



Manteca Unified School District Strategic Plan

2025-2026

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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
797	81.2%	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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	235	29.5%
Foster Youth	4	0.5%
Homeless	49	6.1%
Socioeconomically Disadvantaged	647	81.2%
Students with Disabilities	104	13%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.2
American Indian	1	0.1
Asian	37	4.7
Filipino	9	1.1
Hispanic	564	71.4
Two or More Races	28	3.5
Pacific Islander	3	0.4
White	131	16.6

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	2.8%
American Indian	3	0.4%
Asian	46	5.8%
Filipino	8	1%
Hispanic	554	69.5%
Two or More Races	30	3.8%
Pacific Islander	4	0.5%
White	130	16.3%

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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2342.	2353.	2373.	5.33	6.10	6.74	9.33	13.41	17.98	21.33	19.51	30.34	64.00	60.98	44.94
Grade 4	2427.	2381.	2377.	10.29	1.28	6.02	16.18	15.38	9.64	26.47	16.67	19.28	47.06	66.67	65.06
Grade 5	2471.	2490.	2452.	11.96	15.49	2.41	21.74	33.80	28.92	30.43	25.35	20.48	35.87	25.35	48.19
Grade 6	2503.	2482.	2476.	4.35	4.04	3.30	38.04	28.28	24.18	30.43	30.30	32.97	27.17	37.37	39.56
Grade 7	2515.	2518.	2522.	5.32	5.38	13.83	28.72	33.33	23.40	36.17	27.96	31.91	29.79	33.33	30.85
Grade 8	2548.	2538.	2543.	9.38	6.45	9.57	31.25	30.11	35.11	35.42	39.78	30.85	23.96	23.66	24.47
Grade 11															
All Grades	N/A	N/A	N/A	7.74	6.20	7.12	25.15	25.97	23.41	30.56	27.13	27.90	36.56	40.70	41.57

**CAASPP Results
Mathematics (All Students)**

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2348.	2387.	2396.	1.32	6.02	8.79	9.21	22.89	20.88	21.05	30.12	31.87	68.42	40.96	38.46
Grade 4	2407.	2390.	2422.	1.47	0.00	1.20	11.76	6.41	18.07	42.65	30.77	33.73	44.12	62.82	46.99
Grade 5	2450.	2483.	2431.	11.83	15.49	3.49	5.38	19.72	6.98	30.11	26.76	27.91	52.69	38.03	61.63
Grade 6	2495.	2485.	2481.	6.59	11.22	9.89	13.19	17.35	15.38	45.05	26.53	30.77	35.16	44.90	43.96
Grade 7	2475.	2480.	2483.	3.19	3.23	6.32	11.70	12.90	13.68	36.17	35.48	28.42	48.94	48.39	51.58
Grade 8	2515.	2502.	2468.	15.46	3.16	2.13	12.37	12.63	9.57	25.77	31.58	26.60	46.39	52.63	61.70
All Grades	N/A	N/A	N/A	7.13	6.37	5.37	10.60	15.25	14.07	33.33	30.31	29.81	48.94	48.07	50.74

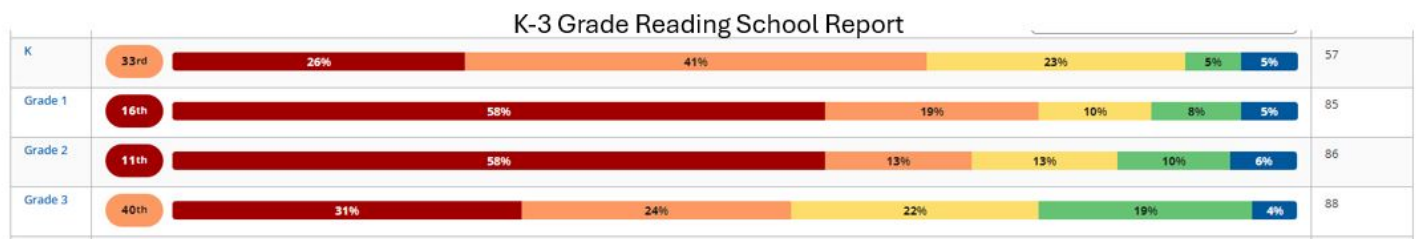
**CAASPP Results
English Language Arts/Literacy (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	32.88	32.17
Female	34.05	37.22
Male	31.49	26.91
American Indian or Alaska Native	--	0
Asian	68.42	72.73
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	27.90	26.06
Native Hawaiian or Pacific Islander	--	--
Two or More Races	40.91	52.63
White	43.16	43.59
English Learners	12.50	9.59
Foster Youth	--	--
Homeless	20.00	20.59
Military	14.29	--
Socioeconomically Disadvantaged	31.19	28.27
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	17.50	10.00

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	17.73	21.62
Female	17.50	20.52
Male	17.37	22.89
American Indian or Alaska Native	--	0
Asian	38.10	50.00
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	14.09	18.09
Native Hawaiian or Pacific Islander	--	--
Two or More Races	13.64	31.58
White	27.37	28.21
English Learners	5.76	9.46
Foster Youth	--	--
Homeless	8.00	19.44
Military	14.29	--
Socioeconomically Disadvantaged	15.56	19.32
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	8.86	8.75

Data



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

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

	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	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
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.	Kinder/1st: 0-5 letters 13 students 6-30 letters 22 students 31-51 letters 1 students 21 students 6-30 letters All letters 2 students 21 students 31-51 letters 4 students 2nd Grade: Letter All letters ID/Sound 9 70 students students Read 0-30 Letter 5 words 22 ID/Sound 5 students students Read 30-60 Read 0-30 words 21 words 22 students students Read 60 + Read 30-60 words 22 words 29 students students Read 60 + words 36 students 3rd Grade: Decoding 9 students 3rd Grade:	Making progress: Kinder/1st: 0-5 letters 1 students 6-30 letters 2 students 31-51 letters 4 students All letters 70 students 2nd Grade: Letter ID/Sound 5 students Read 0-30 words 22 students Read 30-60 words 29 students Read 60 + words 36 students 3rd Grade:			Time Money People

		Read w/accuracy 22 students Understanding of text 23 students Conventions of English 18 students	Decoding 8 students Read w/accuracy 20 students Understanding of text 40 students Conventions of English 23 students			
ELOP: Academic incentive program. Students will attend an after-school activity and earn incentives each trimester (Fall, Winter, Spring). Students that have made growth based on standards, citizenship, achievement & attendance.	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)	Number of students qualified for celebration due to attendance, growth and achievement: 203	Making Progress: Number of students qualified for celebration due to attendance, growth and achievement: 203			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 19--Some evidence 10--Strong evidence	Making Progress: Tier 1 Teaching Strategies Learning Walk Data: 0--No evidence 17--Some evidence 13--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	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	Making Progress: May 2025 PLC Collaborative PowerPoints that include all necessary information:			Time Money People

grade level student needs.			7/9 Collaboration Powerpoints			
<p>Foundations Implementation: Shasta Administration 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>Foundations Learning Walks:</p> <p>1. Number of teachers that have Foundations curriculum/wall correctly displayed:</p> <p>2. Evidence of teachers teaching with fidelity as seen through learning walk data.</p>	<p>1. 10/15 teachers</p> <p>2. 0--No evidence</p> <p>2--Some evidence</p> <p>13--Strong evidence</p>	<p>Making Progress:</p> <p>1. 13/15 teachers</p> <p>2. 0--No evidence</p> <p>2--Some evidence</p> <p>13--Strong evidence</p>			Time Money People
<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>Refined/Updated May 2025: Instructional Specialist will focus on direct support of Tier 1 inclusive instruction through collaboration with ILT and Collaborative</p>	<p>Tier 1 Teaching Strategies Learning Walk Data.</p> <p>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:</p> <p>0----- No evidence</p> <p>9-----Some evidence</p> <p>12 ---Strong evidence</p>	<p>Making Progress:</p> <p>Tier 1 Teaching Strategies Learning Walk Data:</p> <p>0--No evidence</p> <p>17--Some evidence</p> <p>13--Strong evidence</p>			Time Money People

Teacher Teams. She/He will focus on grade level essential standards, unit design, and scaffolding instruction to meet the needs of students, specifically focused on first and fourth.						
Added May 2025: Intervention teacher will support Tier 2 instruction with students focusing on phonics with the use of Foundations and Science of Reading.	CORE Phonics Survey will be used as a common formative assessment with identified students	Baseline will be determined with the identified student in August 2025				Money People Time

