



Manteca Unified School District Strategic Plan

2024-2025

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
- Targeted Support and Improvement

Briefly describe the strategic 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.

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.

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).

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK-8)

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. Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels. The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

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 comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative 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 Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

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 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted 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 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12. The adopted science materials are Amplify for grades K-8 and Stemsscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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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 K-12 teachers in all content areas including 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 curriculum programs 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 a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers 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 the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student

achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

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. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Foundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. 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 Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and

ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms. Social emotional learning is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers “An Accountability Opportunity Project,” to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group. This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

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. There are also Parent-Teacher groups which support the sites.

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 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).

Fiscal support (EPC)

All Manteca schools receive needs-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's 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
790	72.4	29.5	0.5
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	233	29.5
Foster Youth	4	0.5
Homeless	45	5.7
Socioeconomically Disadvantaged	572	72.4
Students with Disabilities	110	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.2
American Indian	1	0.1
Asian	37	4.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	9	1.1
Hispanic	564	71.4
Two or More Races	28	3.5
Pacific Islander	3	0.4
White	131	16.6

Conclusions based on this data:

1. The overwhelmingly largest student group enrolled at this time is our Socioeconomically Disadvantaged, representing 72.4% of our student population. This subgroup has 84% not meeting the standard in ELA on the MAP Assessment and 82% not meeting the standard in Math on the MAPs Assessment in the winter of 2024.
2. The second largest student group enrolled was English Language Learners group. The California Dashboard showed that Shasta is making progress towards English language proficiency with 42% of students showing progress.
3. According to the California School Dashboard, chronic absenteeism has declined/improved by 21%. 31.1% of students are considered chronically absent.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

Students in Kindergarten through 8th grade will meet or exceed grade level expectations in reading, writing, and math as measured by NWEA MAPs assessments, state assessments and classroom performance.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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.	2353.		5.33	6.10		9.33	13.41		21.33	19.51		64.00	60.98
Grade 4		2427.	2381.		10.29	1.28		16.18	15.38		26.47	16.67		47.06	66.67
Grade 5		2471.	2490.		11.96	15.49		21.74	33.80		30.43	25.35		35.87	25.35
Grade 6		2503.	2482.		4.35	4.04		38.04	28.28		30.43	30.30		27.17	37.37
Grade 7		2515.	2518.		5.32	5.38		28.72	33.33		36.17	27.96		29.79	33.33
Grade 8		2548.	2538.		9.38	6.45		31.25	30.11		35.42	39.78		23.96	23.66
All Grades	N/A	N/A	N/A		7.74	6.20		25.15	25.97		30.56	27.13		36.56	40.70

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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.	2387.		1.32	6.02		9.21	22.89		21.05	30.12		68.42	40.96
Grade 4		2407.	2390.		1.47	0.00		11.76	6.41		42.65	30.77		44.12	62.82
Grade 5		2450.	2483.		11.83	15.49		5.38	19.72		30.11	26.76		52.69	38.03
Grade 6		2495.	2485.		6.59	11.22		13.19	17.35		45.05	26.53		35.16	44.90
Grade 7		2475.	2480.		3.19	3.23		11.70	12.90		36.17	35.48		48.94	48.39
Grade 8		2515.	2502.		15.46	3.16		12.37	12.63		25.77	31.58		46.39	52.63
All Grades	N/A	N/A	N/A		7.13	6.37		10.60	15.25		33.33	30.31		48.94	48.07

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	32.17
Female	37.22
Male	26.91
American Indian or Alaska Native	0
Asian	72.73
Black or African American	--
Filipino	--
Hispanic or Latino	26.06
Native Hawaiian or Pacific Islander	--
Two or More Races	52.63
White	43.59
English Learners	9.59
Foster Youth	--
Homeless	20.59
Military	--
Socioeconomically Disadvantaged	28.27
Students Receiving Migrant Education Services	0
Students with Disabilities	10.00

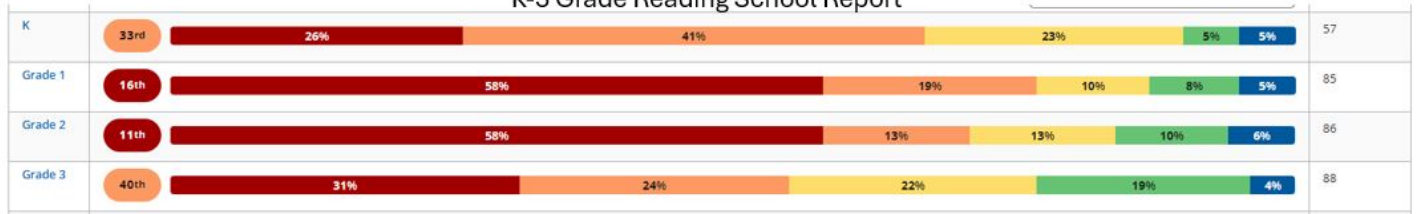
CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	21.62
Female	20.52
Male	22.89
American Indian or Alaska Native	0
Asian	50.00
Black or African American	--
Filipino	--
Hispanic or Latino	18.09
Native Hawaiian or Pacific Islander	--
Two or More Races	31.58
White	28.21
English Learners	9.46

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	19.44
Military	--
Socioeconomically Disadvantaged	19.32
Students Receiving Migrant Education Services	0
Students with Disabilities	8.75

Data

K-3 Grade Reading School Report



Grade Report

Grade K

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	59
Mean RIT Score	140.8
Standard Deviation	8.2
District Grade-Level Mean RIT	145.2
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	146.3
Students At or Above Grade-Level Mean RIT	12

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	16	27%	24	41%	13	22%	3	5%	3	5%	140-141-142	8.2
Instructional Area RIT Range												
Literature and Informational Text	16	27%	20	34%	14	24%	6	10%	3	5%	140-141-142	10
Vocabulary Use and Functions	18	31%	21	36%	10	17%	5	8%	5	8%	138-140-141	12.9
Language and Writing	11	19%	16	27%	17	29%	12	20%	3	5%	141-143-144	11.6
Foundational Skills	18	31%	23	39%	9	15%	5	8%	4	7%	139-141-142	10.5



Grade Report

Grade 1

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	88
Mean RIT Score	152.8
Standard Deviation	14.6
District Grade-Level Mean RIT	158.2
Students At or Above District Grade-Level Mean RIT	29
Grade-Level Mean RIT	165.8
Students At or Above Grade-Level Mean RIT	16

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	49	56%	19	22%	9	10%	7	8%	4	5%	151-153-154	14.6
Instructional Area RIT Range												
Literature and Informational Text	46	52%	19	22%	12	14%	7	8%	4	5%	150-152-154	16.3
Vocabulary Use and Functions	51	58%	12	14%	12	14%	7	8%	6	7%	151-152-154	16.2
Language and Writing	40	45%	15	17%	20	23%	9	10%	4	5%	153-154-156	16.2
Foundational Skills	43	49%	22	25%	9	10%	11	13%	3	3%	151-153-155	17



Grade Report

Grade 2

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	87
Mean RIT Score	166.9
Standard Deviation	15.4
District Grade-Level Mean RIT	173.4
Students At or Above District Grade-Level Mean RIT	29
Grade-Level Mean RIT	181.2
Students At or Above Grade-Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	51	59%	11	13%	11	13%	9	10%	5	6%	165-167-169	15.4
Instructional Area RIT Range												
Literary Text	49	56%	11	13%	13	15%	9	10%	5	6%	168-170-171	15.9
Informational Text	57	66%	9	10%	7	8%	11	13%	3	3%	163-165-167	16.6
Vocabulary	52	60%	10	11%	9	10%	14	16%	2	2%	164-165-167	17

Language Arts: Reading

Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	88
Mean RIT Score	186.5
Standard Deviation	16.4
District Grade-Level Mean RIT	185.7
Students At or Above District Grade-Level Mean RIT	57
Grade-Level Mean RIT	193.9
Students At or Above Grade-Level Mean RIT	33

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	27	31%	21	24%	19	22%	17	19%	4	5%	185-186-188	16.4
Instructional Area RIT Range												
Literary Text	21	24%	21	24%	21	24%	14	16%	11	13%	188-189-191	16.7
Informational Text	27	31%	16	18%	28	32%	12	14%	5	6%	183-185-187	17
Vocabulary	28	32%	16	18%	25	28%	14	16%	5	6%	182-185-187	18.8

Data Analysis

When looking at the winter MAPs assessment data for Reading, there is a clear need for improvement in Tier 1 teaching strategies when it comes to early literacy. In kindergarten 10% of students are at or above grade level in reading, that is six students out of fifty-seven. An area of deficit for kindergarten that needs to be targeted is foundational skills. First grade has 13% if students at or above grade level with eleven out of eighty-five. All areas tested are concerningly low in achievement levels. Focusing on foundational skills first, will ensure students have a base for learning the other areas, such as, vocabulary, language and informational text. Second grade has 16% of students at or above grade level with fourteen out of eighty-six. And lastly third grade has 24% of students at or above grade level with twenty one out of eighty-eight students.

A concern seen in the CAASPP results shows a large disproportionality between the success of all students and the success of English Learners. Only 9% of English Learners are meeting standard, with all students at 32 for ELA and 21 for Math. Another disproportionality is students with disabilities. This subgroup of students is performing significantly lower than all students. This data is concerning and will be address with actions in the emerging student's area.

Student Need 1:

Shasta students are performing below grade level in reading as shown on the NWEA MAPs assessment. Early literacy will lay the foundation for academic success of students.

SMART Goal 1

By the end of school year 2026-2027, 50% of kindergarten through third-grade students will perform at or above grade level in basic reading skills, as measured by the NWEA MAPs Reading Assessment, with a focus on phonemic awareness, blending and segmenting phonemes in words.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: K-3 students based on individual student data pulled from access time will attend tutoring afterschool to support ELA basic reading skills.	Common Formative Assessment based on foundational skills screener for grade level readiness.	TBD: Fall 2024				Time Money People
ELOP: Academic incentive program. Students will attend an after-school activity and earn incentives each trimester (Fall, Winter, Spring). Students that have met projected growth on at least	Based on the MAPs assessment in Fall, Winter and Spring, the number students that have met his/her projected growth on two out of three areas (Reading, Math & Language Usage)	TBD: Winter 2025				Time Money People
Through professional development, the Instructional Leadership Team and teachers will strengthen Tier 1 instructional strategies with a focus on Highly Collaborative Teacher Teams.	Tier 1 Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development.	Tier 1 Teaching Strategies Learning Walk Data: TBD				Time Money People
Highly Collaborative Teacher Teams will meet weekly to review data, identify needs, discuss instructional practices and plan to meet individual grade level student needs.	Pre-Common Formative Assessment and Post-Common Formative Assessment to determine student need and outcomes. Audit of Teacher Team PowerPoint to determine effectiveness.	TBD: Aug 2024 April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints				Time Money People
Foundations Implementation: Shasta Administration Team will support K-3 teachers to	Foundations Learning Walks: 1. Number of teachers that have Foundations	1. 10/15 teachers 2. _____ No evidence				Time Money People

<p>effectively implement Foundations with fidelity. Observation, training and discussion during grade level pull out days will help ensure the consistency of use of the program.</p>	<p>curriculum/wall correctly displayed: 1. Evidence of teachers teaching with fidelity as seen through learning walk data.</p>	<p>____Some evidence ____Strong evidence</p>				
<p>Instructional Specialist will focus on direct support of Tier 1 inclusive instruction through collaboration with ILT and Collaborative Teacher Teams. She/He will focus on grade level essential standards, unit design, and scaffolding instruction to meet the needs of students.</p>	<p>Tier 1 Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development to teachers.</p>	<p>Tier 1 Teaching Strategies Learning Walk Data: 0----- No evidence 9-----Some evidence 12 ---Strong evidence</p>				<p>Time Money People</p>

