Vision

It is the vision of Shasta Elementary School that every Shasta student works to achieve grade level standards, feels safe and is supported to realize individual success.

School Site Mission

It is the Mission of Shasta Elementary School that through smart actions and decisions, Shasta staff will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate. Shasta Staff will work in collaboration with our diverse population of parents, students, teachers, and other staff to provide a positive learning environment in which each student's uniqueness is valued and celebrated and one in which staff and all students are supported in an endeavor to reach their full potential. The learning environment will be one in which academics, positive character traits, and celebrating diversity is the focus of everyone in an effort to maintain and support our District's Mission.

Provisions are made for students' educational, personal and career needs by striving to:

- a. Provide a variety of classroom settings and instructional styles that accommodate the different ways research has shown children learn.
- b. Maintain an orderly and efficient school campus that encourages positive attitudes among students and high morale and quality teaching from teachers.

- c. Provide for the specialized needs of identified groups of students by the effective use of district and categorical funding.
- d. Provide appropriate and meaningful instruction to meet the variety of career goals of students.
- e. Assure that students achieve academic proficiency in essential areas of skill and knowledge.
- f. Identify and respond to individual educational needs of students, each of whom is a unique human being who can ultimately become a responsible and contributing member of society.
- g. Develop each pupil's respect of self and others, personal and school responsibility, and critical thinking, including building essential character traits.
- h. Involve parents and community members in a broad range of activities at school, recognizing the vital role parental attitudes and values have in their children's education.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Homeless-Chronic Absenteeism & Suspension; Students with Disabilities-Academic Performance ELA & Math, Chronic Absenteeism & Suspension; Two or More Races-Chronic Absenteeism & Suspension

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Shasta Elementary Strategic Plan includes three goals that are designed to address student performance and are aligned with the Manteca Unified School District's (MUSD) Goals.

Goal 1:

Shasta's students will be provided with equitable access to grade level standards by staff trained in academic engagement, effective instructional strategies and the use of Base and Supplemental curriculum that is designed to support and scaffold student learning. This Goal aligns with MUSD's Goal 1 which is to maximize student achievement by supporting effective instruction aligned to state standards.

Goal 2:

Shasta's students will be provided with positive behavioral interventions and supports designed to create and support a learning environment for our students that is safe, healthy, and expansive.

Goal 3:

Shasta's students will be instructed by teachers in Core and Supplemental curricular programs and instructional strategies designed to provide thoughtful and appropriate academic differentiation and intervention including Tier 1 interventions for all students. This goal aligns with MUSD's Goal 3 which is to promote engaging learning opportunities for all students, inclusive of our Emerging students.

The site will combine Title 1 funds with other available funds to support the identified needs of our students in order to promote a safe, healthful and expansive learning environment, maximize individual potential for achievement by supporting effective instruction, and promote engaging learning opportunities for all students inside and outside of the classroom.

Educational Partner 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

SSC and ELAC meetings were held to discuss, collaborate, consult, and gain input on the SPSA/Annual Review and Updates.

Classified and Certificated Staff had opportunity at various times of the work day to provide input by interacting with documents, posters, data and other artifacts that were introduced, explained and reviewed at meetings to discuss the SPSA, funding, and resources to support identified student needs and on March 10, 2022.

School data was collected from the 2021-2022, 2022-2023 school years and presented to all stakeholder groups noted above. This data included student performance scores on CAASPP, MUSD District Benchmark Assessments, NWEA-MAP assessments from Fall, Winter and Spring, ELPAC, Language Reclassification, Student Interventions, Campus Walkthroughs, Attendance, Behavior, Discipline, report card marks for K-3, Report card grades for grades 4th-8th, number and percent of students promoted successfully from Eighth grade, data gleaned from IEP Goal progress. A needs assessment was conducted with staff and parents in English and Spanish. A survey was conducted on School Safety wherein parents, teachers and support staff concluded areas of concern. All areas of concern identified were by School Site Council and ELAC. The continuous cycle of collecting data/information, reporting and analyzing data with stakeholders will occur annually to implement a continuous cycle of refinement. Students will be included in future annual needs assessments.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Student performance data indicates that there is a monetary inequity that is a barrier to effectively addressing the Mathematics and Language Arts performance disparities in student performance. This inequity has a particularly significant impact on our Homeless students as per our data analysis. Additionally data on student behavioral incidents including Suspensions and referrals points out inequities that we have insufficient resources to effectively address. Students with disabilities are performing below standards in all areas. While our Homeless subgroup are outperforming the State averages in all areas (using the most recent data available by the State of California), they do indicate suppressed academic scores. This subgroup has grown indicating that more resources will need to be focused upon this faction of our school community in order to address the resource inequities that may be a compelling reason for the academic underperformance.

Shasta's Instructional Leadership Team concluded there is further need for professional development, including training in information and strategies to meet the needs of Title 1 students with a specific focus on our Homeless subgroups. Of particular note was their stated need for more specific training on how to engage with students that are difficult to motivate and those who appear reluctant to connect with school. Included in their recommendations to address Resource Inequities was the need for staff training on meeting the social emotional needs of our Homeless and Title 1 students. Other notable findings were in the area of need of parent training, increased student access to support programs such as iRead, Rosetta Stone, and for more library holdings in accordance with student lexile ranges such as Hi Interest-Low Level titles. After further analysis, and needs assessments were conducted with staff and parents, low District Assessment

scores were noted in both ELA and Math in some grades more so than others. They identified a need for more time to collaborate, study and analyze grade level Essential Standards. To do so, Vertical Articulation time was provided, and the work of E.S. began. Staff noted that large class sizes, and insufficient training on the myriad of components within the Base Curriculum may be barriers to student success. Notable Parent findings were dissatisfaction with Parking Lot safety during Arrival and Dismissal times. Parents also noted the need for more school wide opportunities for enrichment. Teachers reported satisfaction with site administration leadership, stating they felt supported and appreciated in their endeavors to grow professionally.

School Site Description

Shasta Elementary School is a UTK-8 campus of approximately 800 students centrally located within Manteca's city limits. We are a neighborhood walk-in school with busing for special education and overflow students. Our original school buildings were built in 1966. In 2016 Shasta was the recipient of a multi-million-dollar renovation funded by Measure G which included a new Classroom Building with a new Kindergarten suite and four other classrooms. We have received a new play apparatus as well. In addition to the new classrooms, we have a new Administration office, and increased parking to our front parking lot.

We provide our students with the best available interventions inside the classroom and after school. We have also joined Give Every Child a Chance to host an after school three-hour program that provides on average 120 students daily with homework support, physical activity, and enrichment at no cost to our families. In addition to these programs, Shasta School has developed a Learning Center Model to deliver Special Education services to our 6th – 8th grade students. This program has led to measurable academic gains for our Special Education students and promotes full inclusion. Parental support and involvement compliments our well-trained and NCLB highly qualified staff of professionals.

Additionally, we have two full-time counselors at our site. In support of the students of families in the Transitional Student Support Program we have provided a site Liaison to assist them with accessing various helpful resources. To create a strong relationship between parents, students and teachers, a Site Outreach Assistant has been hired for 5 hours per day to work to remove barriers to educational success for our students.

Our Mission Statement:

Through smart actions and decisions, Shasta Elementary will staff, parents and students will together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.50	91.31	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.20	3.87	38.90	3.71	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	4.79	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	32.30	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Beginning with the 2018-2019 school year and continuing through the 2022-2023 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

Classroom Observations

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessment and accountability systems monitor student academic performance and growth in learning. Over the previous school years, MUSD spent valuable time looking at and evaluating whether or not identified assessments were meaningful, measurable, and valid. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. The information gleaned from these on-going assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

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

The site instructional leadership team is comprised of the principal, vice-principal, and teachers from each grade level and a representative from SpEd meet regularly to evaluate benchmark and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. The lead teacher from the ILT meets weekly with grade level or grade span staff members as a PLC. Common formative assessments are created and administered and data reviewed to create student grouping from small group strategic instruction of essential standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2021-2022 SARC report. Manteca Unified School District utilizes state approved, board adopted core curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

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

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2022-2023 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Instructional Specialists will also guide the PLC process in grade levels or grade spans.

In addition, the District provides three days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English Learners and Special Education students. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

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

Manteca Unified provides instructional assistance and ongoing support to all teachers of ELA/ELD, Mathematics, core classes, and intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

Manteca Unified facilitates and supports structured collaboration meetings in order for all teachers of ELA/ELD and Mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss and utilize the results of the local assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school. The district and site provide release days during the school year for development and collaboration. Teachers meet in Professional Learning Communities by grade level or by department to refine instructional practice and work to improve student outcomes.

Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

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

Manteca Unified allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

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

Manteca Unified prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the standards-aligned, basic core ELA/ELD, strategic support, intensive intervention programs, standards-aligned mathematics basic core, strategic support, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. ELD, small-group instruction and Tier I interventions are a focus when developing a master schedule.

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

All textbooks are in adequate supply and fair to excellent condition. MUSD places great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil has a textbook and/or instructional materials to use in class and to take home. There are zero percent of pupils who lack their own assigned textbooks and/or instructional materials. Additional literature-based materials are used to enrich the state textbook matrix. All students, including those with special needs, have access to the core curriculum materials. MUSD provides students one to one access to a digital device.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

The District provides two days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English learners and Special Education students. Staff Development in the Manteca Unified School District focuses on two goals: improvement in the educational program and in student achievement. Assessment data is analyzed and reviewed by the site leadership teams through designed processes. Common assessments for each grade level or course are administered, each of which aligns with the appropriate Common Core State Standards. These assessments may be statistically normed tests such as MAP, or district common finals.

After the assessments are given, data are collected and disaggregated for teachers to analyze. The data give teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. These data are analyzed for trends, looking for areas of success and for areas for growth. Data drive district-wide change, both large and small, in the curricular program (which is also aligned with state student content standards) which then leads students to higher levels of achievement.

Parental Engagement

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

The school-wide Title I site has a School Site Council (SSC), an English Learning Advisory Council (ELAC), which is comprised of both staff and parents. MUSD has district committees which include the District Parent Advisory Council and the District English Learner Advisory Committee. These committees at the site and district level provide parent input on students' instructional needs related to under-achieving students. Shasta also has a Community Club to support the staff and students with community events.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

MUSD established a District English Learner Advisory Committee (DELAC) and a District Parent Advisory Council (DPAC), consisting of parents and school representatives and involve them in the application for funding programs provided by the state or federal government including those that serve English Learners and Title 1 students.

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members along with the DPAC members for review. Once approved, the Application for funding, which will be signed by the DELAC chairperson, lists the Categorical Program funding requests for the fiscal year. The ConApp will then be reviewed by Manteca Unified School District School Board during board meetings and be approved by the Board before making its way to the Superintendent to finalize it with a Certification of Assurance and Protected Prayer Certification. The Certification of Assurance verifies that MUSD will spend any federal funds received, legally and correctly. The Protected Prayer Certification is a certification of protected prayer within MUSD.

Both the DELAC and DPAC act as advisory councils in the development of the LCAP and make recommendations on activities and expenditures related to Local Control Accountability Funds.

Funding

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

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical. LCFF funds are used to provide for the needs of all students in MUSD, including professional development related to underperforming students, tutorials, and intervention programs and materials.

MUSD uses LCFF supplemental/concentration funds as well as Title 1 funds district-wide to provide assistance for Homeless students, parent involvement activities, staff development, student achievement, teacher attraction and retention and for the Kindergarten Bridge program among many others.

Title III funds are used to provide support and resources related to English Learners. A District director and coordinator oversees EL trainings, resources, and strategies to improve ELD instruction. Trainings have focused on ELD instruction in coordination with the ELD/ELA standards and framework.

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

All Manteca schools receive formula-based allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Manteca Unified general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans (which contain all of the core elements of the School Plan for Student Achievement).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
761	75.2	27.7	0.7
Total Number of Students enrolled in Shasta Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	211	27.7
Foster Youth	5	0.7
Homeless	53	7.0
Socioeconomically Disadvantaged	572	75.2
Students with Disabilities	111	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.6
American Indian	2	0.3
Asian	34	4.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	10	1.3
Hispanic	533	70.0
Two or More Races	33	4.3
Pacific Islander	3	0.4
White	134	17.6

Conclusions based on this data:

1. The overwhelmingly largest student group enrolled at this time is our Socioeconomically Disadvantaged, representing 75.2% of our student population. This subgroup has 68% not meeting the standard in ELA on the CAASPP Assessment and 84% not meeting the standard in Math on the CAASPP Assessment in the year 2021-2022. The suspension rate and chronically absences rate for homeless students is in the very high range.
2. The second largest student group enrolled was English Language Learners group. The California Dashboard showed that Shasta is making medium progress towards English language proficiency with 45.1% of students showing progress. The chronically absence for EL students is in the very high range while the suspension rate for EL students is in the medium range.
3. The third largest student group enrolled is students with disabilities. This group has 91% of students not meeting the standards on the CAASPP assessment. This subgroup also was in the very high rating for chronic absence and the suspension rate is in the high range.



Grade Level Standards

Grade Level: K-8

District Goal

Every student works to achieve mastery of grade level standards in all subjects.

Site Strategic Goal

Shasta Hornets will be provided with access to grade level standards by staff trained in academic engagement and Tier 1 Instruction, and the use of Base/Core and Supplemental curriculum designed to support mastery of the Standards.

Base Requirements

Every student is entitled to base instruction and services including materials and supplies.

Site Name: Shasta	Function: 2420 Instructional Library, Media, and Technology	LCAP A/S
Location: 390	Goal: 0000	1.1
Administrator: Katie Francis	Mgmt: 0000	

Elementary School Site Base - Resource 0000 ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ST	IPEVO Document Cameras			2,000							
ST	TV TECH Pkg/Equipment			9,000							
ST, S, ES	Office Equipment Refresh			5,000							
ST, S, ES	Printer Refresh			1,000							
ST, S	Cart			400							
ST	DEMCO			500							
ST, ES	Amazon-Library			300							
ST	Postage									300	
ST	Timesheeting extra support library		500								
S	Radios & Repair			300						200	
S	Security Cameras				20,000						

Site Name: Shasta	Function: 2700 School Administration	LCAP A/S
Location: 390	Goal: 0000	1.1
Administrator: Katie Francis	Mgmt: 0000	

Elementary School Site Base - Resource 0000 ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ST, S	STORES Supplies			2,500							
S	Marquee Repairs									3,000	
ST, S, ES	Print Shop/Copy Clicks									1,500	
ST, ES	Office Depot			3,000							
ST, ES	Amazon			2,500							
ST	Clerical Support		1,000								
ST, S	Food 4 Less			2,000							
ST, S, ES	PA System Repairs/Mobile PA			2,000					5,000		

Site Name: Shasta	Function: 1000 Instructional	LCAP A/S
Location: 390	Goal: 1110	1.1
Administrator: Katie Francis	Mgmt: 0000	

Elementary School Site Base - Resource 0000 PROGRAM

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost							
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ST, ES	Print Shop Charges							3,000	
ST, ES	Copy Clicks							3,000	
ST, ES	Postage							800	
ST, ES	Riso Maintenance Agreement						450		
ST, ES	Riso Supplies			1,500					
ST, ES	STORES Materials & Supplies			4,000					
ST, ES	Office Depot Supplies			8,000					
ST, ES	Amazon			3,500					
ST, ES	Amazon Books			350					
ST, ES	Amazon Technology/Equipment			3,500					
ST	TK Curriculum Supplies			1,000					
ST, ES, S	Base Storage Supplies			1,650					
ST, ES	Substitutes for IEPs/504	2,000							

Site Name: Shasta	Function: 8200 Operations	LCAP A/S
Location: 390	Goal: 0000	1.1
Administrator: Katie Francis	Mgmt: 0000	

Elementary School Site Base - Resource 0000 OPERATIONS

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost							
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ST, S	Amazon			2,000					
ST, S	STORES/Equipment & Health			1,500					
ST, S	Grainger Supplies & Small Equipment			15,000					
ST, S	Waxie Supplies & Repair			3,500					
ST, S	Home Depot			2,500					
ST, S	Custodial Equipment Refresh			3,500					
ST, S	Custodial Equipment Repair						3,000		
ST, S	Silke			1,000			1,000		
ST, S	Work Orders							5,000	
ST, S	Storage Shed				10,000				
ST, S	Storage Racks				2,000				