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Overall, kindergarten through third grade students are making progress towards performing at or above grade level standards in basic reading skills.	<p>Focusing on the first action item using common formative assessments during HIVE intervention time, much success was seen. During the first cycle, kindergarten and first grade saw results of students mastering letter identification and sounds, while also focusing on Foundations formation of letter with 52 students in the exceeding range, 49 students in the proficient range, 31 students approaching the target and 30 students still working making progress towards the target.</p> <p>Second grade intervention cycle one was not successful, therefore, the team re-met and changed target to meet students where the need was greater. The Instructional Specialist and administration continue to target Tier 1 instructional strategies through</p>	We will continue focusing on the current action items, implementing interventions and targeting Tier 1 instructional strategies to see further progress.	Continue

	<p>professional development, highlighting different strategies each month. Strong evidence is seen in many classrooms and some evidence in others. We will continue to target and strengthen these areas of best practices.</p> <p>All teacher teams are meeting weekly and completing the PLC/Collaboration PowerPoint. The following grade levels are PLC teams: K/1, 2, 3, 4/5, 6, 7/8. Out of those teacher teams 3 are fully completing the collaboration PowerPoints well, 2 others are only missing small pieces for completion and one team is needing support to fully complete the PowerPoint. This team has many new team members, and the veteran teachers are not supportive. The instructional specialist is supporting this team during our weekly PLC time.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 2: Overall, kindergarten through third grade students are making progress towards performing at or above grade level standards in basic reading skills. There was great growth seen specifically in kindergarten in basic reading skills as measured on the MAPS assessment.</p>	<p>The teams continue to focus on common formative assessments during HIVE intervention time, with much success. Kindergarten has seen great success and is focusing on CVC words. During Foundations walk throughs the Kindergarten teachers were teaching Foundations with fidelity, which has led to the success seen on the MAPs assessments and the success on formative assessments in the classrooms. To address the other grade levels that have not seen as much success and it was seen that Foundations has not been taught with fidelity, a pull out day with the instructional specialist has been scheduled with an observation of a strong teacher. The teacher team with the instructional specialist will debrief on the lesson and then plan next steps moving forward for the remainder of the school year. The team continues to focus on strengthening Tier 1 practices, using the waiver PD times to focus on strategies. As seen with walk throughs the</p>	<p>We will continue focusing on the current action items, implementing interventions and targeting Tier 1 instructional strategies to see further progress.</p>	

	<p>teachers are not continuing to use all strategies in the classroom that has been taught. When reviewing in PD, they know the strategies and will say they are being used, but the data is not showing it. The team met to decide on next steps and decided more peer opportunities for peer observation with timely feedback may help change the instructional practices.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 3: Progress toward the SMART goal is underway, but additional targeted efforts are needed. Initial outcomes from Year 1 show small gains in foundational reading skills across K-3 students, as well as improvements in professional practices like collaboration and instructional strategies. However, achievement data from the Winter MAPs assessment highlights that a significant majority of students are still performing below grade level, particularly in foundational reading areas. Interventions, academic incentives, and professional development structures are in place, but further refinement and intensified support are essential to reach the 2026-2027 goal of 50% proficiency in reading skills.</p>	<p>Tier 1 instructional strategies show some evidence of improvement, based on Learning Walks and PLC Collaborative PowerPoints. Progress is noted, but consistency in implementing best practices remains a challenge. 203 students qualified for celebration based on attendance, growth, and achievement, which suggests that motivational structures are having a positive effect on overall student engagement. English Learners and Students with Disabilities continue to perform significantly below their peers. Only 9% of English Learners are meeting the ELA standard according to CAASPP results, indicating a major equity gap that needs urgent attention. While infrastructure for improvement (professional development, data analysis, foundational skills support) is strengthening, the early literacy achievement gap remains large. The focus on foundational skills is correctly targeted but needs to be deepened and more systematically supported across all classrooms.</p> <p>Backcasting: https://musd-my.sharepoint.com/:w:/g/personal/kfrancis_musd_net/ES-8EuX6ha9BoKsjQ-Bsda0Bs84E9HljpD-KsZf-ZkRnGQ?e=CbZt28</p>	<p>Implement daily, explicit instruction targeting phonemic awareness, blending, and segmenting across all K-3 classrooms with the use of Foundations. Increase intervention frequency and duration for students identified as below grade level. Provide targeted coaching cycles focused on Tier 1 literacy strategies. Conduct weekly data-driven Learning Walks with immediate feedback loops to ensure best practices are consistently used by the administration team. Use collaborative data dives during PLCs to plan re-teaching strategies based on student performance trends. Professional development on early release day will be based on foundational literacy development and differentiated instructional strategies for diverse learners.</p>	Continue

Progress Monitoring 25-26

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

	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
Overall Performance	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

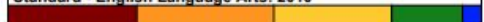
Term: Winter 2023-2024
District: Manteca Unified School District
School: Shasta Elementary

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

	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	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 Norms*.
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

	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 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

	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 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

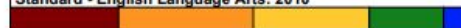
Term: Winter 2023-2024
District: Manteca Unified School District
School: Shasta Elementary

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

	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 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 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

Student 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.	Pending	Not started during year 1, will attempt to start in year 2.			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)	Number of students qualified for celebration due to attendance, growth and achievement: 203	Number of students qualified for celebration due to attendance, growth and achievement: 203			Time Money People
Through professional development, the Instructional Leadership Team	Tier 1 Teaching Strategies Learning Walk Data.	Tier 1 Teaching Strategies Learning Walk Data:	Making progress: Tier 1 Teaching			Time Money People

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	Strategies Learning Walk Data: 0--No evidence 17--Some evidence 13--Strong evidence			
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.	April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints	Making Progress: May 2025 PLC Collaborative PowerPoints that include all necessary information: 7/9 Collaboration Powerpoints			Time Money People
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.	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.	Fall 2024 0-No evidence 0-Some evidence 4-Strong evidence	Fall 2024 0-No evidence 0-Some evidence 4-Strong evidence			Time Money People
Intervention teacher will support Tier 2 instruction with students focusing on the use of Just Words with 4th through 6th grade	The number of 4th-6th grade students who are improving on foundational skills based on pre and post assessment data.	August 2024 3 students in red 10 students in orange 2 students in yellow	May 2025 3 students in red 5 students in orange 5 students in yellow			Time Money People

students. Intervention teacher will focus on ensuring improvement of basic reading skills, vocabulary and literary text. Refined/updated May 2025: Intervention teacher will support Tier 2 instruction with students focusing on phonics with the use of Foundations and Science of Reading.	refined: CORE Phonics Survey will be used as a common formative assessment with identified students	Refined: Baseline will be determined with the identified student in August 2025	2 student in green			
						Time Money People
Added: Instructional Specialist will support 4th grade teacher and students during Tier 2 instruction focusing on phonics with the use of Foundations.	The number of 4th grade students who are improving on foundational skills based on pre and post assessment data.	TBD: August 2025				Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Significant progress has been made towards the goal of having 4th-6th grade students performing at or above grade level in reading skills and language usage.	Just Words is fully implemented within our 4th-6th grade classrooms. The teachers are sharing students and one teacher in each grade level is taking a Just Words group as well as the intervention teacher and the instructional specialist. The data is showing much success. The group of students the instructional specialist has been instructing, all expect for 2 have moved out of the testing range for Just Words. Those 2 students were	We will continue focusing on the current action items. Just Words has been a very successful intervention with these grade levels and their reading and language skills. I would also like to find people resources to provide after school tutorials for 4th-6th graders.	Continue

	<p>transitioned to the intervention group and the SST process has begun. The instructional specialist group has been focusing shifting instruction to focus on fluency and comprehension.</p> <p>Tutoring for 4th through 6th grade has been on hold as Shasta does not currently have staffing willing to host the afterschool program.</p> <p>All teacher teams are meeting weekly and completing the PLC/Collaboration PowerPoint. The following grade levels are PLC teams: K/1, 2, 3, 4/5, 6. 7/8. Out of those teacher teams 3 are fully completing the collaboration PowerPoints well, 2 others are only missing small pieces for completion and one team is needing support to fully complete the PowerPoint. This team has many new team members, and the veteran teachers are not supportive. The instructional specialist is supporting this team during our weekly PLC time.</p> <p>The Instructional Specialist and administration continue to target Tier 1 instructional strategies through professional development, highlighting different strategies each month. Strong evidence is seen in many classrooms and some evidence in others. We will continue to target and strengthen these areas of best practices.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 2: Progress continues to be made towards the goal of having 4th-6th grade students performing at or above grade level in reading skills and language usage.</p>	<p>Just Words is fully implemented with our 4th-6th grade classrooms as a Tier 2 intervention. 6th grade students are seeing amazing growth and success with many students exiting the program. 4th & 5th grade have seen slower progress with has been attributed to several factors: many students have made little to no progress because they are lacking the prerequisite skills needed for the Just Words programs. These students have</p>	<p>Continue with current action items and a new action item was written to target the 4th and 5th grade students that were not successful thus far with the Just Words Intervention.</p>	<p>Continue</p>