Progress Monitoring

Progress Monitoring



Grade Report

Grade 4

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	82
Mean RIT Score	191.3
Standard Deviation	17
District Grade-Level Mean RIT	194.9
Students At or Above District Grade-Level Mean RIT	37
Grade-Level Mean RIT	202.5
Students At or Above Grade-Level Mean RIT	23

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	36	44%	17	21%	13	16%	11	13%	5	6%	189-191-193	17
Instructional Area RIT Range												
Literary Text	29	35%	26	32%	10	12%	11	13%	6	7%	190-192-194	16.5
Informational Text	37	45%	11	13%	16	20%	13	16%	5	6%	189-191-193	19
Vocabulary	26	32%	30	37%	9	11%	12	15%	5	6%	189-191-193	19.3



Grade Report

Grade 5

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	79
Mean RIT Score	201.2
Standard Deviation	15.1
District Grade-Level Mean RIT	201.4
Students At or Above District Grade-Level Mean RIT	44
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	22

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	21	27%	23	29%	20	25%	12	15%	3	4%	200-201-203	15.1
Instructional Area RIT Range												
Literary Text	20	25%	28	35%	12	15%	12	15%	7	9%	200-202-203	15.5
Informational Text	22	28%	25	32%	17	22%	11	14%	4	5%	199-201-203	16.3
Vocabulary	23	29%	21	27%	16	20%	15	19%	4	5%	199-201-203	17.5



Grade Report

Grade 6

Term: Winter 2023-2024
District: Manteca Unified School District
School: Shasta Elementary

Norms Reference Data: 2020 and User Norms¹.
Weeks of Instruction: 20 (Winter 2024)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	83
Mean RIT Score	208
Standard Deviation	15
District Grade-Level Mean RIT	207.5
Students At or Above District Grade-Level Mean RIT	47
Grade-Level Mean RIT	213.8
Students At or Above Grade-Level Mean RIT	32

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	19	23%	22	27%	19	23%	20	24%	3	4%	206-208-210	15
Instructional Area RIT Range												
Literary Text	25	30%	17	20%	11	13%	21	25%	9	11%	207-209-211	18.2
Informational Text	21	25%	18	22%	23	28%	19	23%	2	2%	206-208-209	15.2
Vocabulary	21	25%	16	19%	26	31%	16	19%	4	5%	206-208-209	16.3



Grade Report

Grade 7

Term: Winter 2023-2024
District: Manteca Unified School District
School: Shasta Elementary

Norms Reference Data: 2020 and User Norms¹.
Weeks of Instruction: 20 (Winter 2024)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	92
Mean RIT Score	213
Standard Deviation	13.5
District Grade-Level Mean RIT	213.7
Students At or Above District Grade-Level Mean RIT	46
Grade-Level Mean RIT	217.1
Students At or Above Grade-Level Mean RIT	32

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	20	22%	26	28%	23	25%	16	17%	7	8%	212-213-214	13.5
Instructional Area RIT Range												
Literary Text	22	24%	28	30%	20	22%	12	13%	10	11%	211-213-214	13.6
Informational Text	17	18%	36	39%	15	16%	14	15%	10	11%	211-213-214	13.8
Vocabulary	24	26%	20	22%	17	18%	18	20%	13	14%	212-214-215	16.2



Grade Report

Grade 8

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 and User Norms¹.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	91
Mean RIT Score	214.9
Standard Deviation	13.5
District Grade-Level Mean RIT	218
Students At or Above District Grade-Level Mean RIT	40
Grade-Level Mean RIT	220.5
Students At or Above Grade-Level Mean RIT	30

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	21	23%	26	29%	23	25%	15	16%	6	7%	214-215-216	13.5
Instructional Area RIT Range												
Literary Text	25	27%	27	30%	20	22%	11	12%	8	9%	213-215-216	14.9
Informational Text	24	26%	25	27%	21	23%	16	18%	5	5%	212-214-215	15
Vocabulary	21	23%	23	25%	22	24%	19	21%	6	7%	214-216-217	15

Data

Data Analysis

4th through 8th grade students are performing below grade level in Reading according to the NWEA MAPs assessment. Students are showing the most need in the areas of informational text and vocabulary. The data shows the following percentages and students at or above grade level:

- 4th grade: 19% 16 students
- 5th grade: 19% 15 students
- 6th grade: 28% 23 students
- 7th grade: 25% 23 students
- 8th grade: 23% 21 students

Students need basic reading skills, including vocabulary, in order to successfully master higher level reading skills such as informational text and literary text.

Student Need 2:

Shasta students in grades 4th through 8th grade are lacking the necessary foundational skills to be successful with vocabulary development and comprehending informational text.

SMART Goal 1

By the end of school year 2026-2027, 50% of 4th-6th grade students will perform at or above grade level in reading skills and language usage, as measured by the NWEA MAPs Reading Assessment and NWEA MAPs Language Usage Assessment, with a focus on vocabulary.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: 4th-6th grade students based on individual student data pulled from access time will attend tutoring afterschool to support ELA reading skills and vocabulary development.	Common Formative Assessment based on foundational skills screener for grade level readiness.	TBD: Fall 2024				Time Money People
ELOP: Academic incentive program. Students will attend an after-school activity and earn incentives each trimester (Fall, Winter, Spring). Students that have met projected growth on at least	Based on the MAPs assessment in Fall, Winter and Spring, students that have met his/her projected growth on two out of three areas (Reading, Math & Language Usage)	TBD: Winter 2025				Time Money People
Through professional development, the Instructional Leadership Team and teachers will strengthen Tier 1 instructional strategies with a focus on Highly Collaborative Teacher Teams.	Tier 1 Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development.	Tier 1 Teaching Strategies Learning Walk Data: 0---- No evidence 9-----Some evidence 12 ---Strong evidence				Time Money People
Highly Collaborative Teacher Teams will meet weekly to review data, identify needs, discuss instructional practices and plan to meet individual grade level student needs.	Pre-Common Formative Assessment and Post-Common Formative Assessment to determine student need and outcomes. Audit of Teacher Team PowerPoint to determine effectiveness.	TBD: Aug 2024 April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints				Time Money People
Just Words Implementation: Shasta Administration Team will support	Just Words Learning Walk Data collected during intervention (HIVE) time based on evidence of Just	TBD Fall 2024 ____ No evidence				Time Money People

<p>4th-6th grade teachers to effectively implement Just Words with fidelity during intervention (HIVE) time. Observation, training and discussion during grade level pull out days will help ensure the consistency of use of the program.</p>	<p>Words being completed consistently in the classroom for Tier 2 instruction.</p>	<p>____Some evidence ____Strong evidence</p>				
<p>Intervention teacher will support Tier 2 instruction with students focusing on the use of Just Words with 4th through 6th grade students. Intervention teacher will focus on ensuring improvement of basic reading skills, vocabulary and literary text.</p>	<p>The number of 4th-6th grade students who are improving on foundational skills based on pre and post assessment data.</p>	<p>TBD: Fall 2024</p>				<p>Time Money People</p>

Progress Monitoring

SMART Goal 2

By the end of school year 2026-2027, 50% of 7th and 8th grade students will perform at or above grade level in reading skills and language usage, as measured by the NWEA MAPs Reading Assessment and NWEA MAPs Language Usage Assessment, with a focus on vocabulary and basic understanding of informational text.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>ELOP: 4th-6th grade students based on individual student data pulled from access time will attend tutoring</p>	<p>Common Formative Assessment based on foundational skills screener for grade level readiness.</p>	<p>TBD: Fall 2024</p>				<p>Time Money People</p>

afterschool to support ELA reading skills and vocabulary development.						
ELOP: Academic incentive program. Students will attend an after-school activity and earn incentives each trimester (Fall, Winter, Spring). Students that have met projected growth on at least 2 of 3 areas of the MAPs assessment.	Based on the MAPs assessment in Fall, Winter and Spring, students that have met his/her projected growth on two out of three areas (Reading, Math & Language Usage)	TBD: Winter 2025				Time Money People
Through professional development, the Instructional Leadership Team and teachers will strengthen Tier 1 instructional strategies with a focus on Highly Collaborative Teacher Teams.	Tier 1 Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development.	Tier 1 Teaching Strategies Learning Walk Data: 0----- No evidence 9-----Some evidence 12 ---Strong evidence				Time Money People
Highly Collaborative Teacher Teams will meet weekly to review data, identify needs, discuss instructional practices and plan to meet student needs.	Pre-Common Formative Assessment and Post-Common Formative Assessment to determine student need and outcomes. Audit of Teacher Team PowerPoint to determine effectiveness.	TBD: Fall 2024 April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints				Time Money People

Progress Monitoring

Progress Monitoring



Grade Report

Grade K

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math K-2 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	59
Mean RIT Score	145
Standard Deviation	8.7
District Grade-Level Mean RIT	149.5
Students At or Above District Grade-Level Mean RIT	17
Grade-Level Mean RIT	150.1
Students At or Above Grade-Level Mean RIT	14

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	18	31%	17	29%	14	24%	7	12%	3	5%	144-145-146	8.7
Instructional Area RIT Range												
Operations and Algebraic Thinking	29	49%	14	24%	9	15%	5	8%	2	3%	138-139-141	12.4
Number and Operations	14	24%	12	20%	11	19%	14	24%	8	14%	146-148-150	12.5
Measurement and Data	18	31%	13	22%	14	24%	9	15%	5	8%	144-146-147	11
Geometry	15	25%	15	25%	15	25%	7	12%	7	12%	145-147-149	11.9



Grade Report

Grade 1

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math K-2 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	87
Mean RIT Score	161.7
Standard Deviation	12.9
District Grade-Level Mean RIT	165.2
Students At or Above District Grade-Level Mean RIT	37
Grade-Level Mean RIT	170.2
Students At or Above Grade-Level Mean RIT	17

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	31	36%	28	32%	14	16%	11	13%	3	3%	160-162-163	12.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	26	30%	14	16%	16	18%	17	20%	14	16%	165-167-168	16.8
Number and Operations	29	33%	25	29%	16	18%	12	14%	5	6%	160-162-164	15.6
Measurement and Data	32	37%	30	34%	15	17%	7	8%	3	3%	158-159-161	14.1
Geometry	44	51%	16	18%	12	14%	10	11%	5	6%	155-157-159	18



Grade Report

Grade 2

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math 2-5 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	87
Mean RIT Score	175.8
Standard Deviation	15.3
District Grade-Level Mean RIT	177.4
Students At or Above District Grade-Level Mean RIT	44
Grade-Level Mean RIT	184.1
Students At or Above Grade-Level Mean RIT	30

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 2-5 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	37	43%	11	13%	16	18%	15	17%	8	9%	174-176-177	15.3
Instructional Area RIT Range												
Operations and Algebraic Thinking	26	30%	12	14%	17	20%	21	24%	11	13%	178-179-181	16.4
Number and Operations	36	41%	8	9%	13	15%	15	17%	15	17%	175-177-179	17.8
Measurement and Data	44	51%	14	16%	9	10%	11	13%	9	10%	172-173-175	17
Geometry	39	45%	14	16%	14	16%	16	18%	4	5%	171-173-175	19.4