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	77		0	75		0	75		0.0	97.4	
Grade 4	83	69		0	68		0	68		0.0	98.6	
Grade 5	82	93		0	92		0	92		0.0	98.9	
Grade 6	83	95		0	92		0	92		0.0	96.8	
Grade 7	85	95		0	94		0	94		0.0	98.9	
Grade 8	96	98		0	96		0	96		0.0	98.0	
All Grades	491	527		0	517		0	517		0.0	98.1	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2342.			5.33			9.33			21.33			64.00	
Grade 4		2427.			10.29			16.18			26.47			47.06	
Grade 5		2471.			11.96			21.74			30.43			35.87	
Grade 6		2503.			4.35			38.04			30.43			27.17	
Grade 7		2515.			5.32			28.72			36.17			29.79	
Grade 8		2548.			9.38			31.25			35.42			23.96	
All Grades	N/A	N/A	N/A		7.74			25.15			30.56			36.56	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			49.33			44.00	
Grade 4		2.94			70.59			26.47	
Grade 5		13.04			66.30			20.65	
Grade 6		10.87			60.87			28.26	
Grade 7		5.32			62.77			31.91	
Grade 8		13.54			56.25			30.21	
All Grades		9.09			60.93			29.98	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.33			34.67			60.00	
Grade 4		2.94			67.65			29.41	
Grade 5		9.78			54.35			35.87	
Grade 6		10.87			55.43			33.70	
Grade 7		6.38			68.09			25.53	
Grade 8		18.95			50.53			30.53	
All Grades		9.50			55.23			35.27	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.33			62.67			36.00	
Grade 4		4.41			73.53			22.06	
Grade 5		8.70			69.57			21.74	
Grade 6		9.78			77.17			13.04	
Grade 7		4.26			76.60			19.15	
Grade 8		12.50			71.88			15.63	
All Grades		7.16			72.15			20.70	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.33			45.33			53.33	
Grade 4		4.41			64.71			30.88	
Grade 5		10.87			61.96			27.17	
Grade 6		9.78			71.74			18.48	
Grade 7		7.45			78.72			13.83	
Grade 8		14.58			72.92			12.50	
All Grades		8.51			66.73			24.76	

CAASPP Results

Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	77		0	76		0	76		0.0	98.7	
Grade 4	83	69		0	68		0	68		0.0	98.6	
Grade 5	82	93		0	93		0	93		0.0	100.0	
Grade 6	83	95		0	91		0	91		0.0	95.8	
Grade 7	85	95		0	94		0	94		0.0	98.9	
Grade 8	96	98		0	97		0	97		0.0	99.0	
All Grades	491	527		0	519		0	519		0.0	98.5	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2348.			1.32			9.21			21.05			68.42	
Grade 4		2407.			1.47			11.76			42.65			44.12	
Grade 5		2450.			11.83			5.38			30.11			52.69	
Grade 6		2495.			6.59			13.19			45.05			35.16	
Grade 7		2475.			3.19			11.70			36.17			48.94	
Grade 8		2515.			15.46			12.37			25.77			46.39	
All Grades	N/A	N/A	N/A		7.13			10.60			33.33			48.94	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			38.16			61.84	
Grade 4		2.94			42.65			54.41	
Grade 5		6.45			45.16			48.39	
Grade 6		5.49			58.24			36.26	
Grade 7		4.26			51.06			44.68	
Grade 8		14.43			50.52			35.05	
All Grades		5.97			48.17			45.86	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.58			28.95			64.47	
Grade 4		1.47			51.47			47.06	
Grade 5		10.75			45.16			44.09	
Grade 6		6.59			63.74			29.67	
Grade 7		6.38			52.13			41.49	
Grade 8		10.31			48.45			41.24	
All Grades		7.32			48.75			43.93	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.63			57.89			39.47	
Grade 4		2.94			52.94			44.12	
Grade 5		10.75			41.94			47.31	
Grade 6		5.49			65.93			28.57	
Grade 7		3.19			64.89			31.91	
Grade 8		10.31			65.98			23.71	
All Grades		6.17			58.57			35.26	

Data Analysis

Data Analysis:

A comparison of the data captured in the 2019-2020 , 2020-2021 and 2021-2022 school years indicates that rates of Chronic Absenteeism had risen significantly for Shasta's Homeless, EL and SED Subgroups as well as All Students. 52% of our students fell within the Chronically Absent category which is almost doubled for the All Students Group over the years. When looking at the data for the 2022-2023 school year, to date the chronically absent percentage is 29%. We found a significant decrease of 23%. This is attributed to the work of our outreach assistant and the attendance campaign.

The data shows, that while we have seen a decrease in chronic absenteeism overall in all students, our subgroups specifically the homeless subgroup is still high with just a small decrease from 52% to 47%. 22 out of 47 students are still missing a significant amount of school.

We have seen a significant decline in Chronic Absenteeism noted in the English Learner Subgroup decreasing from 47% in 2021-2022 to 27% in 2022-2023. The data shows that the percentage of students with disabilities subgroup that are chronically absent is 36%.

Finally, when we examine the subgroup Two of More Races, it is noted that 48% of students are chronically absent.

Student Need 1:

Decrease rates of Chronic Absenteeism schoolwide, in all subgroups and with particular attention to the most chronically absent subgroups of Homeless, Hispanic, White students, Students with Disabilities and Two or More Races.

Implementation Plan

Shasta's COST will support students regular school attendance, academic success and healthy development. Shasta's Outreach Assistant & TSSP Liaison will work with the school community, Attendance Clerk, Teachers, and site administration to decrease rates of Chronic Absenteeism. Outreach Assistant will monitor attendance of students highly at risk of becoming Chronically Absent, or who are Chronically Absent and connect these students with support staff or other resources to improve attendance rates. Working in tandem with site administration, instructional staff and support staff, tailored interventions will be developed to utilize the full scope of resources available to our school and community and to identify students who need additional supports, assess learning supports and needs school-wide, make recommendations about resource allocation and recruit new resources.

SMART Goal

All students will decrease their rate of chronic absenteeism to minimally 25% with a significant decrease in the following subgroups: Homeless, Students with Disabilities, and 2 or More Races.

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rate	All Students 29% Hispanic Students: 30% White Students: 26% Homeless: 47% English Learners: 27% Students with Disabilities: 36% 2 or More Races: 48%	All Students 25% Hispanic Students: 25% White Students: 25% Homeless: 25% English Learners: 25% Students with Disabilities: 25% 2 or More Races: 25%
Outreach Assistant data base, tracking attendance of students at risk of chronic absenteeism.	All Students: 29%	Decreased rates of chronic absenteeism for All Students to 25% with a significant decrease in the following subgroups: Homeless, Students with Disabilities and 2 or More Races.

Targeted Resources Applied

Action	Resources	Money/Budget
TSSP Liason, timesheeting	LCFF- Supplemental	1,500.00
Salary for Outreach Assistant	Title I Part A: Allocation	29,279.00
Incentives and awards will be purchased to encourage student motivation to increase rates of attendance and engagement	LCFF- Supplemental	3,000.00

Progress Monitoring

October

January

April

Data



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Manteca Unified School District

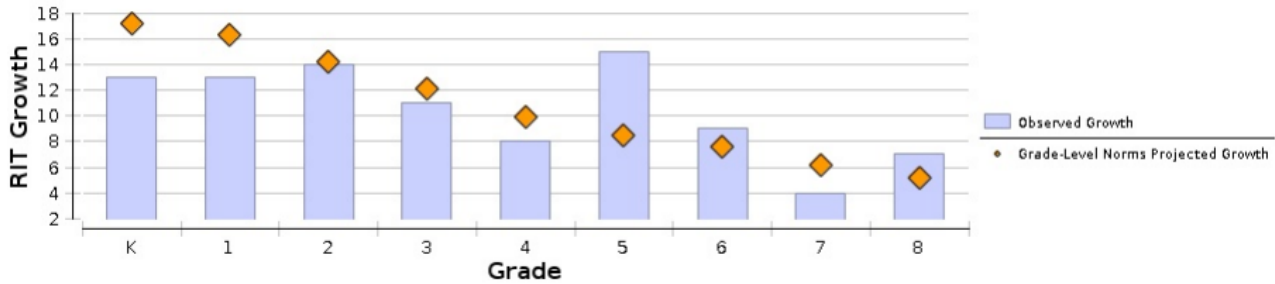
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

Shasta Elementary

Math: Math K-12

		Comparison Periods						Growth Evaluated Against										
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms					
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		K	83	138.3	11.1	46	151.7	10.8	20	13	1.1	17.2	-1.78	4	83	31	37	33
		1	84	151.9	12.1	10	164.9	14.5	4	13	0.8	16.3	-1.38	8	84	26	31	30
		2	78	167.4	13.1	11	181.2	14.2	12	14	0.7	14.2	-0.19	43	78	38	49	45
		3	69	181.6	14.3	14	192.9	14.5	13	11	0.8	12.1	-0.41	34	69	31	45	38
		4	72	185.8	13.0	2	193.7	14.0	1	8	0.9	9.9	-1.05	15	72	25	35	32
		5	67	199.8	13.8	11	214.9	17.4	35	15	1.1	8.5	2.93	99	67	55	82	81
		6	94	207.6	12.6	19	216.9	15.7	26	9	0.7	7.6	0.82	79	94	56	60	57
		7	86	215.4	13.1	30	219.2	14.0	22	4	0.8	6.2	-1.19	12	86	35	41	35
		8	88	216.0	13.5	18	222.8	13.9	24	7	0.8	5.1	0.72	76	88	48	55	57