	<p>displayed poor school attendance throughout their school career. Secondly the teachers were not consistently sending the students to the intervention teacher for HIVE. The intervention teacher reassessed all 4th-5th grade students and adjustments were made with the group. Students that met the criteria for Just Words joined the classroom teacher's intervention group, while the intervention teacher modified her group to target prerequisite skills and basic phonics based on the needs of the students. The students will be working with Foundations and Science of Reading in a targeted intervention with the intervention teacher. A new action item was written.</p> <p>All teacher teams continue to meet weekly and complete the PLC/Collaboration PowerPoint. The instructional specialist continues to support struggling teacher teams with collaborating.</p> <p>The team continues to focus on strengthening Tier 1 practices, using the waiver PD times to focus on strategies. As seen with walk throughs the teachers are not continuing to use all strategies in the classroom that has been taught. When reviewing in PD, they know the strategies and will say they are being used, but the data is not showing it. The team met to decide on next steps and decided more peer opportunities for peer observation with timely feedback may help change the instructional practices.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 3: Progress toward the SMART goal is evident, but at an early stage. Based on Year 1 outcomes, foundational systems for support (such as instructional coaching, academic incentives, and</p>	<p>Learning Walks and PLC Collaborative PowerPoints show that instructional practices are strengthening. Evidence of strong collaboration and use of Tier 1 instructional strategies has increased notably (from 4/9 teams meeting expectations to 7/9 by May 2025).</p>	<p>Strengthen Tier 1 and Tier 2 interventions specifically targeting vocabulary acquisition, context clues, affixes, and academic language comprehension.</p>	<p>Continue</p>

intervention targeting vocabulary and basic reading skills) have been implemented with moderate success. While student performance remains significantly below grade-level expectations, strong evidence of improved professional practices and intervention structures suggests positive momentum. Continued focus on foundational reading and vocabulary development is essential to meet the 2026-2027 target of 50% of 4th-6th grade students performing at or above grade level.	<p>Observation data from HIVE interventions and evidence of fidelity to the Just Words curriculum are emerging, with strong evidence collected from 4 teachers during the intervention period. Fidelity and consistency remain an area for continuous focus.</p> <p>The ELOP program maintained a high level of student participation in academic celebrations, reinforcing positive reinforcement structures tied to growth.</p> <p>The system structures (Tier 2 interventions, PLC collaboration, academic incentives) are established. Student academic growth is beginning, but the majority remain below proficiency levels, particularly in vocabulary and informational text comprehension.</p>	<p>Provide ongoing professional development on best practices for teaching vocabulary and reading informational texts. Continue to refine Tier 2 intervention models, ensuring tight fidelity to Just Words, CORE Phonics, and vocabulary strategies.</p> <p>Differentiate intervention groups more precisely based on MAPs and CORE Phonics data.</p> <p>Continue academic incentive programs with a stronger connection between growth and achievement.</p>	
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Progress Monitoring 25-26

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
ELOP: 7th-8th 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.	Pending	Not started during year 1, will attempt to start in year 2.			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)	Number of students qualified for celebration due to attendance, growth and achievement: 203	Making Progress: Number of students qualified for celebration due to attendance, growth and achievement: 93/100			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 19-----Some evidence 10 ---Strong evidence	Making progress: Tier 1 Teaching Strategies Learning Walk Data: 0--No evidence 17--Some evidence 13--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.	April 2024 PLC Collaborative PowerPoints that include all necessary information: 4/9 Collaboration Powerpoints	Making Progress: May 2025 PLC Collaborative PowerPoints that include all necessary information: 7/9 Collaboration Powerpoints			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Students in the grades 7th and 8th are making	Tutoring for 7th-8th grade has been on hold as Shasta does not currently have	We will continue focusing on the current action items including	Continue

<p>progress towards proficiency in the areas of reading and language usage by developing vocabulary and basic understanding of informational text.</p>	<p>staffing willing to host the afterschool program.</p> <p>All teacher teams are meeting weekly and completing the PLC/Collaboration PowerPoint. The following grade levels are PLC teams: K/1, 2, 3, 4/5, 6. 7/8. Out of those teacher teams 3 are fully completing the collaboration PowerPoints well, 2 others are only missing small pieces for completion and one team is needing support to fully complete the PowerPoint. This team has many new team members, and the veteran teachers are not supportive. The instructional specialist is supporting this team during our weekly PLC time.</p> <p>The Instructional Specialist and administration continue to target Tier 1 instructional strategies through professional development, highlighting different strategies each month. Strong evidence is seen in many classrooms and some evidence in others. We will continue to target and strengthen these areas of best practices. Please see data binder located in the school office.</p>	<p>on strengthening our collaboration and Tier 1 instructional strategies. I would also like to find people resources to provide after school ELA tutorials for 7th-8th graders.</p>	
<p>Cycle 2: Students in the grades 7th and 8th are continuing to make progress towards proficiency in the areas of reading and language usage by developing vocabulary and basic understanding of informational text.</p>	<p>Teachers were tasked with completing the task Name, Need, Now, Next in which they identified students that were not meeting growth targets and what next steps would be for intervention. After this task, a jr. high teacher started tutoring students for ELA after school. The tutoring has just begun, and data has not yet been collected.</p> <p>All teacher teams continue to meet weekly and complete the PLC/Collaboration PowerPoint. The instructional specialist continues to support struggling teacher teams with collaborating.</p> <p>The team continues to focus on strengthening Tier 1 practices, using the waiver PD times to focus on strategies.</p>	<p>We will continue focusing on the current action items and afterschool interventions will begin after spring break.</p>	<p>Continue</p>

	<p>As seen with walk throughs the teachers are not continuing to use all strategies in the classroom that has been taught. When reviewing in PD, they know the strategies and will say they are being used, but the data is not showing it. The team met to decide on next steps and decided more peer opportunities for peer observation with timely feedback may help change the instructional practices.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 3: Progress toward the SMART Goal is in the early stages, with foundational structures now in place but limited measurable academic impact so far. While significant systems, such as tutoring supports, ELOP academic incentives, and stronger Tier 1 instructional practices, have been implemented. Progress is evident through the strengthened collaboration within Highly Collaborative Teacher Teams and improved Tier 1 instructional strategies observed through Learning Walks. Continued refinement of intervention programs and increased data collection will be necessary to move closer to the goal of 50% of students achieving grade-level proficiency by 2026-2027.</p>	<p>Tier 1 Teaching Strategies Learning Walk data shows improved instructional strategies, with 13 teams now demonstrating strong evidence of Tier 1 instructional improvement compared to baseline observations. Highly Collaborative Teacher Teams have improved the quality of their work, as demonstrated by increased completion and quality of PLC Collaborative PowerPoints (from 4/9 to 7/9 teams meeting expectations).</p> <p>While systems and professional practices are improving, a lack of formative assessment data for foundational reading skills for tutoring limits the ability to fully gauge progress toward the SMART goal. Hopefully in 2025-2026 the tutoring program will have a teacher that is willing to manage it.</p>	<p>Begin targeting foundational reading skills and vocabulary development in 7th-8th grade through afterschool tutorials. Increase targeted tutoring groups specifically focused on vocabulary development and informational text comprehension. Provide specific training for teachers on strategies for teaching informational text structures, context clue use, and academic vocabulary development. Use Learning Walks and coaching cycles to monitor and reinforce these strategies. Conduct weekly learning walks to monitor progress. Monitor data with Collaborative Teacher Teams to adjust instruction based on student needs.</p>	Continue

Progress Monitoring 25-26

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

	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 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