Grade Report

Grade 3

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math 2-5 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	88
Mean RIT Score	190.2
Standard Deviation	11.9
District Grade-Level Mean RIT	188.5
Students At or Above District Grade-Level Mean RIT	49
Grade-Level Mean RIT	196.2
Students At or Above Grade-Level Mean RIT	26

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 2-5 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	27	31%	20	23%	21	24%	18	20%	2	2%	189-190-191	11.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	11	13%	20	23%	18	20%	17	19%	22	25%	196-198-200	18.1
Number and Operations	39	44%	24	27%	16	18%	7	8%	2	2%	184-185-187	12.7
Measurement and Data	28	32%	15	17%	23	26%	16	18%	6	7%	190-191-193	12.9
Geometry	32	36%	18	20%	15	17%	17	19%	6	7%	186-188-189	17.2



Grade Report

Grade 4

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math 2-5 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	82
Mean RIT Score	196.7
Standard Deviation	12.5
District Grade-Level Mean RIT	199
Students At or Above District Grade-Level Mean RIT	43
Grade-Level Mean RIT	206.1
Students At or Above Grade-Level Mean RIT	19

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 2-5 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	23	28%	28	34%	26	32%	3	4%	2	2%	195-197-198	12.5
Instructional Area RIT Range												
Operations and Algebraic Thinking	19	23%	20	24%	14	17%	23	28%	6	7%	200-202-203	15.3
Number and Operations	28	34%	28	34%	17	21%	8	10%	1	1%	194-196-197	13.3
Measurement and Data	29	35%	23	28%	16	20%	10	12%	4	5%	196-198-199	15.3
Geometry	48	59%	14	17%	15	18%	3	4%	2	2%	188-190-191	15.2



Grade Report

Grade 5

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math 2-5 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	78
Mean RIT Score	205.3
Standard Deviation	12.4
District Grade-Level Mean RIT	205.4
Students At or Above District Grade-Level Mean RIT	44
Grade-Level Mean RIT	214.7
Students At or Above Grade-Level Mean RIT	17

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 2-5 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	26	33%	20	26%	22	28%	9	12%	1	1%	204-205-207	12.4
Instructional Area RIT Range												
Operations and Algebraic Thinking	19	24%	27	35%	22	28%	8	10%	2	3%	204-205-207	14.1
Number and Operations	23	29%	18	23%	19	24%	13	17%	5	6%	207-209-210	15.2
Measurement and Data	30	38%	24	31%	19	24%	4	5%	1	1%	201-203-204	12.6
Geometry	32	41%	20	26%	11	14%	13	17%	2	3%	202-203-205	15.9



Grade Report

Grade 6

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math 6+ CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	83
Mean RIT Score	213.4
Standard Deviation	16.4
District Grade-Level Mean RIT	212.1
Students At or Above District Grade-Level Mean RIT	45
Grade-Level Mean RIT	219.6
Students At or Above Grade-Level Mean RIT	34

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 6+ CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	27	33%	16	19%	19	23%	13	16%	8	10%	212-213-215	16.4
Instructional Area RIT Range												
Operations and Algebraic Thinking												
Operations and Algebraic Thinking	24	29%	18	22%	14	17%	18	22%	9	11%	212-214-217	18.8
The Real and Complex Number Systems												
The Real and Complex Number Systems	25	30%	17	20%	11	13%	17	20%	13	16%	214-216-218	19.2
Geometry												
Geometry	27	33%	21	25%	12	14%	15	18%	8	10%	212-214-216	17.9
Statistics and Probability												
Statistics and Probability	34	41%	25	30%	13	16%	8	10%	3	4%	204-206-208	17.7

Data



Grade Report

Grade 7

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math 6+ CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	91
Mean RIT Score	216.8
Standard Deviation	12.8
District Grade-Level Mean RIT	218.7
Students At or Above District Grade-Level Mean RIT	40
Grade-Level Mean RIT	224
Students At or Above Grade-Level Mean RIT	29

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 6+ CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	30	33%	23	25%	20	22%	15	16%	3	3%	215-217-218	12.8
Instructional Area RIT Range												
Operations and Algebraic Thinking												
Operations and Algebraic Thinking	20	22%	29	32%	20	22%	18	20%	4	4%	216-217-219	15.6
The Real and Complex Number Systems												
The Real and Complex Number Systems	27	30%	26	29%	19	21%	13	14%	6	7%	215-217-218	15.9
Geometry												
Geometry	26	29%	24	28%	27	30%	12	13%	2	2%	216-217-218	12.5
Statistics and Probability												
Statistics and Probability	28	31%	31	34%	15	16%	12	13%	5	5%	214-216-217	16.4



Grade Report

Grade 8

Term: Winter 2023-2024
 District: Manteca Unified School District
 School: Shasta Elementary

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 20 (Winter 2024)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math 6+ CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	92
Mean RIT Score	221.4
Standard Deviation	16.7
District Grade-Level Mean RIT	225.6
Students At or Above District Grade-Level Mean RIT	42
Grade-Level Mean RIT	228.1
Students At or Above Grade-Level Mean RIT	32

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
Growth: Math 6+ CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	26	28%	18	20%	30	33%	14	15%	4	4%	220-221-223	16.7	
Instructional Area RIT Range													
Operations and Algebraic Thinking	21	23%	21	23%	23	25%	22	24%	5	5%	222-224-226	18.5	
The Real and Complex Number Systems	18	20%	26	28%	24	26%	14	15%	10	11%	221-223-225	19	
Geometry	32	35%	27	29%	17	18%	9	10%	7	8%	216-218-220	18.3	
Statistics and Probability	31	34%	20	22%	25	27%	11	12%	5	5%	218-220-222	18.4	

Data Analysis

Kindergarten through 8th grade students are performing below grade level in Reading according the NWEA MAPs assessment. The data shows the following percentages and students at or above grade level:

- Kinder: 17% 10 students
- 1st grade: 16% 14 students
- 2nd grade: 26% 23 students
- 3rd grade: 22% 20 students
- 4th grade: 6% 5 students
- 5th grade: 13% 10 students
- 6th grade: 26% 21 students
- 7th grade: 19% 18 students
- 8th grade: 19% 18 students

Students need a deeper understanding of basic math concepts in order to successfully master higher level math skills such as statistics and probability.

Student Need 3:

Shasta students need an increase in achievement on math grade level standards, focusing on essential standards, foundational skills, and solving real world problems. Addressing these challenges requires a focus on Tier 1 instruction and targeted intervention.

SMART Goal 1

By the end of school year 2026-2027, 75% of students, grades kindergarten through eighth grade will demonstrate proficiency in math grade level standards as measured by the NWEA MAPs Math Assessment, state assessments and classroom performance.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: K-8 students based on individual student data pulled from access time will attend tutoring afterschool to support Math basic skills.	Common Formative Assessment based on foundational skills screener for grade level readiness.	TBD: Fall 2024				Time Money People
ELOP: Academic incentive program. Students will attend an after-school activity and earn incentives each trimester (Fall, Winter, Spring). Students that have met projected growth on at least 2 of 3 areas of the MAPs assessment.	Based on the MAPs assessment in Fall, Winter and Spring, students that have met his/her projected growth on two out of three areas (Reading, Math & Language Usage)	TBD: Winter 2025				Time Money People
Teachers will incorporate Mathematical Practices and Thinking Strategies within their instruction.	Math Learning Walk Data: Evidence of the math thinking strategies being used during Math instruction.	0----- No evidence 7-----Some evidence 14 ---Strong evidence				Time Money People
Math Workshop Model Implementation: Coaching & Collaboration with PEBC and support from the administration team and instructional specialist.	Math Learning Walk Data: Evidence of the math workshop model implementation.	0----- No evidence 7-----Some evidence 14 ---Strong evidence				Time Money People
Through professional development, the Instructional	Tier 1 Teaching Strategies Learning Walk Data.	Tier 1 Teaching Strategies Learning Walk Data:				Time Money People

Leadership Team and teachers will strengthen Tier 1 instructional strategies with a focus on Highly Collaborative Teacher Teams.	Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development.	0----- No evidence 9-----Some evidence 12 ---Strong evidence				
Highly Collaborative Teacher Teams will meet weekly to review data, identify needs, discuss instructional practices and plan to meet student needs.	Each PLC Collaborative PowerPoint will be reviewed to ensure completion and compliance.	April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints				Time Money People

Progress Monitoring

Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

Shasta School will ensure a safe and secure school environment for all staff and students by implementing safety and discipline protocols and practices.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.62	4.77	0.91	4.62	0.20	3.17
Expulsions	0.00	0.12	0.01	0.09	0.00	0.07

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 2022-23	District 2022-23	State 2022-23
Suspensions	4.51	4.96	3.60
Expulsions	0.46	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

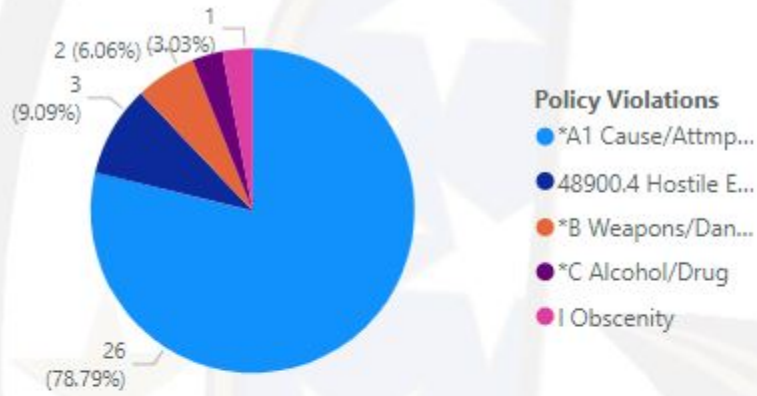
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

All Students	865	846	263	31.1
Female	420	413	121	29.3
Male	444	432	142	32.9
American Indian or Alaska Native	1	1	1	100.0
Asian	44	43	14	32.6
Black or African American	26	23	5	21.7
Filipino	9	9	1	11.1
Hispanic or Latino	613	606	194	32.0
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	30	29	11	37.9
White	136	129	35	27.1
English Learners	275	271	75	27.7
Foster Youth	5	5	0	0.0
Homeless	66	62	36	58.1
Socioeconomically Disadvantaged	637	624	198	31.7
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	135	132	47	35.6

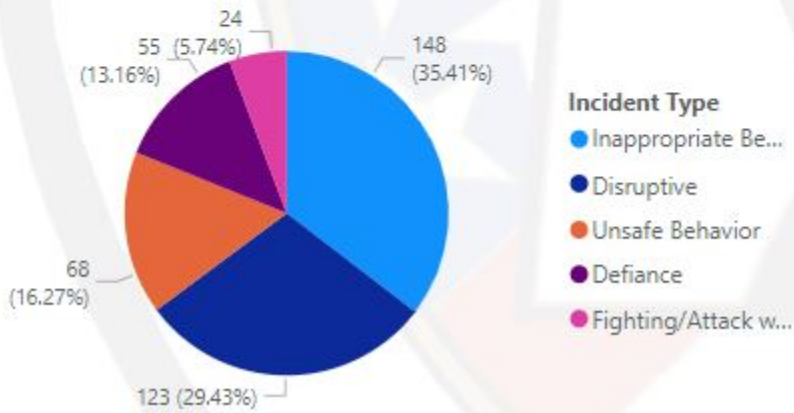
Shasta Elementary
 Behavior Analysis - Incidents
 Events from 08/03/2023 to 04/22/2024
 Printed: 4/22/2024 12:08 PM