Math: Math K-12



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Manteca Unified School District

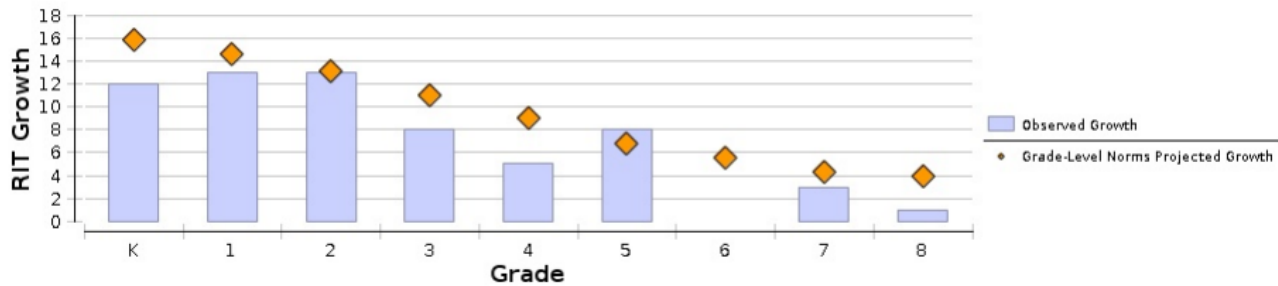
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

Shasta Elementary

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
Grade (Spring 2023)	Total Number of Growth Events†	Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	64	136.7	8.1	55	148.6	10.7	26	12	0.9	15.9	-1.70	4	64	21	33	28
1	83	145.3	12.3	3	158.6	16.3	3	13	1.0	14.6	-0.52	30	83	37	45	40
2	78	162.5	15.7	8	175.2	16.7	8	13	1.1	13.1	-0.16	44	78	30	38	34
3	70	179.8	17.1	19	187.8	17.0	11	8	1.1	10.9	-1.45	7	70	23	33	29
4	73	185.6	18.2	7	190.9	17.4	3	5	0.8	9.0	-1.84	3	73	20	27	35
5	67	200.8	14.7	32	208.5	14.0	37	8	0.9	6.8	0.45	68	67	40	60	52
6	94	205.7	16.0	28	206.0	15.6	9	0	0.9	5.5	-3.13	1	94	22	23	18
7	86	210.6	14.3	32	213.1	15.3	24	3	1.0	4.4	-1.11	13	86	42	49	46
8	88	212.7	12.8	26	213.6	12.5	15	1	0.9	4.0	-1.57	6	88	28	32	25

Language Arts: Reading



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Manteca Unified School District

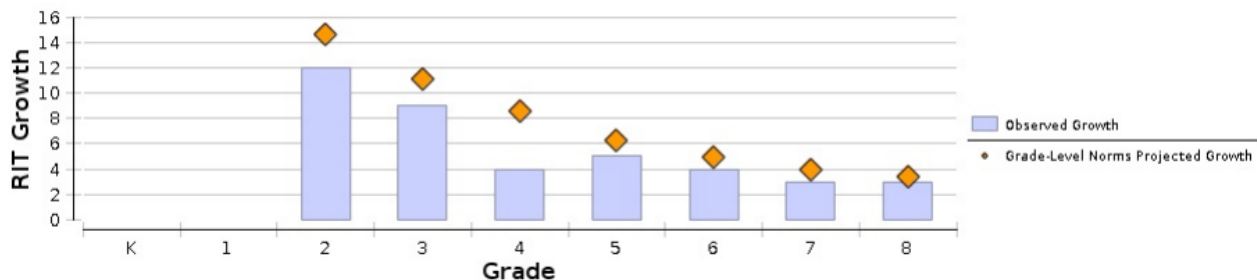
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

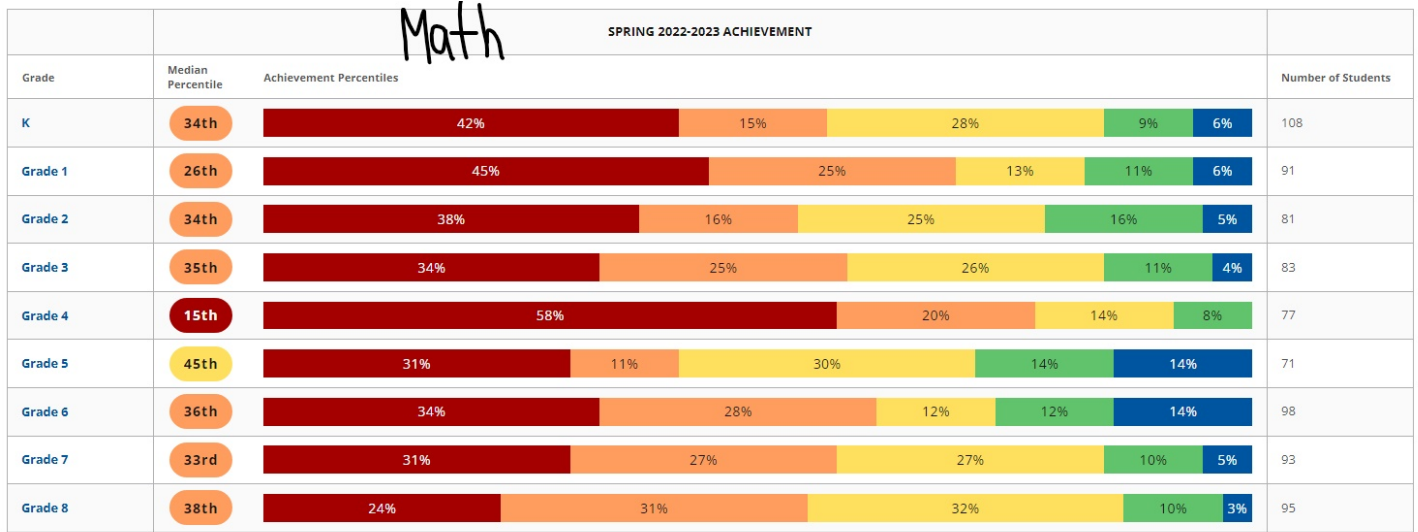
Shasta Elementary

Language Arts:
Language Usage

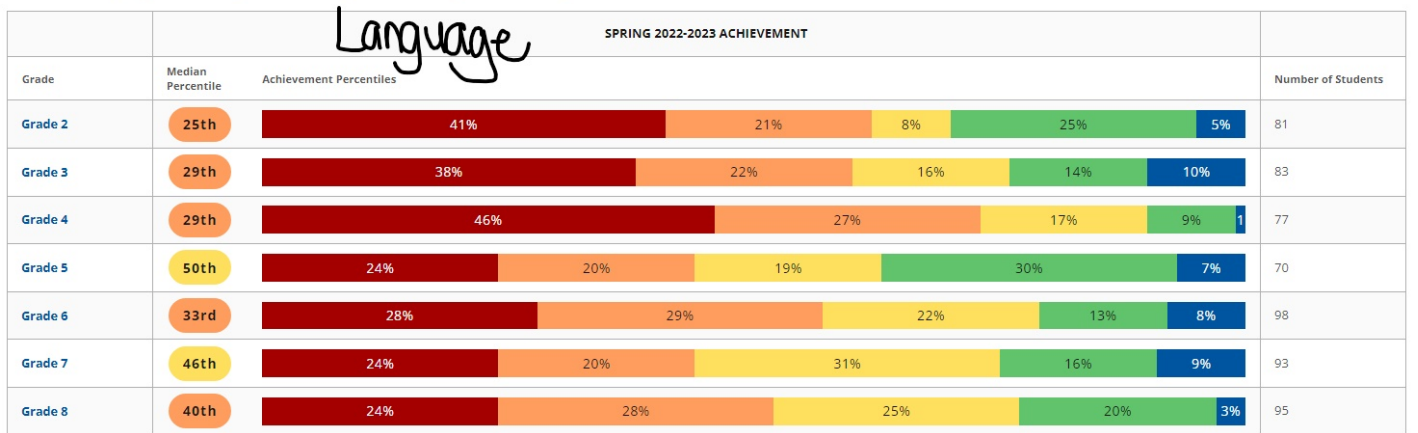
		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	0	**			**			**					**				
2	78	167.0	15.4	17	178.9	16.1	10	12	0.9	14.6	-0.98	16	78	26	33	26	
3	69	180.6	16.9	16	190.0	17.0	11	9	1.0	11.1	-0.88	19	69	33	48	40	
4	73	186.0	16.9	5	190.3	17.8	1	4	1.0	8.6	-2.61	1	73	20	27	24	
5	67	201.4	14.6	35	206.7	13.1	30	5	0.9	6.3	-0.64	26	67	30	45	38	
6	94	203.9	14.9	20	207.5	14.9	15	4	0.8	5.0	-1.03	15	94	38	40	33	
7	86	210.1	11.4	36	213.1	11.8	31	3	0.7	4.0	-0.74	23	86	40	47	42	
8	88	211.5	11.3	28	214.6	10.7	27	3	0.6	3.4	-0.22	41	88	51	58	54	