	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 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
Overall Performance	count	%	count	%	count	%	count	%	count	%		
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
Overall Performance	count	%	count	%	count	%	count	%	count	%		
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
Overall Performance	count	%	count	%	count	%	count	%	count	%		
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
Overall Performance	count	%	count	%	count	%	count	%	count	%		
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
Overall Performance	count	%	count	%	count	%	count	%	count	%		
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	24	29%	18	22%	14	17%	18	22%	9	11%	212-214-217	18.8
The Real and Complex Number Systems	25	30%	17	20%	11	13%	17	20%	13	16%	214-216-218	19.2
Geometry	27	33%	21	25%	12	14%	15	18%	8	10%	212-214-216	17.9
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
Overall Performance	count	%	count	%	count	%	count	%	count	%		
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	20	22%	29	32%	20	22%	18	20%	4	4%	216-217-219	15.6
The Real and Complex Number Systems	27	30%	26	29%	19	21%	13	14%	6	7%	215-217-218	15.9
Geometry	26	29%	24	26%	27	30%	12	13%	2	2%	216-217-218	12.5
Statistics and Probability	28	31%	31	34%	15	16%	12	13%	5	5%	214-216-217	16.4

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
Overall Performance	count	%	count	%	count	%	count	%	count	%		
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
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.	Pending	Making Progress: 7/8th grade students: 7/9 showed growth on Maps assessment			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)	Number of students qualified for celebration due to attendance, growth and achievement: 203	Number of students qualified for celebration due to attendance, growth and achievement: 93/100			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	0----- No evidence 5-----Some evidence 16 ---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	0----- No evidence 5-----Some evidence 16 ---Strong evidence			Time Money People
Through professional development, the	Tier 1 Teaching Strategies Learning Walk Data.	Tier 1 Teaching Strategies	Making progress:			Time Money People

Instructional 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.	Learning Walk Data: 0----- No evidence 9-----Some evidence 12 ---Strong evidence	Tier 1 Teaching Strategies Learning Walk Data: 0--No evidence 17--Some evidence 13--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	Making Progress: May 2025 PLC Collaborative PowerPoints that include all necessary information: 7/9 Collaboration Powerpoints			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: All students are making slow progress towards proficiency in math grade level standards. It was originally anticipated that students would be making faster growth and progress with the baselines seen at the end of the school year.	Currently Shasta is hosting tutoring for students in grades 1-3 focusing on phonics as that was the greatest need. If the staffing or need changes, the tutoring focus can shift to math. When reviewing the data from the learning walks and also the PEBC visits and de-briefs it became very evident, that teachers have fallen back into prior teaching strategies. We have targeted strategies during professional development and the teachers will use that strategy and forget the others. We have shifted the approach. Our last professional development, we walked the teachers through writing a workshop model. Then we strategically	We will continue with current action plans, but changed how the team will be approaching the actions as we were not seeing the results we had hoped for from the baseline at the end of the school year.	Continue

	<p>chose teachers to observe and participate in workshop models at Shasta and Sequioa in an effort to encourage moving instruction. The instructional specialist will be targeting the grades most in need and supporting those teachers in PEBC strategies moving forward. We will use site subs to for observations of model lessons of good strategies and their implementation.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 2: All students are making progress towards proficiency in math grade level standards. Several grade levels are on target to meet the proficiency goal and others need to be adjusted.</p>	<p>The K-2 Team has been working with the PEBC coach focusing on strategies and building workshop models. All K-2 teachers were pulled out for 2 hours of time with the PEBC coach for a walk through of workshop models. All teachers were engaged and interested to learn. We have had many teachers observing the workshop model in other classrooms in our region. The PEBC coach also completed observations of the classrooms and provided feedback for next steps. The team will be providing more opportunities for peer observations.</p> <p>The instructional specialist has been targeting second grade with the PLC process and collaboration. This is the team with the greatest need of support moving through the collaboration process.</p> <p>Tutoring continues with students in 1-3 grade focusing on phonics as that is our greatest need, and it has not yet shifted to a math focus.</p> <p>Please see data binder located in the school office.</p>	<p>We will continue to focus on the current action items but will guide the teachers with more support from the administrative team and instructional specialist to target the used of Tier 1 practices and PEBC strategies.</p>	<p>Continue</p>
<p>Cycle 3: Progress toward the SMART Goal is underway, with significant steps taken in establishing academic supports, strengthening Tier 1 instructional</p>	<p>Highly Collaborative Teacher Teams have improved the quality and consistency of their PLC Collaborative PowerPoints, rising from 4/9 teams to 7/9 teams completing quality work, supporting improved instructional</p>	<p>Continue with formalized Tier 2 math intervention programs and begin, hopefully in all grade levels. Continue deepening teacher knowledge in</p>	<p>Continue</p>

practices, and beginning targeted interventions. Although baseline proficiency levels in mathematics remain low across all grade levels (with proficiency rates ranging from 6% to 26%), professional development initiatives, collaborative structures, and initial tutoring supports have been effectively implemented. Strong evidence of the use of Mathematical Practices, Math Workshop Models, and Tier 1 instructional strategies suggests that the foundational work is in place to support future academic growth toward achieving the 2026-2027 target of 75% math proficiency.	collaboration around student math needs. The system-wide structures (math intervention supports, professional development, collaborative planning) have been solidified. While direct student achievement gains in math are limited at this stage, adult behaviors around math instruction are improving, setting a strong foundation for future student gains.	Mathematical Practices, including real-world application of math concepts. Provide additional training and coaching on differentiation within the Math Workshop Model through PEBC. Use Learning Walks and coaching cycles to monitor and reinforce these strategies. Use data to drive PLC meetings to adjust instructional groupings and strategies based on real-time data.	
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Progress Monitoring 25-26

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

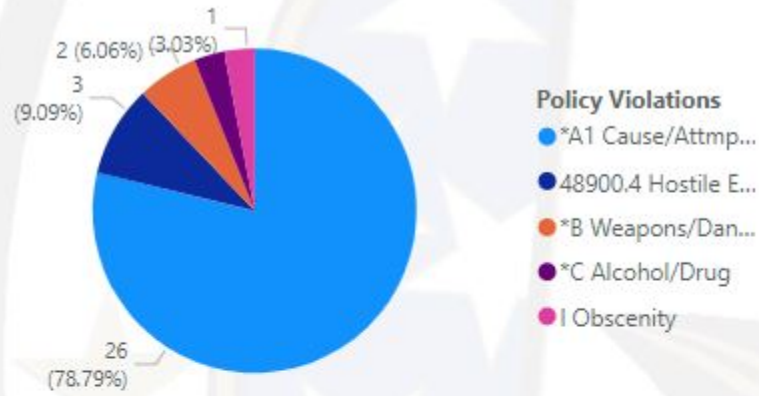
2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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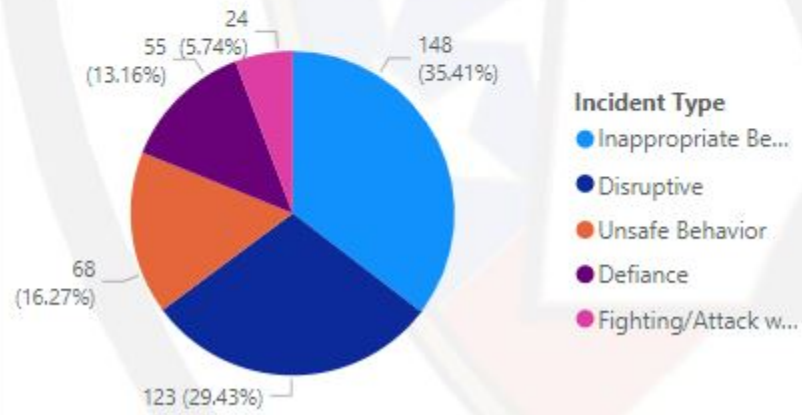
All Students	865	846	263	31.1
Female	420	413	121	29.3
Male	444	432	142	32.9
American Indian or Alaska Native	1	1	1	100.0
Asian	44	43	14	32.6
Black or African American	26	23	5	21.7
Filipino	9	9	1	11.1
Hispanic or Latino	613	606	194	32.0
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	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	31
	Disruptive		3		#	2	7	5	7		8	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	#	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
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	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	7
	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	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	Making Progress: Total incidents in May 2025: 224			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.	Baseline will be established in cycle 2	no data			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.	Baseline will be established in cycle 2	no data			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	Making Progress: Inappropriate Behavior Incidents May 2025: 45			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	Making Progress: May 2025: Overall incidents: 224 Targeted behavior number of incidents: Inappropriate Behavior: 45 Disruptive: 22 Unsafe Behavior: 29 Defiance: 34			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.	Trimester 1 Activity: 170/203 attended	Trimester 2 Activity: 93/100 attended			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.	2023-2024 10/20 students closed successfully. 7 currently open 2 closed non-sufficient duration of time.	Making progress: 2024-2025 27 referrals 19 opened 13 students closed successfully. 6 currently open 1 closed non-sufficient duration of time. 8 parent did not respond/or agree to services			Time Money People
Staff members will attend COST meetings to coordinate services for students	Behavioral & attendance data from Q behavior which tracks classroom and schoolwide data.	Sept 2024: Overall Behavior: 77 Attendance 14%	Making Progress: May 2025: Overall Behavior: 224			Time Money People