School		(All)	-
Count of Incident			
Incident	-	Grand Total	-
Bullying/Cyberbullying		2	
Cheating/Dishonest		7	
Damage School/Personal Property		7	
Dangerous Object		1	
Defiance		55	
Disruptive		124	
Eating/Chewing Gum in Class		8	
Electronic Device		23	
Fighting/Attack w/o Weapon		24	
Forgery		2	
Graffiti		2	
Hate Crime/Racial Slurs		1	
Inappropriate Behavior/Object		150	
Possess/Use Weapon		1	
Profanity		28	
Pushing/Shoving		46	
Sexual Harassment		1	
Student Attire		4	
Theft/Robbery/Extortion		9	
Threat of Attack - w/o Weapon		8	
Truant (CWA ONLY)		10	
Unsafe Behavior		69	
Vape Pen: THC		1	
Verbal Fight		2	
Grand Total		585	

Policy Violations (Top 5)



Incident Types (Top 5)



Count of Student		Grade								Grand Total		
Penalty	Incident	TK	00	01	02	03	04	05	06		07	08
Alternative Placement	Inappropriate Behavior/Object				1							1
Alternative Placement Total					1							1
BASE Lesson	Disruptive										2	2
	Fighting/Attack w/o Weapon							3				3
	Inappropriate Behavior/Object							2	2	1		5
	Threat of Attack - w/o Weapon									1		1
	Unsafe Behavior							1	2	1	2	6
BASE Lesson Total								1	7	3	6	17
Conference, Parent	Defiance							1				1
	Disruptive			1								1
	Inappropriate Behavior/Object		1							2		3
	Verbal Fight									1		1
Conference, Parent Total			1	1			1			3		6
Conference, Student	Cheating/Dishonest									1		1
	Damage School/Personal Property			1	1			1				3
	Defiance		1	6	1	3	2	8	2	2	6	31
	Disruptive	3	#	2	7	5	7		8	4		78
	Eating/Chewing Gum in Class					1		1				2
	Electronic Device					2	4	1	8	3		18
	Fighting/Attack w/o Weapon		1						2			3
	Forgery							1	1			2
	Hate Crime/Racial Slurs										1	1
	Inappropriate Behavior/Object	2	8	#	3	#	6	#		5	11	91
	Profanity		2			4			2	8		16
	Pushing/Shoving		4	3		3	3		1	2		16
	Theft/Robbery/Extortion			1						2		3
	Unsafe Behavior	2	1	6		#	2		1	4		26
Conference, Student Total		7	17	#	7	#	#	#	8	#	39	291
Contract, Attendance	Threat of Attack - w/o Weapon								1			1
Contract, Attendance Total									1			1
Contract, DRB	Fighting/Attack w/o Weapon									1		1
	Threat of Attack - w/o Weapon									1		1
Contract, DRB Total										2		2

Contract, Fighting	Fighting/Attack w/o Weapon	1 2 1 2	6
Contract, Fighting Total		1 2 1 2	6
Contract, Peer Resource	Threat of Attack - w/o Weapon	1	1
Contract, Peer Resource Total		1	1
Contract, SARB	Truant (CWA ONLY)	1 3 1 2 2 1	10
Contract, SARB Total		1 3 1 2 2 1	10
COST	Dangerous Object	1	1
	Fighting/Attack w/o Weapon	1 1 3 6	11
	Pushing/Shoving	1	1
	Threat of Attack - w/o Weapon	2	2
	Unsafe Behavior	1	1
COST Total		1 1 1 2 3 8	16
Detention	Bullying/Cyberbullying	2	2
	Cheating/Dishonest	1 1	2
	Defiance	3 3 1 6	13
	Disruptive	# 5 6	21
	Eating/Chewing Gum in Class	2	2
	Electronic Device	1 1 1	3
	Fighting/Attack w/o Weapon	2	2
	Forgery	1	1
	Graffiti	1	1
	Inappropriate Behavior/Object	3 4 1 2	10
	Profanity	3	3
	Pushing/Shoving	1 2 1	4
	Student Attire	4	4
	Theft/Robbery/Extortion	1 1	2
	Unsafe Behavior	2 2 4 4 5	17
Verbal Fight	2	2	
Detention Total		6 # # # 26	89
Expulsion	Profanity	1	1
Expulsion Total		1	1
Full Restitution	Damage School/Personal Property	1	1
Full Restitution Total		1	1
Loss of Privileges	Cheating/Dishonest	3	3
	Damage School/Personal Property	1 1 1	3
	Defiance	8 3 2 # 1 12	36
	Disruptive	# 1 6 # 8 1 1 2	65
	Eating/Chewing Gum in Class	1 4	5
Electronic Device	1 5	6	

Fighting/Attack w/o Weapon	1	1	1	5	2					10
Forgery					1					1
Inappropriate Behavior/Object	5	#	3	#	5	#	4	1	1	77
Profanity				4		1	1	1		7
Pushing/Shoving	6	5	3	5	7					26

Loss of Privileges	Sexual Harassment								1		1	
	Theft/Robbery/Extortion		3			1	1				5	
	Unsafe Behavior	1	1	6	#	5	3		5		32	
Loss of Privileges Total		2	12	#	5	#	#	#	3	21	277	
Loss of Recess	Cheating/Dishonest		1						1		2	
	Defiance			2							2	
	Disruptive		1		1	1			1		4	
	Fighting/Attack w/o Weapon					2					2	
	Graffiti								1		1	
	Inappropriate Behavior/Object	1	2	1	2	1			2	1	10	
	Pushing/Shoving		1		2	2	4		2		11	
	Theft/Robbery/Extortion					1					1	
	Threat of Attack - w/o Weapon									2	2	
	Unsafe Behavior	4	1	2	1	7	7	3	4		29	
Loss of Recess Total		5	1	7	4	#	#	7	5	6	3	64
Refer to Counselor	Disruptive			1							1	
	Fighting/Attack w/o Weapon							1	2		3	
	Threat of Attack - w/o Weapon							1	1		2	
	Unsafe Behavior	1									1	
Refer to Counselor Total		1	1					2	3		7	
Suspension	Dangerous Object					1					1	
	Fighting/Attack w/o Weapon		2		1	3	6	4	8		24	
	Inappropriate Behavior/Object		1			1	1				3	
	Possess/Use Weapon						1				1	
	Profanity								4		4	

	Profanity						4	4
	Pushing/Shoving		2	1				3
	Threat of Attack - w/o Weapon			1	3			4
	Vape Pen: THC						1	1
Suspension Total			3	4	4	#	4	16
Warning	Disruptive						1	1
	Electronic Device			1				1
	Inappropriate Behavior/Object	1	1					2
	Threat of Attack - w/o Weapon					3	3	1
	Unsafe Behavior				1		1	2
Warning Total			1	2	1	3	3	3
Work Detail	Cheating/Dishonest			1				1
	Damage School/Personal Property			1		2		3
	Fighting/Attack w/o Weapon					2		2
	Inappropriate Behavior/Object	1		1				2
	Pushing/Shoving				2			2
	Unsafe Behavior							1
Work Detail Total			1	2	2	1	4	1
Written Consequence	Disruptive	1			1		1	3
	Fighting/Attack w/o Weapon	1						1



Written Consequence	Inappropriate Behavior/Object	1	1	1	1	1	3	8
	Profanity			1	1		1	1
	Pushing/Shoving			2				2
	Threat of Attack - w/o Weapon				2			2
Written Consequence Total		1	2	1	2	3	4	1
Grand Total		16	32	#	#	#	#	#

Data Analysis

Overall, the discipline data for Shasta has shown a decrease from the previous school year. When looking at the policy violations, cause/attempt/threat physical injury has the highest number with 26 incidents qualifying under that category. Eighth grade students have the highest number of incidents and suspensions for this policy. The highest incident type is inappropriate behavior. When looking at this category, it has a range of different types of behaviors. I feel like the Shasta administration need to define what qualifies as inappropriate behavior in order to better target this incident type area. Disruptive was the next incident behavior that needs to be targeted. Shasta students need to be more engaged and connected to the school and learning inside and outside the classroom.

Student Need 1:

It is essential for all students to establish connections with the school that encourage appropriate behavior.

SMART Goal 1

By the end of school year 2026-2027, the number of discipline incidents related to inappropriate and disruptive behaviors will be reduced by 20% compared to the previous year as measured by Q discipline data.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers and administrators will engage in Restorative Practice trainings and implement procedures.	Behavioral data from Q behavior which tracks classroom and schoolwide data. Reduction in suspensions and by tracking outcomes of restorative justice cases	Total incidents in April 2024: 585				Time Money People
Elevate Program: Mentoring for 6th, 7th & 8th grade students to impact attendance, behavior and academic success.	Behavior, academic and attendance data will be tracked with students in the program for improvement and progress.	TBD: Fall 2024				Time Money People
6th-8th grade students will engage in Point Break workshops to increase student resiliency, build social competence, critical thinking skills, personal responsibility, and a sense of purpose and hope for the future.	Behavior, academic and attendance data will be tracked with students referred for the program for improvement and progress.	TBD: Fall 2024				Time Money People
Peaceful playgrounds will be implemented with fidelity to reduce the number of inappropriate behavior incidents on the playground. Staff members will complete training	Total number of inappropriate behavior incidents in all grade level based on Q discipline reports.	Inappropriate Behavior Incidents April 2024: 148				Time Money People

to ensure compliance.						
Schoolwide PBIS program will attend trainings, meet monthly and provide incentives for positive behaviors seen inside and outside the classroom. Students connect with a staff member through the check in and check out process.	PBIS team will monitor the effectiveness of practices based off the number of incidents in the overall behavior and the targeted behaviors from reports in Q Student Discipline.	April 2024: Overall incidents: 875 Targeted behavior number of incidents: Inappropriate Behavior: 148 Disruptive: 123 Unsafe Behavior: 68 Defiance: 55				Time Money People
Students will attend events, activities, excursions and the school will host community events to support school connectedness and sense of community.	Data of number of students/families that attended each after school activity and a follow up survey will be given to monitor success of student connectedness.	TBD: Fall 2024				Time Money People
Victor Wrap Around Services-Site Based Program will work with students and families to improve behaviors, attendance and academic performance. Provider will meet with students in a group setting to target behaviors.	Number of students entering the program and successfully graduating the program with progress and improvement.	10/20 students closed successfully. 7 currently open 2 closed non-sufficient duration of time.				Time Money People
Staff members will attend COST meetings to coordinate services for students displaying behavior and attendance concerns. The team will discuss strategies and services appropriate for the needs of	Behavioral & attendance data from Q behavior which tracks classroom and schoolwide data.	TBD: 2024				Time Money People

individual students. Time sheeting may be necessary						
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Progress Monitoring

Progress Monitoring

21/22 School Year:

As of 4/29/22:

Total students enrolled: 781
 Number of students at 10% absent: 386
 Number of students at 20% absent: 119
 Approximately 49% of our students were absent 10% or more as of 4/29/22.

22/23 School Year:

As of 4/29/23:

Total students enrolled: 801
 Number of students at 10% absent: 238
 Number of students at 20% absent: 46
 Approximately 29% of our students are at 10% or more as 4/29/23.

23/24 School Year:

As of 4/29/24:

Total students enrolled: 810
 Number of students at 10% absent: 149
 Number of students at 20% absent: 36
 Approximately 18% of our students are at 10% or more as of 4/29/24.