Language Arts: Language Usage

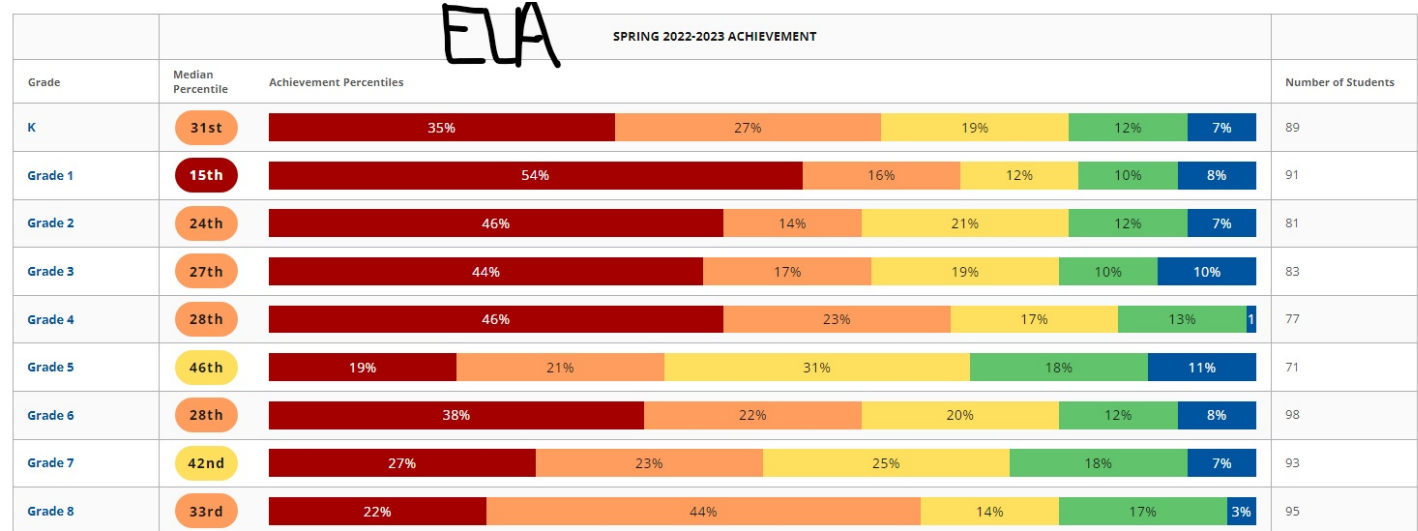




Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th



Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th



Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Data Analysis

Data Analysis:

While Shasta students have seen measurable growth per the Spring MAPs assessment, the overall achievement is significantly below grade level achievement standards.

In general, Shasta's Language Arts Achievement data, per MAP Spring 2023 assessments indicate scores in close approximation with the MUSD District averages, with the largest deficit being 5.3 points in one grade level and an average of 2.2 points of difference school wide.

Schoolwide, 57.6% of Shasta students are not reaching grade level standards for English Language Arts.

Analysis of this data indicates a continued need for Early Literacy focus of resources with continual refinement of practices and frequent probing for student response to interventions and instructions.

In general, Shasta's Math Achievement data, per MAP Spring 2022 assessments indicate scores in close approximation with the MUSD averages, with the largest deficit being 5.8 points in one grade level and an average of 2.4 points of difference school wide.

Analysis of this data indicates that 63.9% of Shasta's students are not meeting grade level standards in Math.

Expected Outcomes data created in 20-21 for end of year 21-22 show that all but two grade levels either exceeded or met their growth targets in both Math and ELA.

Student Need 2:

Increase rates of achievement of student growth and grade level standards for all students in Math, Reading and Language Usage.

Implementation Plan

Although we have seen an increase in student growth, some grade levels have not yet made their projected growth and the students are underperforming in grade level standards as seen on the MAPs reports. Through the PLC process teams have created common formative assessments for essential standards and prerequisite skills. The intervention teacher will assist targeted grade levels depending on assessment resulted. We have data showing that small group targeted instruction has shown to improve mastery of grade level standards. For example, kindergarten has seen an improvement from 43.8% at mastery to 73.2% at mastery of grade level standards for letter identification. These students have been working with our instructional specialist in small group with targeted instruction through the PLC process.

Professional development for PLCs to increase achievement of grade level standards.

SMART Goal

Using targeted support and instruction, all grade levels will increase the percentage of students at or above grade level to 40% as measured on the MAPs assessments in the areas of Reading, Math and Language Usage.

Metric/Indicator	Baseline	Expected Outcome
MAPs Spring Achievement Reading	At grade level: K: 19% 1: 18% 2: 19% 3: 20%	All grade levels show improvement to 40% of students at of above grade level on the MAPs assessment.

	4:14% 5:29% 6:20% 7:25% 8: 20%	
MAPs Spring Achievement Math	At grade level: K: 15% 1: 17% 2: 21% 3: 15% 4: 8% 5: 28% 6: 26% 7:15% 8:13%	All grade levels show improvement to 40% of students at of above grade level on the MAPs assessment.
MAPs Spring Achievement Language Usage	At grade level: 2: 30% 3: 24% 4: 10% 5: 37% 6: 21% 7: 25% 8:23%	All grade levels show improvement to 40% of students at of above grade level on the MAPs assessment.

Targeted Resources Applied

Action	Resources	Money/Budget
Timesheeting for tutorials/intervention	Title I Part A: Allocation	500
Foundations Curriculum Consumables	Title I Part A: Allocation	8015.00
Intructional Leadership Team/Pull out days	Title I Part A: Allocation	1,000.00
A.C.E Celebrations (Academic, Citizenship, Excellence)	LCFF- Supplemental	1155.00
Professional development presenters and pull-out days for teachers	Title I Part A: Allocation	26,200.00
Incentives for students meeting grade level standards/honor roll	Other	2,000.00
50% intervention teacher for targeted small group instruction	Title I Part A: Allocation	69,661.29
All students will have access to educational excursions/outdoor education	LCFF- Supplemental	20,000.00

Progress Monitoring

October

January

April



District Goal

Every student feels safe in the school environment inclusive of design, security and climate.

Site Goal

Every student feels safe in the school environment inclusive of design, security and climate.

Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.

Climate

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.96	0.62	5.22	0.91	3.47	0.20
Expulsions	0.24	0.00	0.23	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.07	4.19	2.45
Expulsions	0.00	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	807	790	183	23.2
Female	398	392	83	21.2
Male	409	398	100	25.1
American Indian or Alaska Native	3	3	2	66.7
Asian	34	33	2	6.1
Black or African American	12	12	3	25.0
Filipino	4	4	0	0.0
Hispanic or Latino	587	572	125	21.9
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	31	31	9	29.0
White	132	131	41	31.3
English Learners	222	218	23	10.6
Foster Youth	11	11	4	36.4
Homeless	69	65	34	52.3
Socioeconomically Disadvantaged	723	707	167	23.6
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	132	129	32	24.8

Count of Incident	
Incident	Grand Total
Assault/Battery	32
Bullying/Cyberbullying	9
Cheating/Dishonest	6
Damage School/Personal Property	8
Dangerous Object	2
Defiance	73
Disruptive	83
Eating/Chewing Gum in Class	7
Electronic Device	4
Fighting/Attack w/o Weapon	24
Graffiti	1
Hate Crime/Racial Slurs	1
Imitation Firearm	1
Inappropriate Behavior/Object	154
Left Campus, No Checkout	1
Possess Drug Paraphernalia	1
Possess/Use Tobacco	1
Possess/Use Weapon	1
Profanity	3
Pushing/Shoving	37
Student Attire	3
Theft/Robbery/Extortion	10
Threat of Attack - w/ Firearm/Explosive	1
Threat of Attack - w/ Weapon	1
Threat of Attack - w/o Weapon	5
Truant (CWA ONLY)	9
Unsafe Behavior	105
Vape Pen: Nicotine	6
Grand Total	589

Count of Student	Grade									
Penalty	00	01	02	03	04	05	06	07	08	Grand Total
Alternative Placement	1	1		3	2	1				8
BASE Lesson							8	3	7	18
Community Service						1	1			2
Conference, Law Enforcement		1								1
Conference, Parent	2	5				2	1	1		11
Conference, Student	25	16	42	35	5	44	17	19	15	218
Contract, DRB									2	2
Contract, Fighting							2		8	10
Contract, SARB		3	1		1	1	1	1	1	9
COST		3					1		5	9
Detention			3	5	5	18	30	31	35	127
Expulsion		1							2	3
Full Restitution							1			1
Law Enforcement Referral				1						1
Loss of Privileges	26	10	35	31	6	32	24	2	11	177
Loss of Recess	10	15	9	8	16	11	18	32	10	129
Refer to Counselor	2	4	2	1	2	2	10	3	5	31
Suspension	4	16	9	11	2	3	10	4	27	86
Teacher Suspension				1				1		2
Warning						1			2	3
Work Detail							1		4	5
Written Consequence			2			3			1	6
Grand Total	70	75	103	96	39	119	125	97	135	859

Suspension by Grade & Ethnicity										
	Kinder	1	2	3	4	5	6	7	8	Total
Suspension	African/African American				1					1
	Hispanic/Latino	4	16	8	1	2	7	3	23	64
	White			1	11	1	3	1	4	21
Suspension Total	4	16	9	11	2	3	10	4	27	86

Data Analysis

Total suspensions by subgroups. CHKS. Analysis of data indicates that student suspensions. Data indicates that the largest number of behavioral referrals are for unsafe behavior, inappropriate behavior, and disruption.