displaying behavior and attendance concerns. The team will discuss strategies and services appropriate for the needs of individual students. Time sheeting may be necessary			Attendance 21%			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on the data from cycle 1, Shasta administration, staff and students are making progress towards reducing the overall discipline incidents as related to inappropriate behavior and disruptive behaviors.	As measured by the current discipline data for the school year, overall behavior incidents are down. Administration has attended restorative practices conferences and has successfully implemented many practices into daily discipline. Students are thinking about their actions and how they affect others. Dale Allender also has completed work within many classrooms working with students. He also attended our early release professional development to teach the staff about the use of restorative practices and circles in their classrooms. Victor Wrap Around Services have 11 open/active families they are working with, 3 that have closed since September and 12 referrals pending. The Elevate and Point Break workshops have not begun yet, but will be scheduled soon. Baselines will be established in cycle 2. Please see data binder located in the school office.	The action items that are currently being used are shown to be effective at this time. Shasta administration will continue and incorporate Elevate and Point Break for further success.	Continue
Cycle 2: Based on the data collected during cycle 2 Shasta is making progress towards reducing overall discipline	The data from 23/24 and the data from 24/25 is measured with caution because Shasta started inputting behavior differently. In 23/24 every infraction was input in student	Shasta will continue with the current action items as written as progress has been seen within the current data.	Continue

<p>incidents as related to inappropriate behavior and disruptive behaviors.</p>	<p>behavior. This was not the case for all schools. Shasta started piloting with a committee a system to use class behavior, in an effort to have all schools on a universal data collection system. Therefore, the behavior incidents are significantly decreased from this time last in 23/24 but the system has also changed.</p> <p>Administration continues to implement Shasta's Restorative Practices plan having students think about actions and the implications they have on others. Shasta also has continued to have Dr. Dale Allender attends once monthly to complete restorative circles with the staff and students.</p> <p>Victor Wrap Around Services have 9 open/active families they are working with 5 closed since December and 1 pending referral.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 3: Shasta is making progress toward achieving the SMART goal of reducing discipline incidents related to inappropriate and disruptive behaviors by 20% by the end of the 2026–2027 school year. Although overall behavior incidents remain high (224 incidents as of May 2025), targeted categories such as inappropriate behavior and disruptive behavior have shown a decline. Initiatives such as Restorative Practice implementation, Peaceful Playgrounds, and PBIS structures are showing early signs of impact and are beginning to shift school climate and student behavior patterns in a positive direction.</p>	<p>Inappropriate behavior incidents decreased from 148 (April 2024) to 45 (May 2025), which is a 70% reduction, disruptive behavior incidents decreased from 123 to 22 and overall behavior incidents dropped from 585 to 224 across the school, indicating positive momentum.</p> <p>Peaceful Playgrounds and PBIS programs are being implemented with fidelity, evidenced by training attendance and reduced incidents in key categories. Tiered support through Victor Wrap Around Services has helped some students, with 13 successfully completing the program this year. The “check in/check out” process and COST meetings are helping to individualize support for students needing interventions related to attendance and behavior. Staff are receiving training and implementing procedures that aim to reduce suspensions and build community,</p>	<ol style="list-style-type: none"> 1. Refine and clearly define what constitutes "inappropriate behavior" and "disruptive behavior" to ensure accurate reporting and consistent discipline practices. 2. Implement a system to better track the outcomes of restorative conversations and agreements to assess their long-term impact on student behavior. 4. Increase parent communication and outreach to reduce non-participation in Victor services. Explore alternative supports for families who decline services. 5. Continue training and reinforce schoolwide recognition of positive 	<p>Continue</p>

	<p>although tracking restorative outcomes is an area to further develop.</p> <p>Elevate and Point Break never were started and will be a focus in 2025-2026.</p>	<p>behaviors to maintain momentum and further reduce incidents across all grade levels.</p> <p>6. To support Chronic Absenteeism continue leveraging COST, the Outreach Liaison and other team supports to connect attendance with engagement and behavior.</p>	
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Progress Monitoring 25-26

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.

SMART Goal 1

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 Total Students: 810	Making Progress: Trimester 1-62 students Trimester 2-41 students Progress (May 15) Trimester 3-71 students Total Students: 728			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.	Outreach Liaison hired Nov 18, 2024. Baseline will be established in cycle 2. Students meeting goals: 5/25 students met goals	April 2025 Students meeting goals 12/25 students met goals			Time Money People
Outreach assistant and vice principal will host a SART meeting with parent to discuss attendance concerns and help	Using the Chronic Absenteeism Report from Q Student Data, the number of students with improved attendance and overall	May 2024 Chronically Absent Students: 160/810	Making Progress: May 2025 Chronically Absent			Time Money People

removed barriers to improve school attendance.	percentage of chronically absent students as a result of removed barriers.		Students: 156/728			
Victor Wrap Around Services-Site Based Program will work with students and families to improve attendance and academic performance. Provider will also 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.	2023-2024 10/20 students closed successfully. 7 currently open 2 closed non-sufficient duration of time.	Making progress: 2024-2025 27 referrals 19 opened 13 students closed successfully. 6 currently open 1 closed non-sufficient duration of time. 8 parent did not respond/or agree to services			Time Money People
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 Total Students: 810	Making progress: Aug 2024-207 students Sept 2023-188 students Oct 2023-194 students Nov 2023-164 students Dec 2023-173 students Jan 2024-207 students Feb 2024-154 students Mar 2024-220 students April 2024-198 students Total Students: 728			Time Money People
Staff members will attend COST meetings to coordinate services for students displaying	Behavioral & attendance data from Q which tracks classroom and schoolwide data.	Fall 2024: 37 students tracked through COST process	Spring 2025: 56 students tracked through COST process			Time Money People

behavior and attendance concerns. The team will discuss strategies and services appropriate for the needs of individual students. Time sheeting may be necessary						
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Shasta students and administration are making progress towards reducing the amount of chronically absent students.	<p>Shasta has seen growth with Chronic Absenteeism, but it has been a group effort. Administration has tried to hire a new Outreach Liaison and was able to bring someone on board 2 weeks ago. Up until this point, admin has been wearing all hats. Moving forward more successful meetings with students and goals can be set and more barriers removed.</p> <p>Victor Wrap Around Services have 11 open/active families they are working with, 3 that have closed since September and 12 referrals pending. In Trimester 1, 64 students had perfect attendance. This seems like a decrease, but our student enrollment has also decreased. Last year during Trimester 1 approximately 9% of our students had perfect attendance, and this year approximately 9% of our students continue to earn perfect attendance.</p> <p>Please see data binder located in the school office.</p>	<p>Now that Shasta has hired an Outreach Liaison, we anticipate making far more progress on this smart goal with the proposed action items. We look forward to seeing the growth with the continued and increased efforts.</p>	Continue
Cycle 2: Shasta students and administration are making progress towards reducing the amount of chronically absent students.	<p>During cycle 2 Shasta's Outreach Liaison worked diligently to learn her new position and create relationships within our community. She has been meeting with students, setting goals and providing rewards. With the administration she has been hosting</p>	<p>Based on the data, we will continue with the current action items as written.</p>	Continue