Data

Data Analysis

Since the 2021-2022 school year, Shasta's 10% chronically absent student number is down by 237 students and our 20% chronically absent students are down by 93 students. As of April 2024, Shasta is at 18% chronically absent, as compared to the 2021-2022 school year of 49% chronically absent. That is a difference of 31%. Great progress is being seen through many different efforts targeting absenteeism.

Student Need 2:

In order for students to be successful academically in school, they must attend school regularly, on time.

By the end of school year 2026-2027, the number of students that are chronically absent (10% or more) will be reduced by 25% or 45 students as measured through the Q student data chronic absenteeism report to improve student achievement.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Attendance Incentive Program. Students will attend an after-school activity and earn incentives each trimester that they achieve perfect attendance.	Perfect attendance report (Fall, Winter, Spring) showing the number of students that have achieved perfect attendance for the trimester.	April 2024 Trimester 1-79 students Trimester 2-51 students Progress (April 29) Trimester 3-95 students				Time Money People
Outreach assistant will work in conjunction with site administration to target the top 25 chronically absent students, by meeting with the student, setting goal, removing barriers and providing incentives.	Using data from check ins with the Outreach Assistant, students with improved attendance from targeted student group will be monitored for success.	TBD: Aug 2024				Time Money People
Outreach assistant and vice principal will host a SART meeting with parent to discuss attendance concerns and help removed barriers to improve school attendance.	Using the Chronic Absenteeism Report from Q Student Data, the number of students with improved attendance and overall percentage of chronically absent students as a result of removed barriers.	TBD: Aug 2024				Time Money People
Victor Wrap Around Services-Site Based Program will work with students and families to improve attendance and academic performance. Provider will also meet with	Number of students entering the program and successfully graduating the program with progress and improvement.	10/20 students closed successfully. 7 currently open 2 closed non-sufficient duration of time.				Time Money People

students in a group setting to target behaviors.						
Outreach assistant celebrates students that have achieved perfect attendance each month with incentives and activities.	Monthly perfect attendance reports from Q student data to show the number of students with perfect attendance each month.	Aug 2023-272 students Sept 2023-249 students Oct 2023-225 students Nov 2023-166 students Dec 2023-272 students Jan 2024-184 students Feb 2024-184 students Mar 2024-272 students April 2024-195 students				Time Money People
Staff members will attend COST meetings to coordinate services for students displaying behavior and attendance concerns. The team will discuss strategies and services appropriate for the needs of individual students. Time sheeting may be necessary	Behavioral & attendance data from Q which tracks classroom and schoolwide data.	TBD: 2024				Time Money People

Progress Monitoring

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

Students in Kindergarten through 8th grade will meet or exceed grade level expectations in reading, writing, and math as measured by NWEA MAPs assessments, state assessments and classroom performance.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

Shasta school does not have any identified ATSI groups within Emerging Students.

Comprehensive Needs Assessment

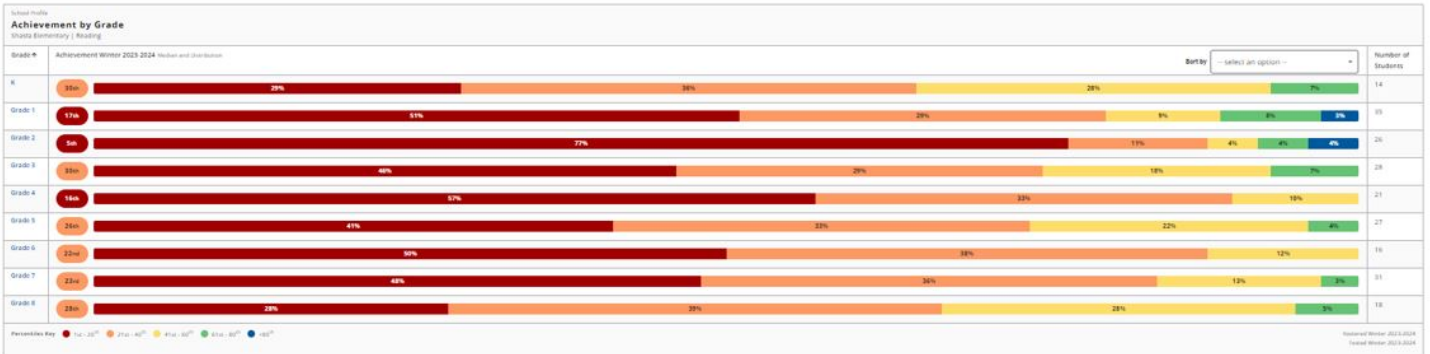
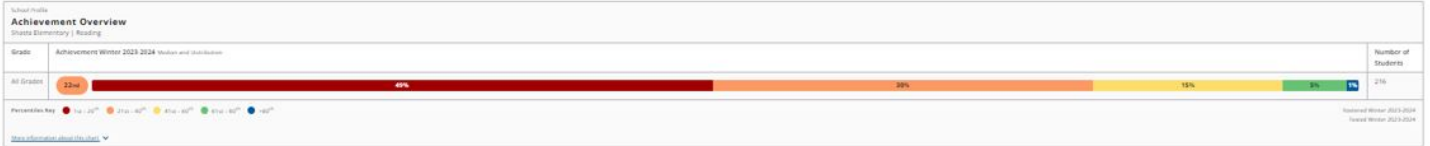
Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When reviewing the schoolwide data, three emerging student groups display low performance and gaps according to indicators. Shasta's English Learners, Socio-Economically Disadvantaged and Students with Disabilities, fall below other groups on the MAPs and California Dashboard.

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%		

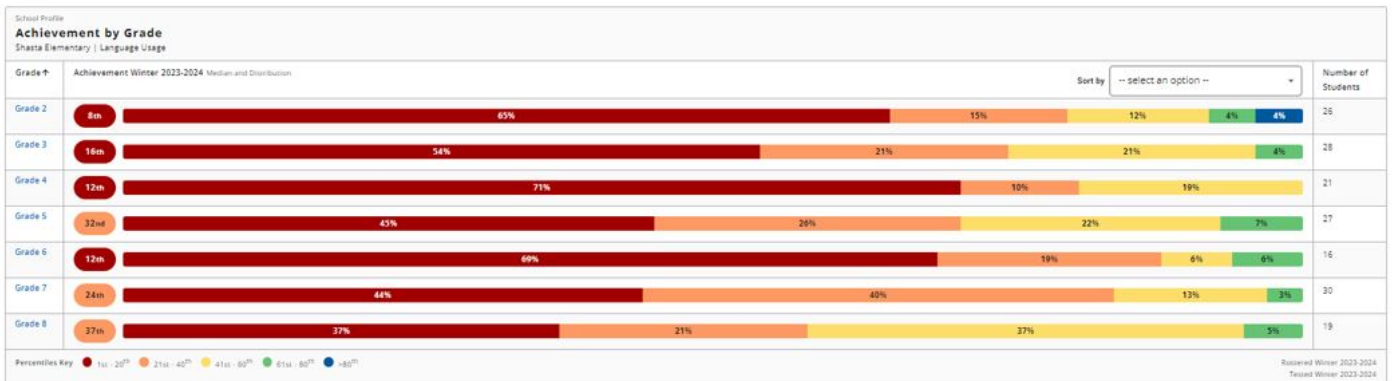
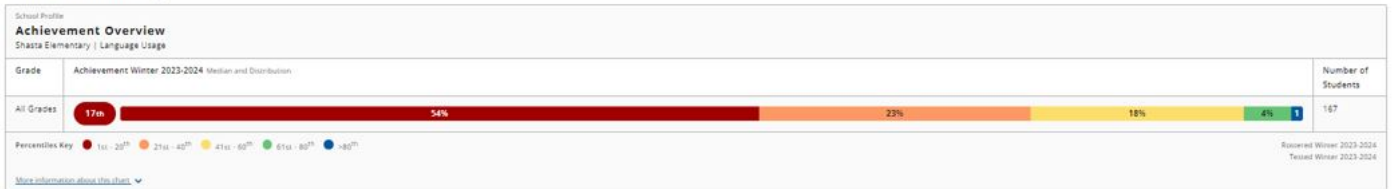
English Learners-Reading

Shasta Elementary

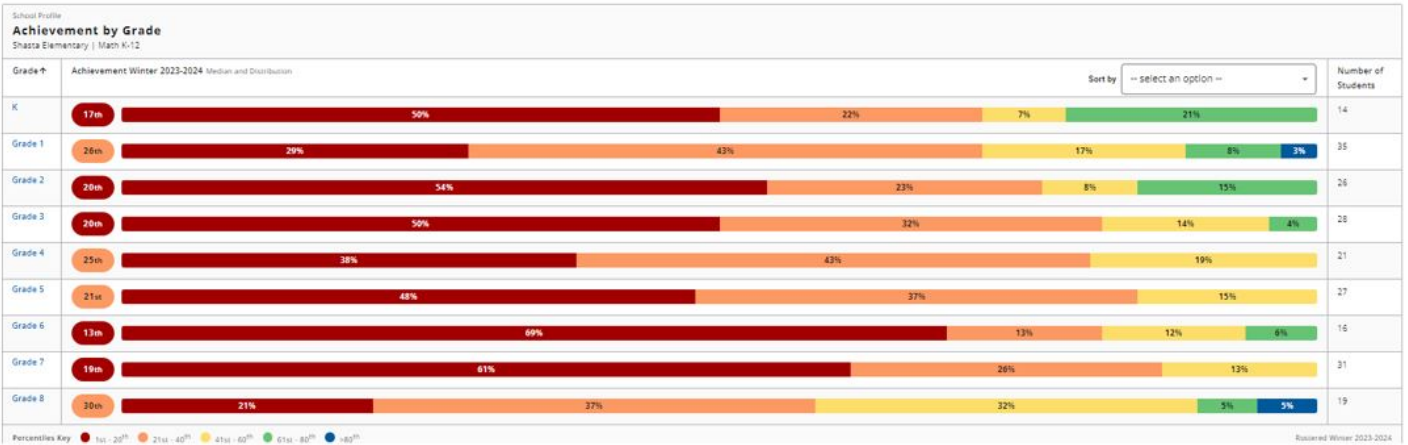
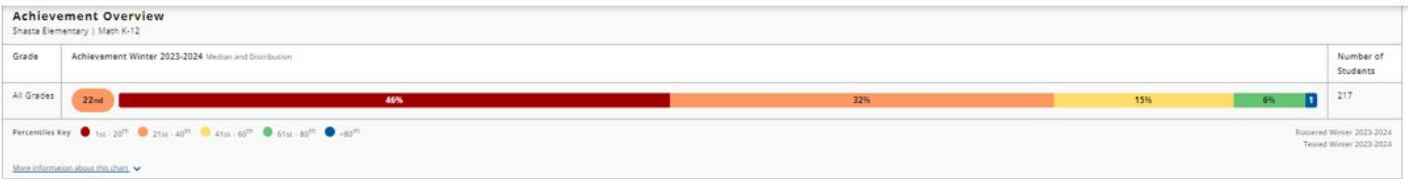


English Learners-Language Usage

Shasta Elementary



English Learners-Math



Data Analysis

When looking at the NWEA MAPs assessment data, English Learner students have a low percentage of green and blue band in Reading, Language Usage and Math. In reading only 6% of students were in the proficient range, that is 12 students out of 216. In math only 7% (15 students) and in language usage there was only 5% of students tested (8 students). Our English Learner students need greater support in all academic areas. The number of English Learner students increased, showing even a greater need to meet our students' needs. 10 Shasta students were reclassified in the 2023-2024 school year.