Student Need 1:

Reduce number of overall behavior incidents, specifically during unstructured time and reduce overall suspensions for all subgroups.

Implementation Plan

To reduce the overall incidents of behavior during unstructured time, we will purchase and implement the Peaceful Playgrounds curriculum and structured play. Certificated and classified staff will be provided professional development on PBIS practices and Peaceful Playgrounds. Site will make every effort to hire more SSA's to increase safety on the playground and reduce behavioral incidents.

Site Administration and PBIS Team will analyze the distinct behaviors comprising "Unsafe Behavior" and "Inappropriate Behavior" to gain clarity on these referral sets. Information from this analysis will be used to refine site behavior support systems.

Incentives will be purchased for Bee Buck's carts. Students can purchase from carts weekly from the cart as incentive and promotion of safe, responsible and respectful behavior.

SMART Goal

With the use of PBIS and Peaceful playgrounds, the number of behavior incidents, specifically during unstructured time, will be reduced. Targeted areas will be disruptive, unsafe behavior and inappropriate behavior.

Metric/Indicator	Baseline	Expected Outcome
Data from Q, Disruptive	83	40
Data from Q, Unsafe Behavior	105	50
Data From Q Inappropriate Behavior	154	50
Total Number of behavior referrals	589	400

Resources to Support

Action	Resources	Money/Budget
Purchase Peaceful Playground to reduce number of incidents during unstructured time.	LCFF- Supplemental	6,590.00
Professional Development of Teachers and SSAs Peaceful Playgrounds & PBIS	LCFF- Supplemental	2,000.00
Refresh of PBIS printing with updated expectations (signs, banners, copies)	LCFF- Supplemental	5,000.00
Incentives for students reducing time away from instruction due to defiant and disruptive behaviors.	LCFF- Supplemental	4,000.00
Positive Behavior/SEL Assemblies	Title I Part A: Allocation	2,000.00

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 3:

Implementation Plan

SMART Goal

Resources to Support

Progress Monitoring

September

December

March

Data



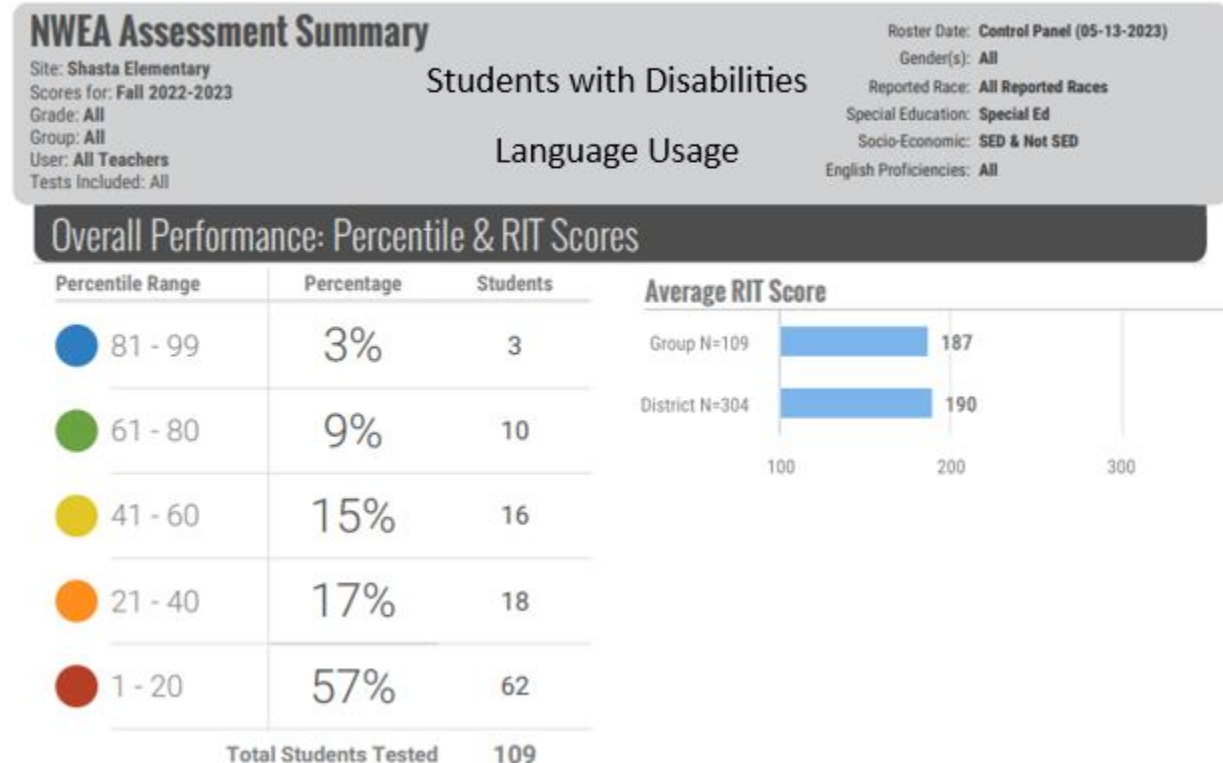
District Goal

Every student is supported within a multi-tiered system to realize their individual success.

Site Strategic Goal

Every student receives the effective differentiated instruction and support needed to reach grade level mastery of standards.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	194	211	233	26.1%	27.7%	29.5%
Fluent English Proficient (FEP)	102	80	81	13.7%	10.5%	10.3%
Reclassified Fluent English Proficient (RFEP)	21			10.8%		



NWEA Assessment Summary

Site: **Shasta Elementary**
 Scores for: **Fall 2022-2023**
 Grade: **All**
 Group: **All**
 User: **All Teachers**
 Tests Included: **All**

Students with Disabilities

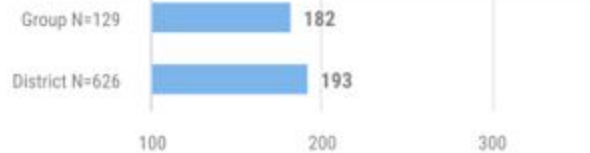
Math

Roster Date: **Control Panel (05-13-2023)**
 Gender(s): **All**
 Reported Race: **All Reported Races**
 Special Education: **Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	3
61 - 80	10%	13
41 - 60	9%	12
21 - 40	22%	28
1 - 20	57%	73
Total Students Tested		129

Average RIT Score



NWEA Assessment Summary

Site: **Shasta Elementary**
 Scores for: **Fall 2022-2023**
 Grade: **All**
 Group: **All**
 User: **All Teachers**
 Tests Included: **All**

Students with Disabilities

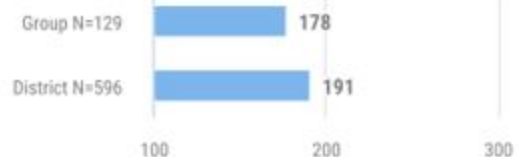
Reading

Roster Date: **Control Panel (05-13-2023)**
 Gender(s): **All**
 Reported Race: **All Reported Races**
 Special Education: **Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	4
61 - 80	10%	13
41 - 60	14%	18
21 - 40	19%	24
1 - 20	54%	70
Total Students Tested		129

Average RIT Score



Lexile Distribution

Grade Level Ranges	%	#
K-1	55%	71
2-3	27%	35
4-5	7%	9
6-8	5%	7
9-10	4%	5
11-CCR	2%	2

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

Student Need 1:

Increase rates of achieving mastery of essential grade level standards in the Homeless subgroup.