	<p>successful SART meetings with families. Currently the outreach liaison is meeting with 30 of the students with the highest needs.</p> <p>Victor Wrap Around Services have 9 open/active families they are working with 5 closed since December and 1 pending referral.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 3:</p> <p>Shasta continues to make strong progress toward reducing chronic absenteeism. While the data suggests the school is on track—or even ahead—in meeting its SMART goal, continuous monitoring and refining of interventions will be essential to sustain and build on this success.</p>	<p>Across trimesters, the number of students achieving perfect attendance decreased slightly (Trimester 1: 62, Trimester 2: 41, Trimester 3: 71), with a total of 728 students participating throughout the year, compared to 810 in the previous year. While still strong, the drop may indicate the need to refresh or realign incentives with student interests.</p> <p>12 out of 25 targeted students met their attendance goals, showing success with personalized interventions. These results are promising, given that the Outreach Liaison position was only recently established (Nov 18, 2024). 13 students successfully completed the program out of 19 who engaged, demonstrating progress in addressing both behavioral and attendance issues. Monthly tracking shows consistently high student engagement, with monthly perfect attendance numbers ranging from 126 to 198. April 2025 data shows 198 students achieved perfect attendance—the highest recorded for the year.</p> <p>The number of students being tracked through COST increased from 37 in Fall 2024 to 56 in Spring 2025, suggesting improved staff responsiveness and intervention for at-risk students.</p> <p>Each action shows evidence of targeted and layered support. Although the total number of students achieving perfect attendance slightly decreased, there is an overall improvement in chronic absenteeism percentages and in</p>	<p>Review student feedback to revise the perfect attendance incentives and after-school events to better align with student interests and motivations. Regularly assess the fidelity of interventions (Wraparound services, COST meetings, Outreach Liaison) to ensure consistent implementation.</p>	Continue

	targeted interventions. The infrastructure (Outreach Liaison, COST meetings, and site-based wraparound services) is in place and functioning effectively.		
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Progress Monitoring 25-26

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

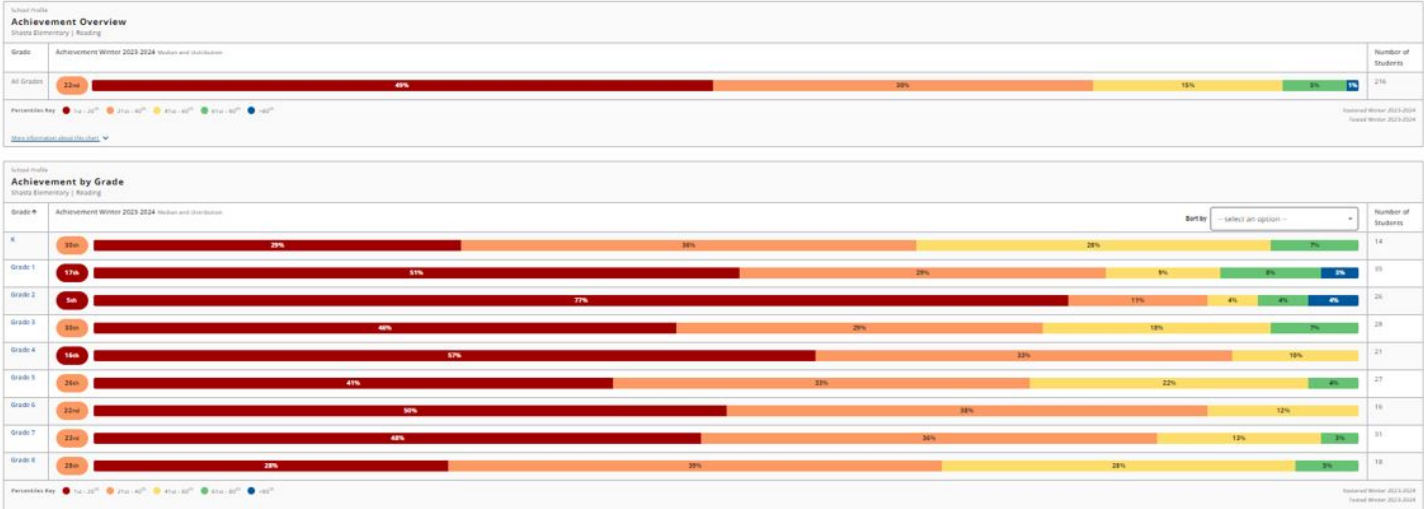
Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	211	233	235	26.1%	27.7%	29.4%
Fluent English Proficient (FEP)	80	81	79	13.7%	10.5%	9.8%
Reclassified Fluent English Proficient (RFEP)				10.8%		

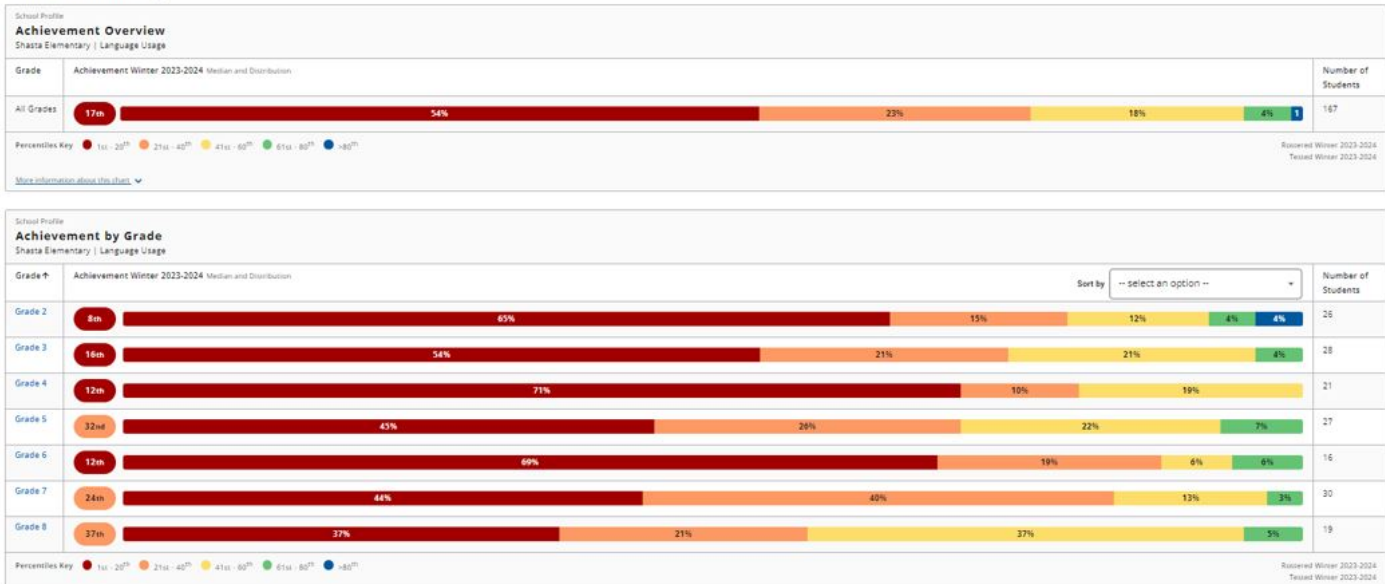
English Learners-Reading

Shasta Elementary

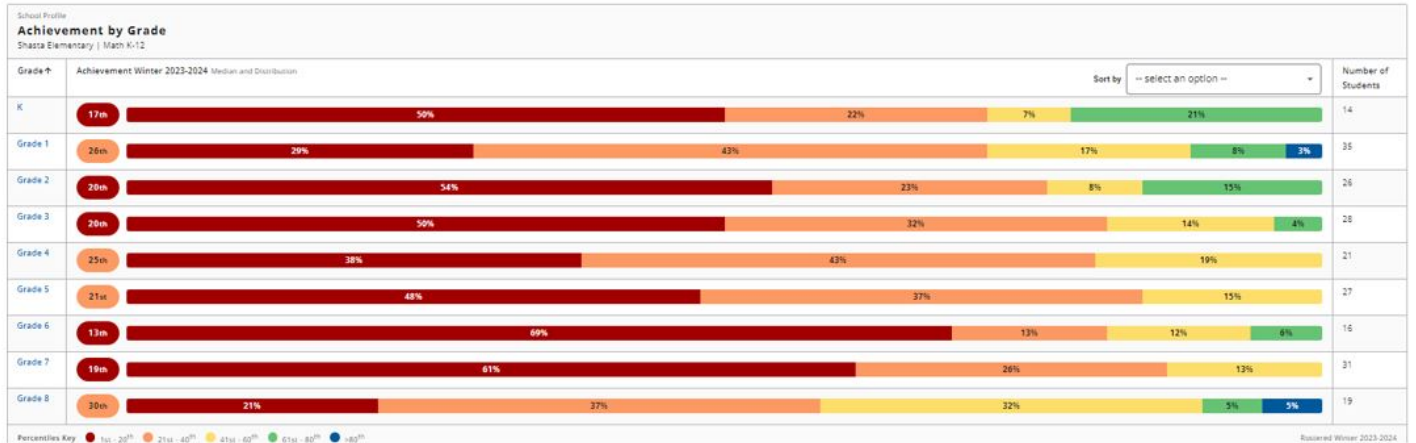
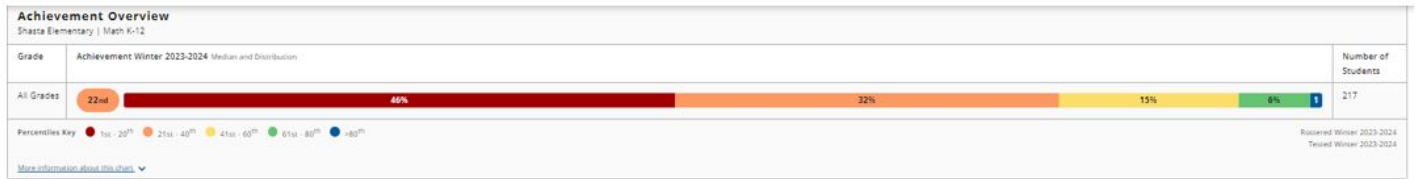