Student Need 1:

Students at Shasta that fall in the English Learner subgroup are performing below grade level in reading and math as shown on the NWEA MAPs assessment.

SMART Goal 1

By the end of school year 2025-2026, Shasta will increase the percentage of English Learner students who reclassify as English proficient as measure by the state ELPAC assessment.

Implementation Plan

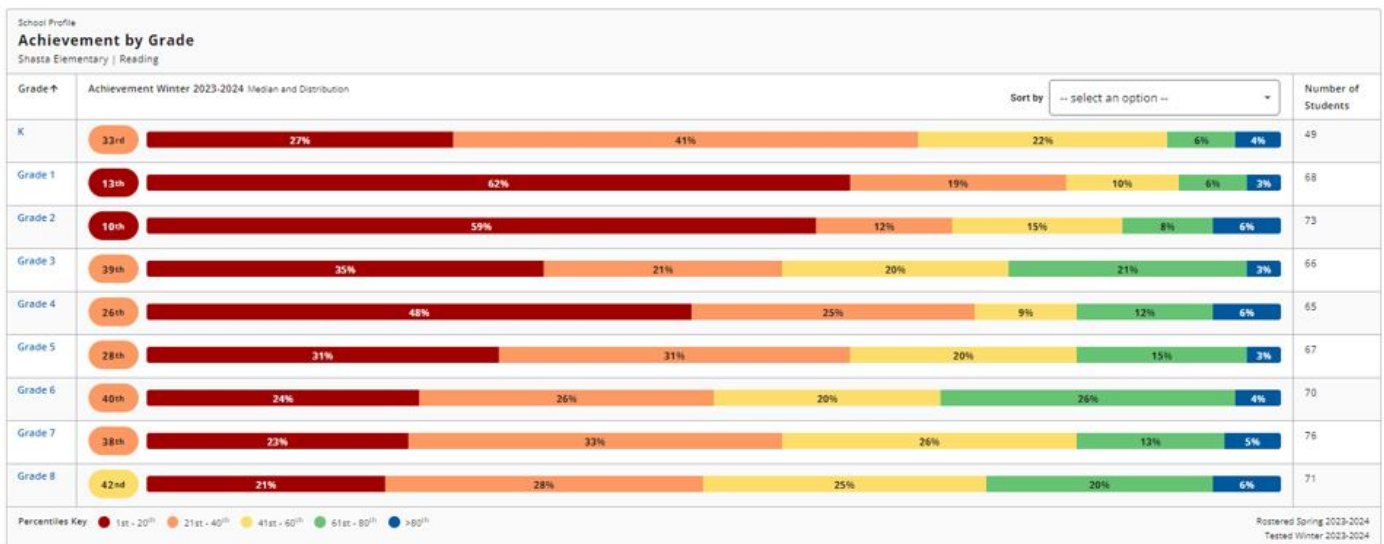
Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Through professional development, the Instructional Leadership Team and teachers will	ELD Teaching Strategies Learning Walk Data. Data will be collected and reviewed for	ELD Teaching Strategies Learning Walk Data:				Time Money People

strengthen Designated ELD instructional strategies with a focus on Highly Collaborative Teacher Teams.	improvement on skill and use of strategies taught at professional development.					
Highly Collaborative Teacher Teams will meet weekly to review data, identify needs, discuss instructional practices and plan to meet individual grade level student needs. Efforts will be focused on Tier 1 and Tier 2 instruction.	Pre-Common Formative Assessment and Post-Common Formative Assessment to determine student need and outcomes. Audit of Teacher Team PowerPoint to determine effectiveness.	TBD: Aug 2024 April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints				Time Money People
Instructional Specialist will focus on direct support of Tier 1 inclusive instruction through collaboration with ILT and Collaborative Teacher Teams. She/He will focus on grade level essential standards, unit design, and scaffolding instruction to meet the needs of students.	Tier 1 Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development to teachers.	Tier 1 Teaching Strategies Learning Walk Data: 0----- No evidence 9-----Some evidence 12 ---Strong evidence				Time Money People
Bilingual paraprofessional will work with students in small groups in the classroom to support academic vocabulary development.	Pre-Common Formative Assessment and Post-Common Formative Assessment to determine student need and outcomes.	TBD: Aug 2024				Time Money People
Instructional Specialist will focus on direct support of Tier 1	Tier 1 Teaching Strategies Learning Walk Data.	Tier 1 Teaching Strategies Learning Walk Data:				Time Money People

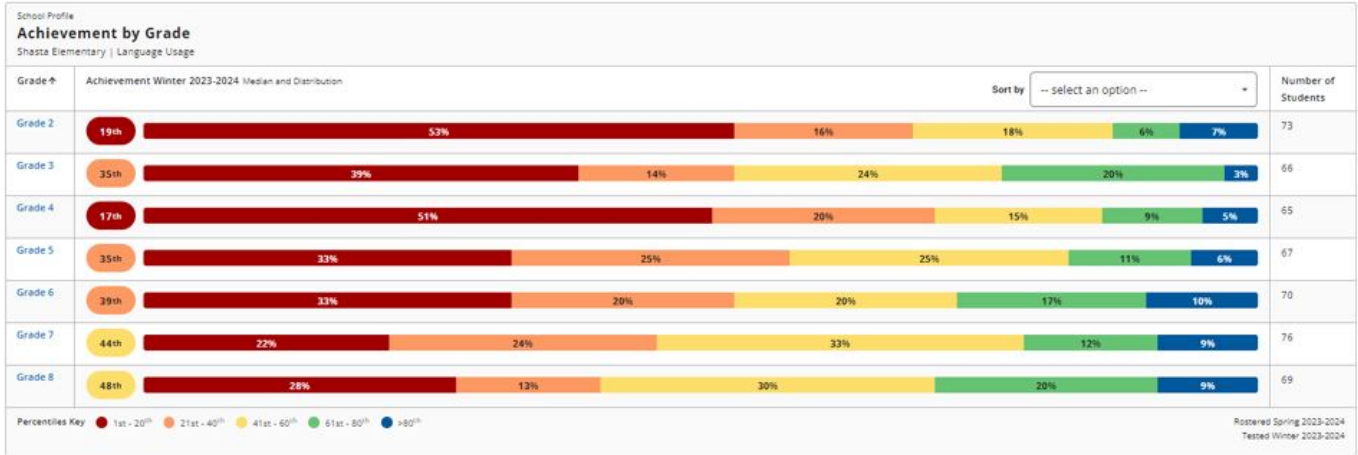
<p>inclusive instruction through collaboration with ILT and Collaborative Teacher Teams. She/He will focus on grade level essential standards, unit design, and scaffolding instruction to meet the needs of students.</p>	<p>Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development to teachers.</p>	<p>0----- No evidence 9-----Some evidence 12 ---Strong evidence</p>				
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Progress Monitoring

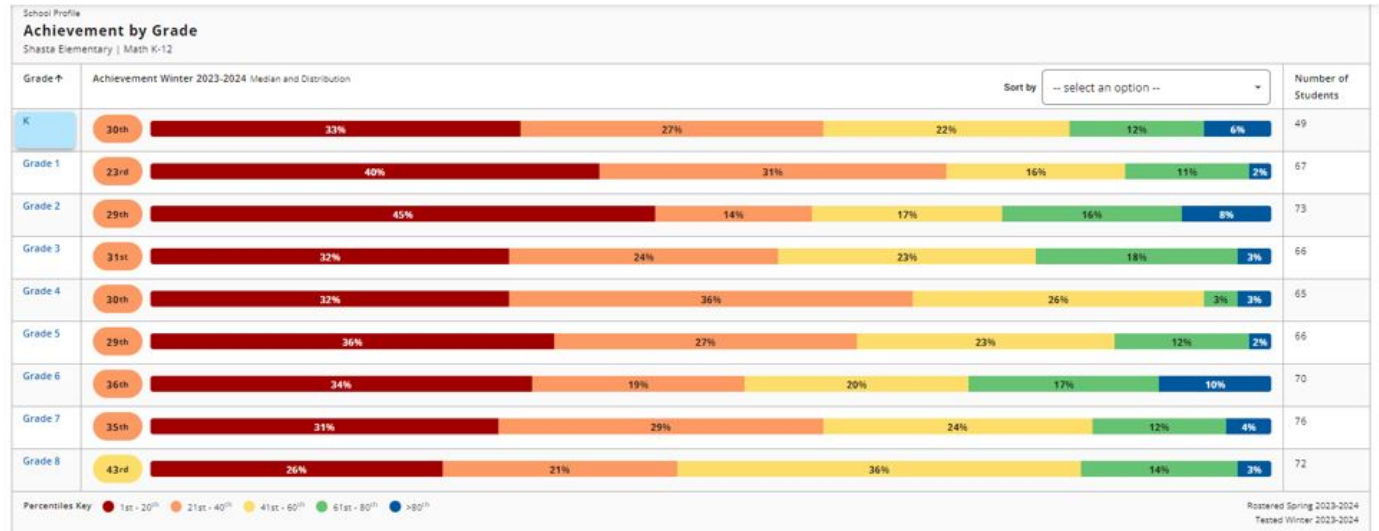
Socio-Economically Disadvantaged-Reading



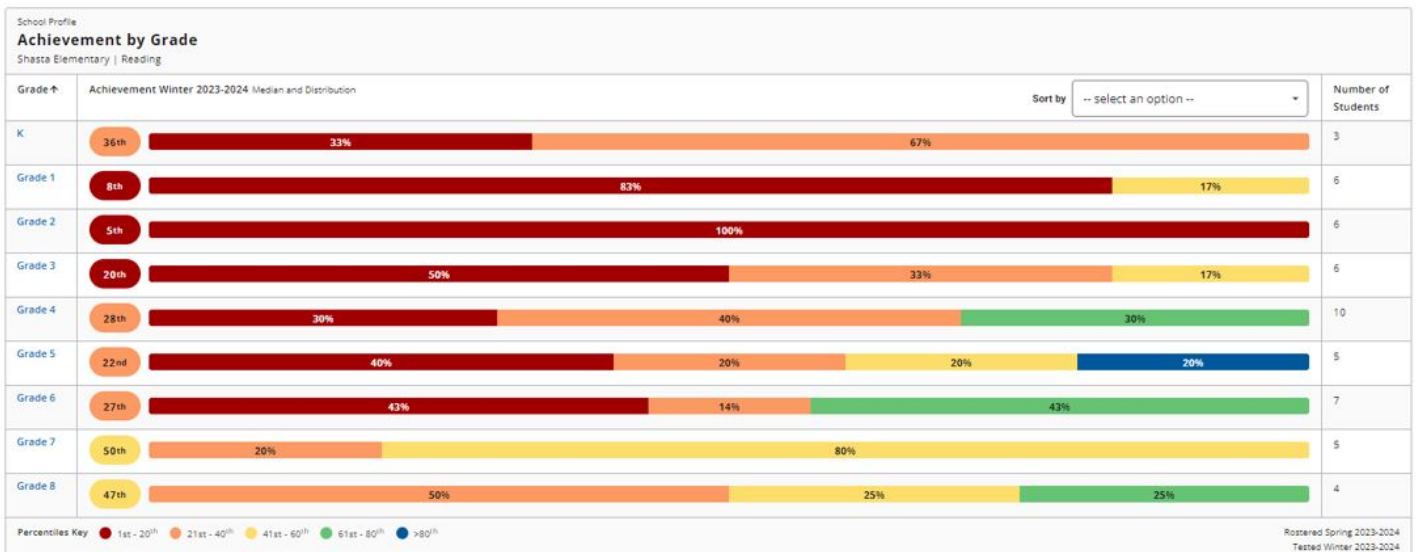
Socio-Economically Disadvantaged-Language Usage