Implementation Plan

Refine instructional strategies including:

Schoolwide implementation of Tier 1 Instruction in all classrooms. This will benefit students with disabilities, as well as All Students. Learning Center participants will use Base Curriculum more regularly and effectively to support student achievement for special education students.

Special Education teachers and General Education Teachers will receive support with using Base Curriculum, and the Tiered Supports available within this curriculum for small group, intensive instruction in the classroom. Teachers will utilize Foundations as a supplemental curriculum to support learning of grade level standards.

Tutorials will be available for students needing extra support.

Special Education students will receive support in specific areas of need as identified in their IEPs and through teacher observation during HIVE Time, to receive specific support in their individual areas of academic need.

Student Goal Setting Conferences will be held with and for each student. Academic and Social Emotional Goals will be set. Progress toward these Goals will be monitored regularly and reported to parents.

Incentives for achieving measurable academic goals set in collaboration with teachers and Grade Level PLCs will be offered.

Incentives for achieving measurable social/emotional goals set in collaboration with teachers and Grade Level PLCs will be offered, ie increasing regular attendance and decreasing disciplinary referrals or incidents of off-task behaviors.

Staff will make every reasonable effort to communicate regularly with families of Students with Disabilities in addition to annual and triennial IEPs

Professional development on successful PLC practices will be utilized.

SMART Goal

The subgroup of Student's with Disabilities will reduce the percentage scoring within the red band on the MAPs assessment by 10% for Reading, Math and Language Usage.

Metric/Indicator	Baseline	Expected Outcome
NWEA Assessment Summary ELA-Reading performance	54% scoring in the Red Band of performance for ELA-Reading	44% scoring in the Red Band of performance-reduction of 10%
NWEA Assessment Summary Math performance	57% scoring in the Red Band of performance for Math	47% scoring in the Red Band of performance-reduction of 10%
NWEA Assessment Summary ELA-Language Usage	57% scoring in the Red Band of performance for ELA-Language Usage	47% scoring in the Red Band of performance-reduction of 10%

Targeted Resources Applied

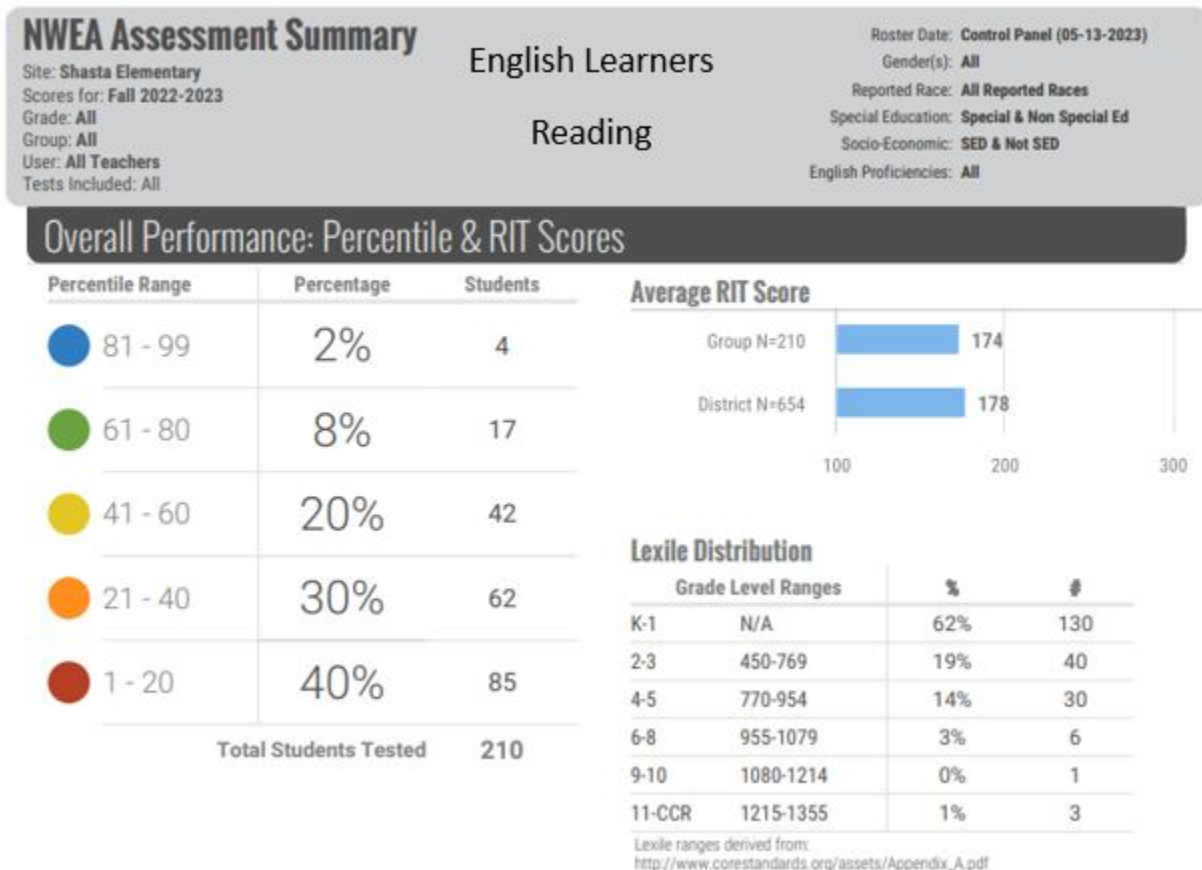
Snacks/Food for TSSP intervention/tutorial (Food 4 Less)	Title I Part A: Allocation	1,000.00
Instructional materials (copies, materials, etc)	District Funded	6,000.00
Substitutes for IEPs/504s	District Funded	2,000.00
Foundations Curriculum Consumables	Title I Part A: Allocation	0
Incentives for students meeting grade level standards/honor roll	LCFF- Supplemental	1,000.00

Progress Monitoring

November

February

May



NWEA Assessment Summary

Site: Shasta Elementary
Scores for: Fall 2022-2023
Grade: All
Group: All
User: All Teachers
Tests Included: All

English Learners

Math

Roster Date: Control Panel (05-13-2023)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	0%	1
61 - 80	8%	17
41 - 60	20%	44
21 - 40	24%	53
1 - 20	47%	104
Total Students Tested		219

Average RIT Score



NWEA Assessment Summary

Site: Shasta Elementary
Scores for: Fall 2022-2023
Grade: All
Group: All
User: All Teachers
Tests Included: All

English Learners

Language Usage

Roster Date: Control Panel (05-13-2023)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	0%	1
61 - 80	8%	17
41 - 60	20%	44
21 - 40	24%	53
1 - 20	47%	104
Total Students Tested		219

Average RIT Score



Data

Student Need 2:

Increase rates of mastery of grade level standards for students in Math and Language Arts for English Language Learners.

Implementation Plan

Continue to refine current practice of daily ELD and targeted support for students. Support of Bilingual Aides in classrooms, ELD Elective for Jr. High, Goal Setting Conferences toward Reclassification, Bilingual Aides push in for support. Train teachers in writing effective of lesson plans for Math as well as Language Arts for Bilingual Aides to implement.

Instructional Specialist and Paraprofessional will be provided to support effective instructional strategies and to support students in the areas of Mathematics and Language Arts to assist students to reach Essential grade level standards. MAP data will be analyzed by grade level PLC's, and the ILT to determine effectiveness of current instructional and assessment cycles.

30 minutes of instruction and academic support in the form of HIVE Time, will be integral in our Tier 1 Intervention efforts school wide, and benefiting English Language Learners as a "Double Dip" of instructional support.

Bilingual Aides, Instructional Specialist and Paraprofessional as well as Site Dedicated Subs (when available) will push their services into the classrooms to support more small group work particularly during HIVE and ELD time.

Bilingual Aides will be utilized when necessary to assist with communication between home and school.

Staff will make every reasonable effort to communicate regularly with families of participating students in the E.L. Program.

Professional development on successful PLC practices will be utilized.

SMART Goal

The subgroup of English Learners will reduce the percentage scoring within the red band on the MAPs assessment by 10% for Reading, Math and Language Usage.