English Learners-Language Usage

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 strengthen	ELD Teaching Strategies Learning Walk Data. Data will be collected and reviewed for improvement on skill	ELD Teaching Strategies Learning Walk Data: 0--No evidence	Making Progress: ELD Teaching Strategies Learning Walk Data:			Time Money People

Designated ELD instructional strategies with a focus on Highly Collaborative Teacher Teams.	and use of strategies taught at professional development.	21--Some evidence 8--Strong evidence	0--No evidence 20--Some evidence 9--Strong evidence			
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	Making Progress: May 2025 PLC Collaborative PowerPoints that include all necessary information: 7/9 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	Making Progress: Tier 1 Teaching Strategies Learning Walk Data: 0--No evidence 17--Some evidence 13--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.	Aug 2024 Students were grouped based off ELPAC levels. Please see data binders for levels of each student.	14 students were reclassified as English Proficient.			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	Making Progress: Tier 1 Teaching Strategies Learning Walk Data: 0--No evidence 17--Some evidence 13--Strong evidence			Time Money People
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Progress Monitoring 24-25

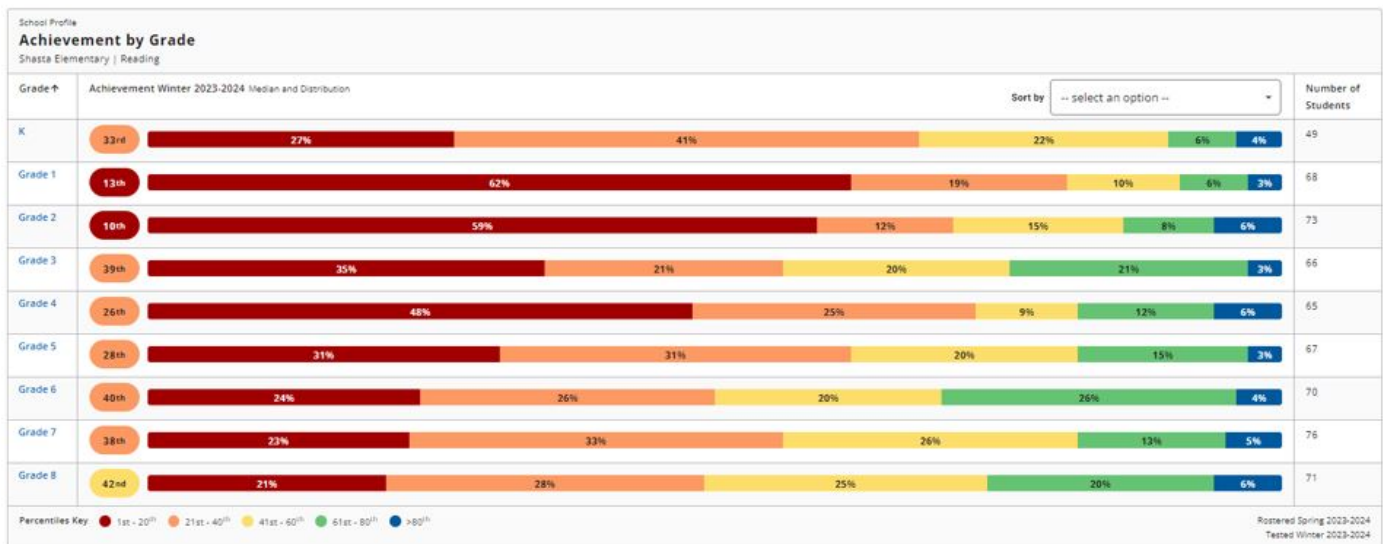
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The number of English Learner students are making growth and progress towards reclassification to English proficiency.	<p>The Instructional Specialist and administration continue to target Tier 1 instructional strategies through professional development, highlighting different strategies each month. Strong evidence is seen in many classrooms and some evidence in others. We will continue to target and strengthen these areas of best practices.</p> <p>Through learning walks it was also seen that we need to strengthen ELD practices. Teachers are completing ELD but not all teachers are successfully targeting the most need of the students.</p> <p>Bilingual aides are being utilized well in the classrooms. They are working with EL groups of students and targeting vocabulary development as designated in lesson plans by the teachers. Shasta has had 8 students reclassified as English proficient this year so far.</p>	We will continue focusing on current action items and monitor success moving forward.	Continue

	Please see data binder located in the school office.		
Cycle 2: Progress is being seen in the number of English Learner student making growth and progress towards reclassification to English proficiency.	<p>A Name/Need/Now/Next was completed with all teachers to help teachers see the need with students and complete targeted plans for next steps.</p> <p>All teacher teams continue to meet weekly and complete the PLC/Collaboration PowerPoint. The instructional specialist continues to support struggling teacher teams with collaborating.</p> <p>The team continues to focus on strengthening Tier 1 practices, using the waiver PD times to focus on strategies. As seen with walk throughs the teachers are not continuing to use all strategies in the classroom that has been taught. When reviewing in PD, they know the strategies and will say they are being used, but the data is not showing it. The team met to decide on next steps and decided more peer opportunities for peer observation with timely feedback may help change the instructional practices.</p>	We will continue focusing on current action items and monitor success moving forward.	Continue
Cycle 3: Progress toward the SMART Goal is underway and strengthening. Systems and structures have been implemented to better support English Learner (EL) students through enhanced Designated ELD instruction, increased small group vocabulary support, and a focus on strengthening Tier 1 and Tier 2 instruction. Learning Walk data shows improvement in the use of ELD teaching strategies and Tier 1 instructional practices. Additionally, 14 students successfully reclassified as English proficient during the 2023-	<p>ELD Teaching Strategies Learning Walks show that 9 teachers are now demonstrating strong evidence of implementing ELD instructional strategies, up from a baseline of 8. Tier 1 Teaching Strategies also improved, with 13 teachers demonstrating strong evidence of high-quality inclusive instruction for all students, including English Learners. Improvements in PLC Collaborative PowerPoint completions (rising from 4/9 teams to 7/9 teams meeting expectations) reflect increased collaboration to support instructional planning and analysis of EL student data.</p> <p>The foundational instructional supports for English Learners are improving, evidenced by teacher practices and collaboration. However, the academic</p>	Expand bilingual paraprofessional support, especially targeting academic language development through frequent, short, high-impact interventions. Continue to provide professional development for teachers on designated ELD best practices, ensuring alignment with ELPAC expectations. Conduct monthly ELD Learning Walks to monitor implementation and provide immediate coaching feedback.	Continue