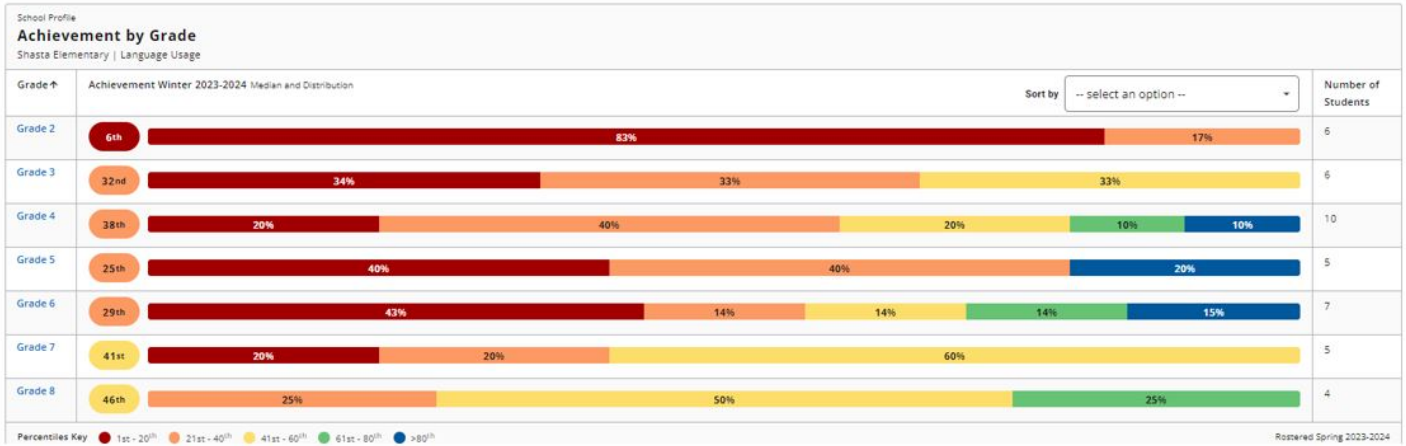
Socio-Economically Disadvantaged-Math



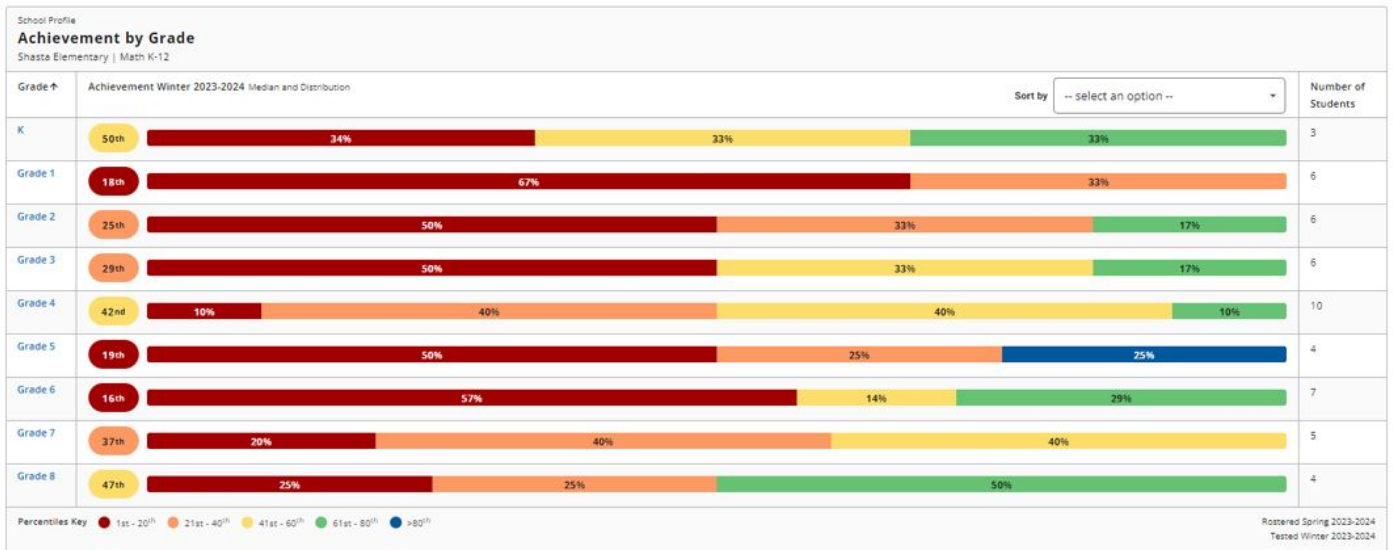
Homeless-Reading



Homeless -Language Usage



Homeless -Math



Data

Data Analysis

The data shows that Shasta's homeless and socio-economically disadvantaged sub-groups are not achieving grade level standards at the same rate as other students. The data shows the following student meeting or exceeded grade level:

Homeless Subgroup:

Reading 16% 8 students

Language Usage: 14% 6 students

Math: 18% 9 students

Socio-Economically Disadvantaged Subgroup:

Reading: 17% 102.604 students

Language Usage: 20% 97/486 students

Math 18% 109/605 students

Student Need 2:

Students at Shasta that fall in the Socio-Economically Disadvantaged & Homeless subgroup are performing below grade level in reading and math as shown on the NWEA MAPs assessment.

SMART Goal 1

By school year 2025-2026 socio-economically disadvantaged student sub-group at Shasta will demonstrate measurable growth on the NWEA MAPs assessment with 30% of students achieving grade level proficiency in both math and reading.

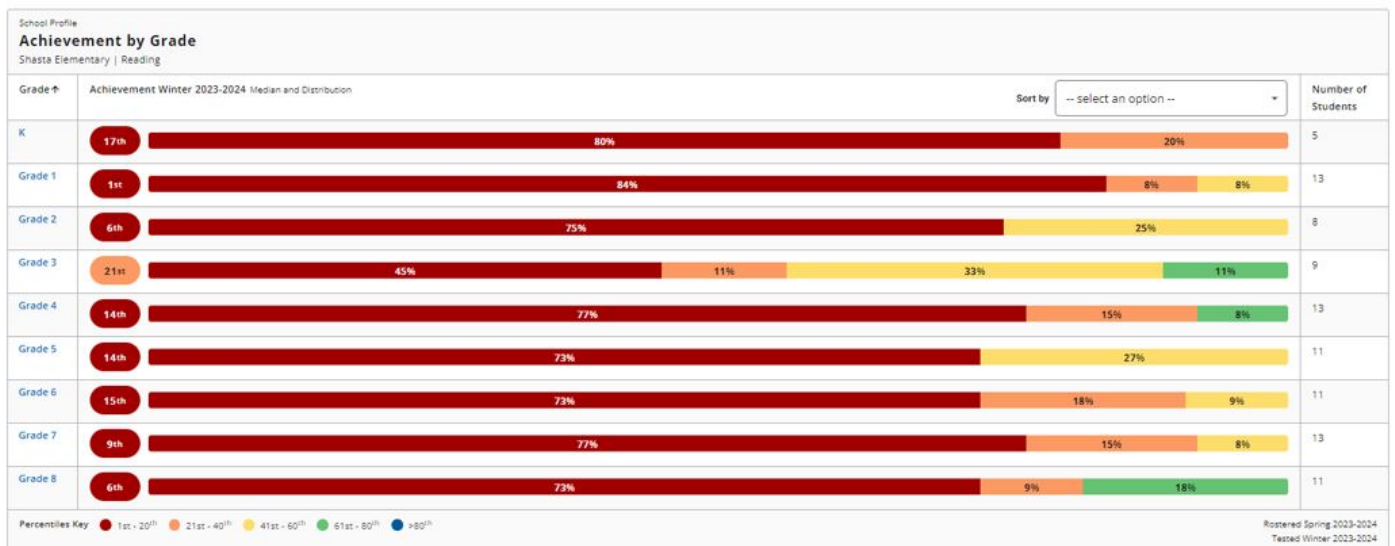
Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
TSSP Liaison will work with families and students to remove barriers to ensure students can attend school and achieve academically.	1. Number of intakes completed with families in need of support. 2. Number of barriers removed for families according to documentation from TSSP Liaison.	1. 71 families 2. TBD				Time Money People
Through professional development, the Instructional Leadership Team and teachers will strengthen Tier 1 instructional strategies with a focus on Highly Collaborative Teacher Teams.	Tier 1 Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development.	Tier 1 Teaching Strategies Learning Walk Data:				Time Money People
Highly Collaborative Teacher Teams will meet weekly to review data, identify needs, discuss instructional practices and plan to meet individual grade level student needs. Efforts will be focused on Tier 1 and Tier 2 instruction.	Pre-Common Formative Assessment and Post-Common Formative Assessment to determine student need and outcomes. Audit of Teacher Team PowerPoint to determine effectiveness.	April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints				Time Money People

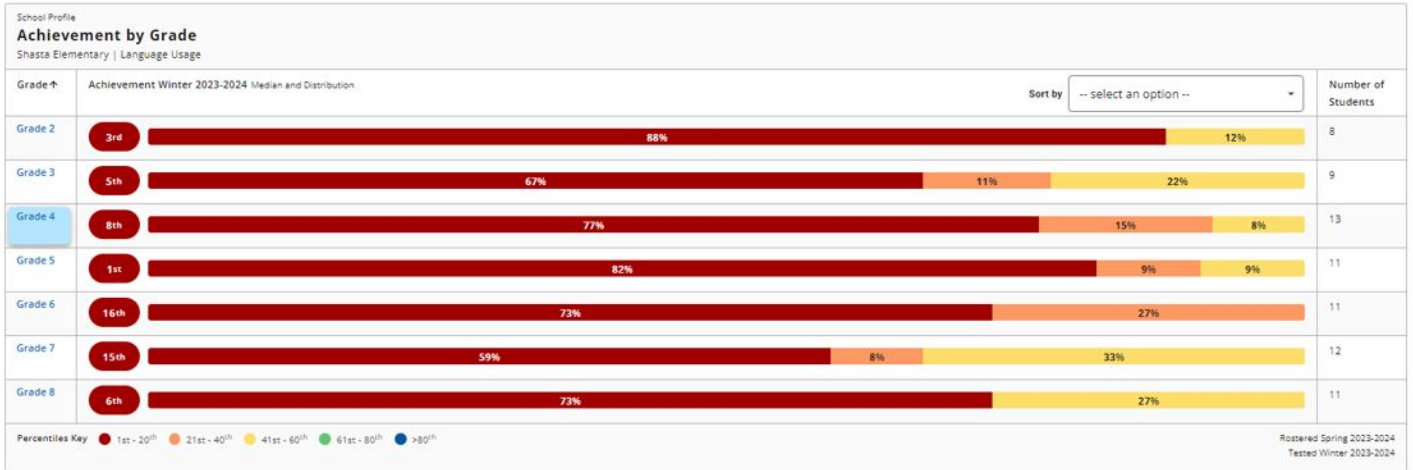
Based on individual student data pulled from access time, students will attend tutoring afterschool to support ELA and Math basic skills	Common Formative Assessment based on foundational skills screener for grade level readiness.	TBD: Fall 2024				Time Money People
Instructional Specialist will focus on direct support of Tier 1 inclusive instruction through collaboration with ILT and Collaborative Teacher Teams. She/He will focus on grade level essential standards, unit design, and scaffolding instruction to meet the needs of students.	Tier 1 Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development to teachers.	Tier 1 Teaching Strategies Learning Walk Data: 0----- No evidence 9-----Some evidence 12 ---Strong evidence				Time Money People

Progress Monitoring

Students with Disabilities-Reading



Students with Disabilities -Language Usage



Students with Disabilities -Math



Data

Data Analysis

The data shows that Shasta's students with disability sub-group is not achieving grade level standards at the same rate as other students. The data shows the following student meeting or exceeded grade level:

Reading 4% 4/98 students

Language Usage: 10% 8/79 students

Math: 6% 6/97 students

The students with disabilities subgroup require strong Tier 1 instruction with scaffolding the information to support the student needs. Tier 2 instructional practices need to be strengthened to support the student need and achievement.