Metric/Indicator	Baseline	Expected Outcome
NWEA Assessment Summary ELA-Reading performance	40% scoring in the Red Band of performance	30% scoring in the Red Band of performance
NWEA Assessment Summary Math performance	47% scoring in the Red Band of performance	37% scoring in the Red Band of performance
NWEA Assessment Summary ELA-Language Usage performance	47% scoring in the Red Band of performance	37% scoring in the Red Band of performance

Targeted Resources Applied

Action	Resources	Money/Budget
Time sheets for bilingual aides	LCFF- Supplemental	1,000.00
Continue with increase of Bilingual Aide Para from 4 hours to 5.75 per day (prior approval)	Title I Part A: Allocation	9,500.00
Timesheeting for teachers, tutorial/intervention	Title I Part A: Parent Involvement	500.00
Foundations Curriculum Consumables	Title I Part A: Allocation	0

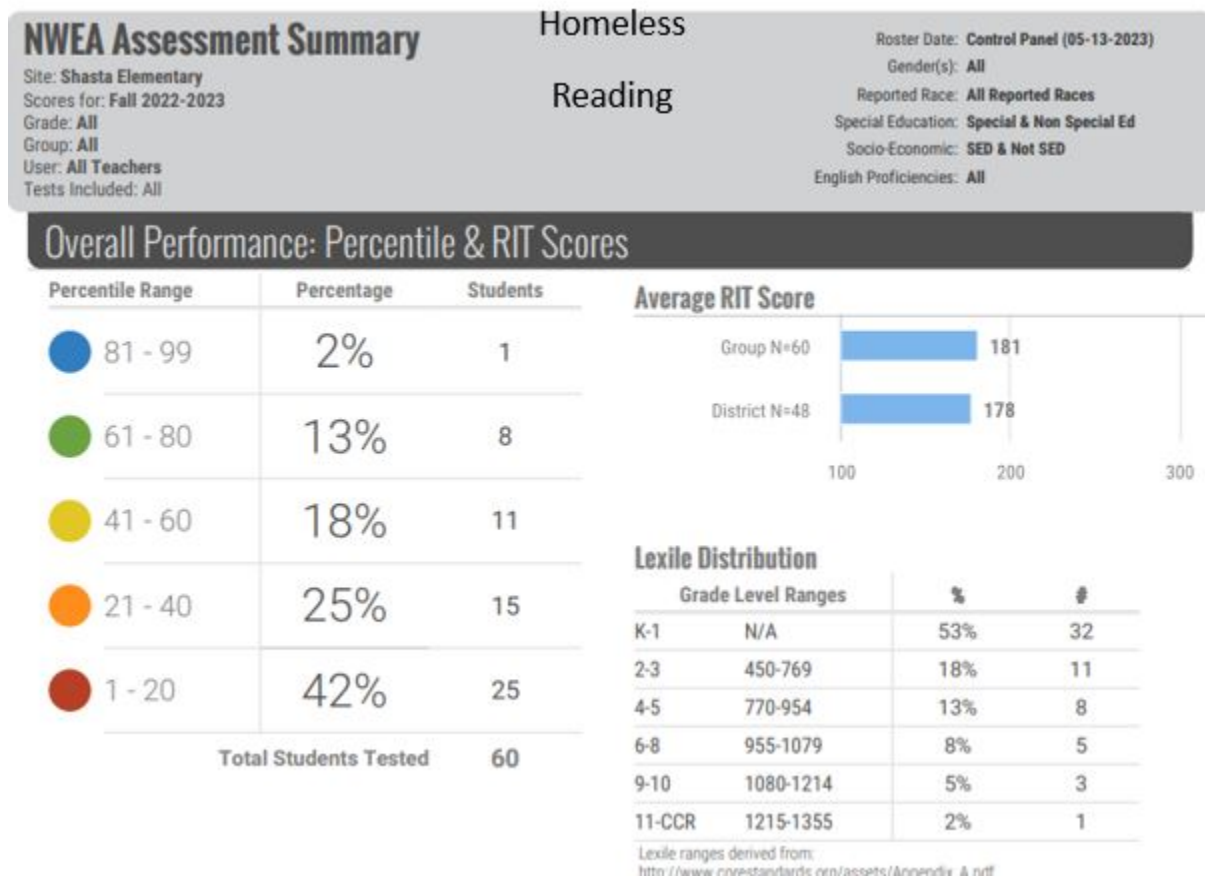
Incentives for students meeting grade level standards/honor roll	LCFF- Supplemental	1,000.00
50% intervention teacher for targeted small group instruction as stated on the action plan template	Title I Part A: Allocation	0

Progress Monitoring

November

February

May



NWEA Assessment Summary

Site: Shasta Elementary
 Scores for: Fall 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

Homeless Language Usage

Roster Date: Control Panel (05-13-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	4%	2
61 - 80	16%	8
41 - 60	24%	12
21 - 40	20%	10
1 - 20	37%	19
Total Students Tested		51

Average RIT Score



NWEA Assessment Summary

Site: Shasta Elementary
 Scores for: Fall 2022-2023
 Grade: All
 Group: All
 User: All Teachers
 Tests Included: All

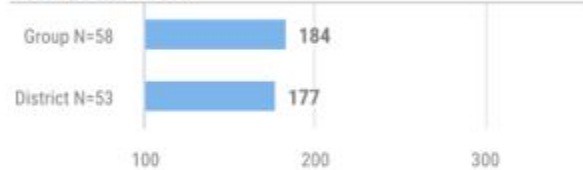
Homeless Math

Roster Date: Control Panel (05-13-2023)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	1
61 - 80	9%	5
41 - 60	26%	15
21 - 40	14%	8
1 - 20	50%	29
Total Students Tested		58

Average RIT Score



Data

Student Need 3:

Increase rate of mastery of Grade Level Standards for Students With Disabilities and specific measurable academic and social/emotional goals as developed in collaboration with teachers.

Implementation Plan

In order to increase academic achievement for students in the Homeless subgroup, a Community Outreach Liaison was hired to support the needs of Homeless students and their families.

TSSP students will be identified and monitored for progress during HIVE Time for progress toward their academic goals. All TSSP students will be referred to Site Based Counseling for social emotional, and /or attendance assistance.

Grade Level PLCs will monitor progress toward mastery of Grade Level Essential Standards, and Essential Behaviors by disaggregating progress data for Homeless students and analyzing this data periodically by grade level PLCs.

Shasta will participate in the Victor Wraparound Service to support referred students and their families, including families participating in the Transitional Student Support Program (TSSP)

VCC referrals will be made within 2 weeks of identification of TSSP for support with Social Emotional needs of students. COST team referrals may be made for students in the TSSP that indicate they are in need of more support resources.

Frequent check-ins from site admin, Outreach Assistant, TSSP Site Liaison, VCC site-based counselors, teachers, Victor Wraparound facilitator (if referred) will be put in place to monitor progress and provide support.

Incentives may be earned for regular participation and measurable evidence of progress toward set, defined, academic goals.

SMART Goal

The subgroup of Homeless will reduce the percentage scoring within the red band on the MAPs assessment by 10% for Reading, Math and Language Usage.

Metric/Indicator	Baseline	Expected Outcome
NWEA Assessment Summary ELA-Reading performance	42% scoring in the Red Band of performance	32% scoring in the Red Band of performance
NWEA Assessment Summary Math performance	50% scoring in the Red Band of performance	40% scoring in the Red Band of performance
NWEA Assessment Summary ELA-Language Usage performance	37% scoring in the Red Band of performance	27% scoring in the Red Band of performance

Targeted Resources Applied

Action	Resources	Money/Budget
Timesheeting for tutorials/interventions	Title I Part A: Allocation	0
Foundations Curriculum Consumables	Title I Part A: Allocation	0
Opportunity to attend outdoor education-transportation	Title I Part A: Allocation	7,000.00
TSSP Liaison Timesheeting	LCFF- Supplemental	1,500.00
Community Outreach Assistant monitor data and support students	Title I Part A: Allocation	0
Incentives for students meeting grade level standards/honor roll	LCFF- Supplemental	500.00

50% intervention teacher for targeted small group instruction	Title I Part A: Allocation	0
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Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF- Supplemental	46,246	-1,999.00
	38,081	38,081.00
Title I Part A: Allocation	154,072	-83.29

Expenditures by Funding Source

Funding Source	Amount
District Funded	8,000.00
LCFF- Supplemental	48,245.00
Other	2,000.00
Title I Part A: Allocation	154,155.29
Title I Part A: Parent Involvement	500.00

Stakeholder Input

Date

Groups

- ELAC
- School Site Council
- Site Leadership Team
- Certificated Staff
- Classified Staff
- Community members

Outcome

May 17, School Site Council meeting will be held.

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
- 2 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Katie Francis	Principal
Rena Niford	Classroom Teacher
Tori Kuhn	Classroom Teacher
Day Medina	Parent or Community Member
Rosemarie Craighead	Other School Staff
Melanie Martinez	Parent or Community Member
Natalie John	Parent or Community Member
Remedia Craighead	Parent or Community Member
Kevin Craighead	Parent or Community Member
Julie Ross	Other School Staff

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

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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 5/24/23.

Attested:

Principal, Katie Francis on
SSC Chairperson, Melanie Martinez on