Student Need 3:

The students with disabilities subgroup at Shasta are performing below grade level in reading and math as shown on the NWEA MAPs assessment. This sub-group shows a need for stronger Tier 1 instruction using grade level base curriculum with scaffolds and Tier 2 instructional practices to build on prerequisite skills.

SMART Goal 1

By school year 2025-2026 students with disabilities sub-group at Shasta will demonstrate measurable growth on the NWEA MAPs assessment with 20% of students achieving grade level proficiency in both math and reading.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
IEPs will be held in compliance with the state law timelines, at a time that is convenient for the family. Substitute teachers will be needed to accommodate dates and times.	Number of IEPs offered during all day IEP days. Number of families attending and receiving access.	45 IEPs Offered 39 families attended.				Time Money People
Through professional development, the Instructional Leadership Team and teachers will strengthen Designated ELD instructional strategies with a focus on Highly Collaborative Teacher Teams.	Tier 1 Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development.	Tier 1 Teaching Strategies Learning Walk Data: <ul style="list-style-type: none">• ---- No evidence • ----- Some evidence • -- Strong evidence				Time Money People
Foundations Implementation: Shasta Administration	Foundations Learning Walks:	1. 2/2 SpEd teachers 2.				Time Money People

<p>Team will support K-3 teachers to effectively implement Foundations with fidelity. Observation, training and discussion during grade level pull out days will help ensure the consistency of use of the program.</p>	<p>1. Number of teachers that have Foundations curriculum/wall correctly displayed:</p> <p>1. Evidence of teachers teaching with fidelity as seen through learning walk data.</p>	<p>___ No evidence</p> <p>___ Some evidence</p> <p>___ Strong evidence</p>				
<p>Just Words Implementation: Shasta Administration Team will support 4th-6th grade teachers to effectively implement Just Words with fidelity during intervention (HIVE) time. Observation, training and discussion during grade level pull out days will help ensure the consistency of use of the program.</p>	<p>Just Words Learning Walk Data collected during intervention (HIVE) time based on evidence of Just Words being completed consistently in the classroom for Tier 2 instruction.</p>	<p>TBD Fall 2024</p> <p>___ No evidence</p> <p>___ Some evidence</p> <p>___ Strong evidence</p>				<p>Time Money People</p>
<p>Highly Collaborative Teacher Teams will meet weekly to review data, identify needs, discuss instructional practices and plan to meet individual grade level student needs. Efforts will be focused on Tier 1 and Tier 2 instruction.</p>	<p>Pre-Common Formative Assessment and Post-Common Formative Assessment to determine student need and outcomes.</p> <p>Audit of Teacher Team PowerPoint to determine effectiveness.</p>	<p>TBD: Aug 2024</p> <p>April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints</p>				<p>Time Money People</p>
<p>Instructional Specialist will focus on direct</p>	<p>Tier 1 Teaching Strategies Learning Walk Data.</p>	<p>Tier 1 Teaching Strategies</p>				<p>Time Money People</p>

<p>support of Tier 1 inclusive instruction through collaboration with ILT and Collaborative Teacher Teams. She/He will focus on grade level essential standards, unit design, and scaffolding instruction to meet the needs of students.</p>	<p>Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development to teachers.</p>	<p>Learning Walk Data: 0----- No evidence 9-----Some evidence 12 ---Strong evidence</p>				
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Progress Monitoring

Budget Summary

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

LCAP A	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.8	rds	N1G2	GLS N2, N3: ILT Timesheeting/Pull Out Days	3010	Certificated Sub-time	Year 1	\$ 5,000.00	
2.2	Safety	N1G1	S N1: Peaceful Playground timesheeting/subs	3010	Certificated Sub-time	Year 1	\$ 500.00	
2.2	Safety	N1G1	GLS N2, N3: S N1, ES N1-5: COST timesheeting	3010	Classified Extra-time	Year 1	\$ 3,000.00	
2.2	Safety	N1G1	S N1: Peaceful Playground timesheeting	3010	Classified Extra-time	Year 1	\$ 500.00	
3.4	ts	N2G1	ES N1:TSSP Liason Timesheeting	3010	Classified Extra-time	Year 1	\$ 4,500.00	
2.2	Standards	N2G1	GLS N1-3; S N1-2, ES N1-5: Conference, online & travel for professional development	3010	Conferences	Year 1	\$ 10,000.00	Restorative practices, PBIS, PLC
1.1	rds	N1G1	GLS N3: Wilson-Fundations materials	3010	Materials & Supplies	Year 1	\$ 12,000.00	
1.1	Standards	N2G1	GLS N1: Just Words supplies	3010	Materials & Supplies	Year 1	\$ 2,785.00	Teacher kit (\$625) plus a class set of student kits (24 x \$90)
1.1	rds	N2G1	GLS N1: Just Words training	3010	Services	Year 1	\$ 500.00	Training for intervention teacher
1.2	Standards	N3G1	GLS N2: Reflex-Math facts supplemental program	3010	Services	Year 1	\$ 4,500.00	
2.3	Safety	N2G1	Outreach Assistant				\$ 34,450.00	
							\$ 77,735.00	

\$ 158,250.00 Allocation (5)

Supplemental Programs/Services

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2.2	Safety	N1G1	S N1, N2: PBIS training	0709	Certificated Sub-time	Year 1	\$ 1,000.00	
3.1	ts	N1G1	ES N4: Timesheeting for translation	0709	Classified Extra-time	Year 1	\$ 1,500.00	
2.2	Safety	N1G1	S N1, N2: PBIS training	0709	Classified Sub-time	Year 1	\$ 500.00	
2.4	rds	N1G1	GLS N1: Elective enrichment	0709	Materials & Supplies	Year 1	\$ 1,000.00	
2.4	Safety	N1G1	GLS N1-3; S N1-2: Incentive supplies	0709	Materials & Supplies	Year 1	\$ 10,000.00	Attendance campaign, PBIS store, MAPs growth, students meeting standards
1.4	rds	N1G1	Artists in Schools Residency	0709	Services	Year 1	\$ 5,000.00	
2.2	Safety	N1G1	GLS N1, N2: Positive assemblies	0709	Services	Year 1	\$ 10,000.00	incentive for MAPs, PBIS, SEL
2.2	rds	N1G1	ES: N1, GLS N1, N2: Outdoor education/field trips	0709	Services	Year 1	\$ 20,000.00	Transporation
2.2	rds	N1G1	transportation	0709	Services	Year 1	\$ 12,000.00	
1.1	Standards	N1G1	Library book refresh		Materials & Supplies	Year 1	\$ 5,000.00	
							\$ 66,000.00	

\$ 71,900 Allocation 84% UPP

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
	Standards	N2G1	Food 4 Less	0000	Materials & Supplies		\$ 1,500.00	ampliphy science consumable
			GLS N2, N3: Food 4 Less	0000	Materials & Supplies	Year 1	\$ 1,000.00	staff meetings
			GLS N2, N3: S N1, N2: ACE celebrations	0000	Materials & Supplies	Year 1	\$ 1,000.00	
2.4	Standards	N1G1	ES: N1, GLS N1, N2: Outdoor education/field trips	2600	Services	Year 1	\$ 12,000.00	service only
	Standards	N2G1	Intervention Teacher	7435			\$ 168,000.00	
							\$ 183,500.00	

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

School Site Council meetings were held, and an update was given to the council about progress on goals. Community members were invited to attend and give input. Current data with progress was discussed focusing on the three district targets of standards, safety and emerging students. The council discussed goals, student outcomes, potential barriers and possible actions to address the student needs.

ELAC meetings focused on supporting our English Learner students. Activities and supports that parents would like to see at the school were discussed. Current data with progress was discussed focusing on the three district targets of standards, safety and emerging students. The team discussed goals, student outcomes, potential barriers and possible actions to address the student needs.

Our PBIS team met monthly to review current data and make adjustments to supports given to students. The team created weekly focus areas to be communicated with students and families, structured play games and lessons and a monthly newsletter with tips for parents and staff to support positive behavior at school in the classroom and on the playground.

Shasta's ILT team consists of one representative from each grade level including a special education representative, the instructional specialist, vice principal and principal. The shared leadership approach had information and supports delivered to teams from the representatives. The ILT team discussed trends, concerns, barriers and how better support students through the PLC process. A book study of *The Soul, Science and Culture of Hope* by Rick Miller was conducted and discussed to help create a culture where ALL students are given what they need and are supported to realize their potential no matter the barriers outside of the school environment.

A staff meeting was held to discuss current data focusing on the three district targets of standards, safety and emerging students. The staff discussed goals, student outcomes, potential barriers and possible actions to address the student needs.

Student leadership was surveyed during elective class. The discussion centered around potential ways to improve the campus culture and climate.

Date

Stakeholder Input Meetings were held on the following dates:

SSC: 9/5/23, 11/7/23, 1/11/24, 3/5/24, 5/7/24

ELAC: 11/2/23, 1/23/24, 4/4/24, 5/16/24

PBIS: 8/29/23, 9/26/23, 10/31/23, 11/28/23, 12/11/23, 1/30/24, 2/27/24, 3/26/24, 4/30/24

ILT: 9/25/23, 10/23/23, 11/27/23, 2/26/24, 4/22/24

Staff: 3/20/24

Students: 3/28/24

Groups

SSC, ELAC, PBIS, ILT, Staff, Students

Outcome

Staff celebrated growth seen on the NWEA MAPs assessment in all three areas. It was noted that there are areas of growth that need to be addressed. Shasta will be implementing Peaceful Playgrounds, restorative practices and continuing with PBIS. An intervention specialist will help address the basic reading deficiencies seen in intermediate students. A focus on implementing Foundations and Just Words with fidelity as well as strengthening Tier 1 instructional practices will help decrease the number of red band students in reading, math and language usage.

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Katie Francis	Principal
Tori Kuhn	Classroom Teacher
Jennifer Beggs	Classroom Teacher
Rena Niford	Classroom Teacher
Rosemarie Craighead	Other School Staff
Melanie Martinez	Parent or Community Member
Remi Craighead	Parent or Community Member
Ashlee Clary	Parent or Community Member
Tyler Clary	Parent or Community Member
Day Medina	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 Strategic Plan 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

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan 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 Strategic Plan 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 Strategic Plan was adopted by the SSC at a public meeting on 5/7/2024.

Attested:



Principal, Katie Francis on 5/7/24



SSC Chairperson, Rosemarie Craighead on 5/7/204