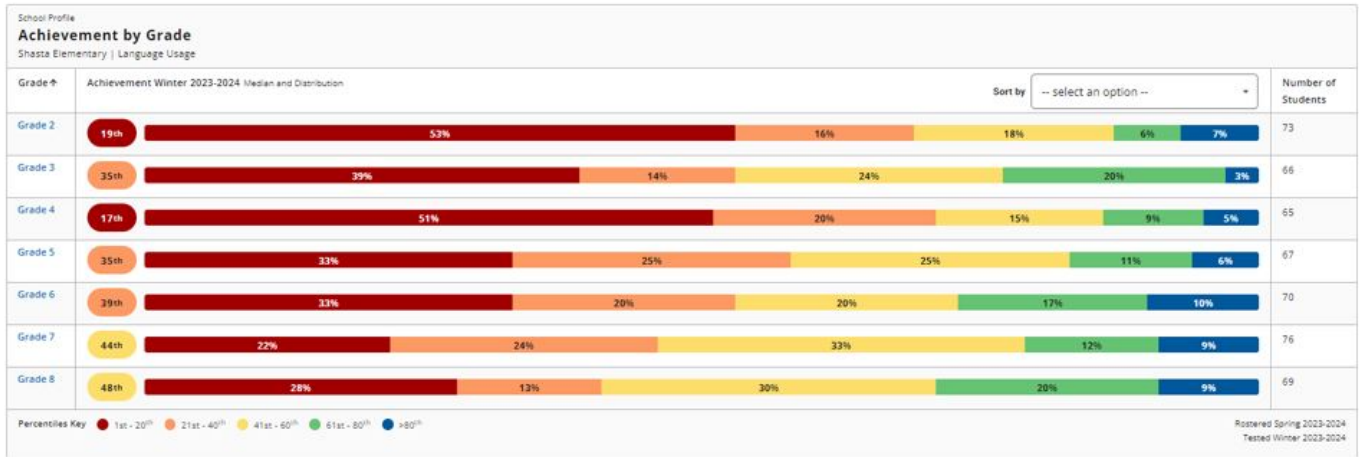
2024 school year, showing early evidence of impact. However, student proficiency rates on the NWEA MAPs assessments remain low, highlighting the need for continued intensive support to meet reclassification and academic growth goals by the end of 2025-2026.	proficiency gap remains significant, particularly in literacy and language development, requiring more direct instructional interventions.	Implement interim ELPAC-like assessments at least quarterly to monitor English language growth and adjust instructional supports accordingly. Ensure all base curriculum is taught to integrate language objectives and differentiated scaffolds for English Learners. Closely monitor students who are close to meeting reclassification criteria and provide targeted support groups to bridge specific skill gaps before ELPAC testing.	
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Progress Monitoring 25-26

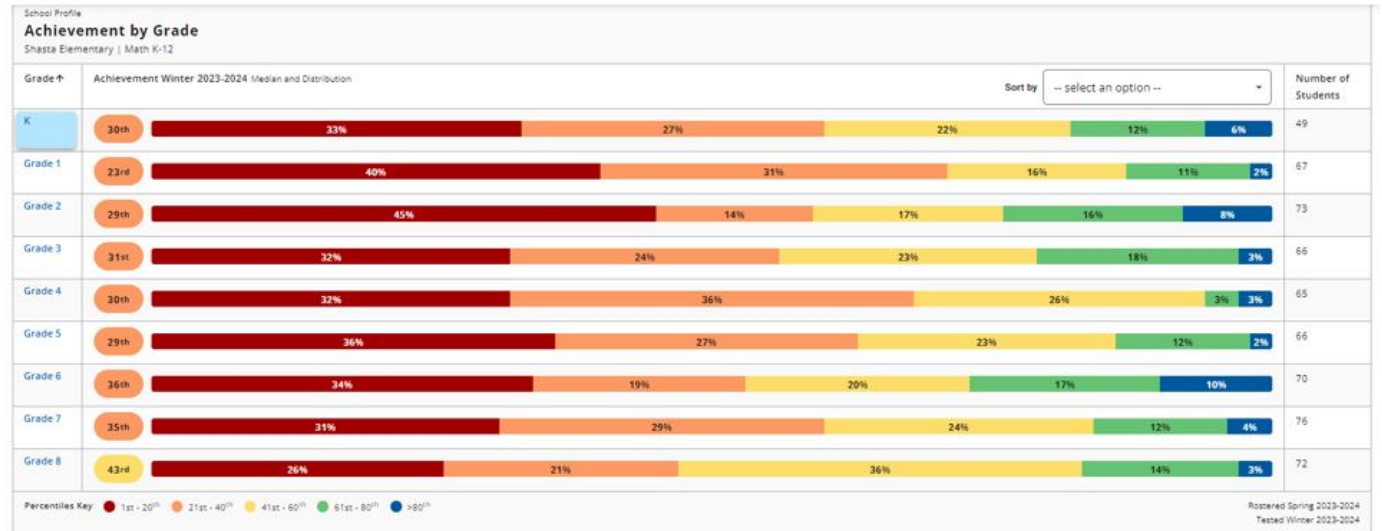
Socio-Economically Disadvantaged-Reading



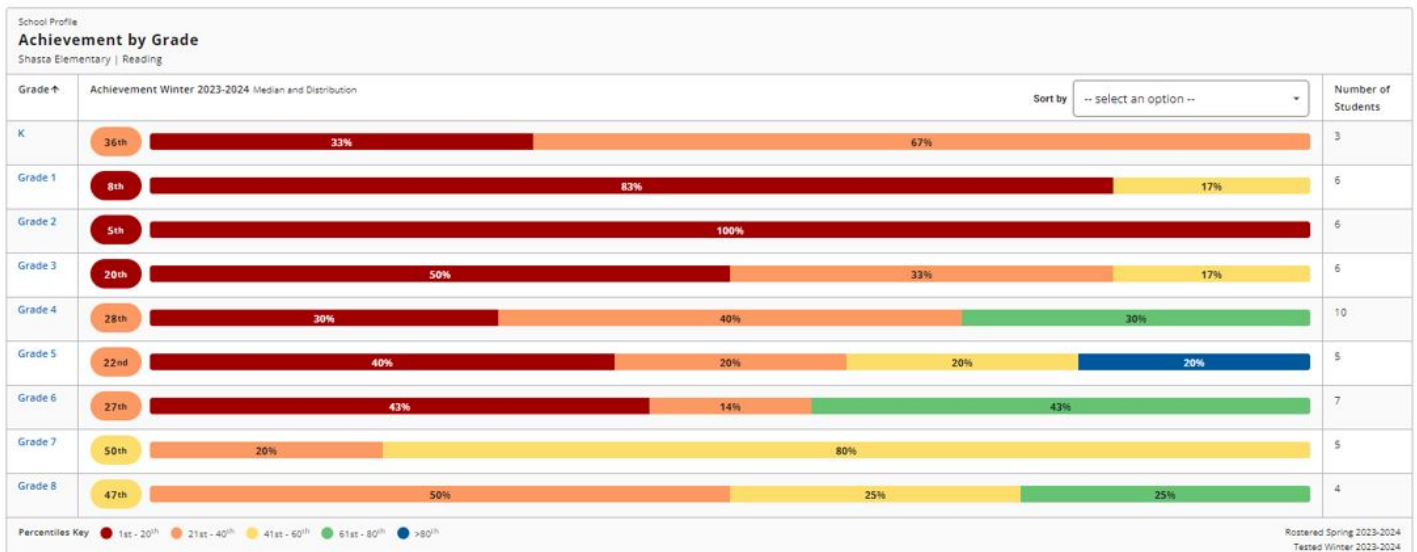
Socio-Economically Disadvantaged-Language Usage



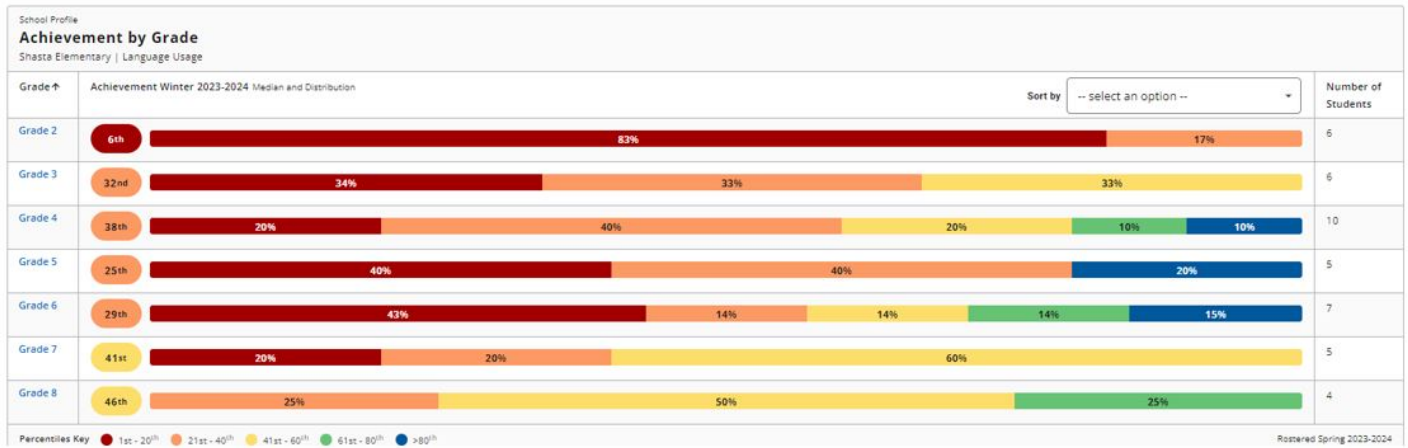
Socio-Economically Disadvantaged-Math



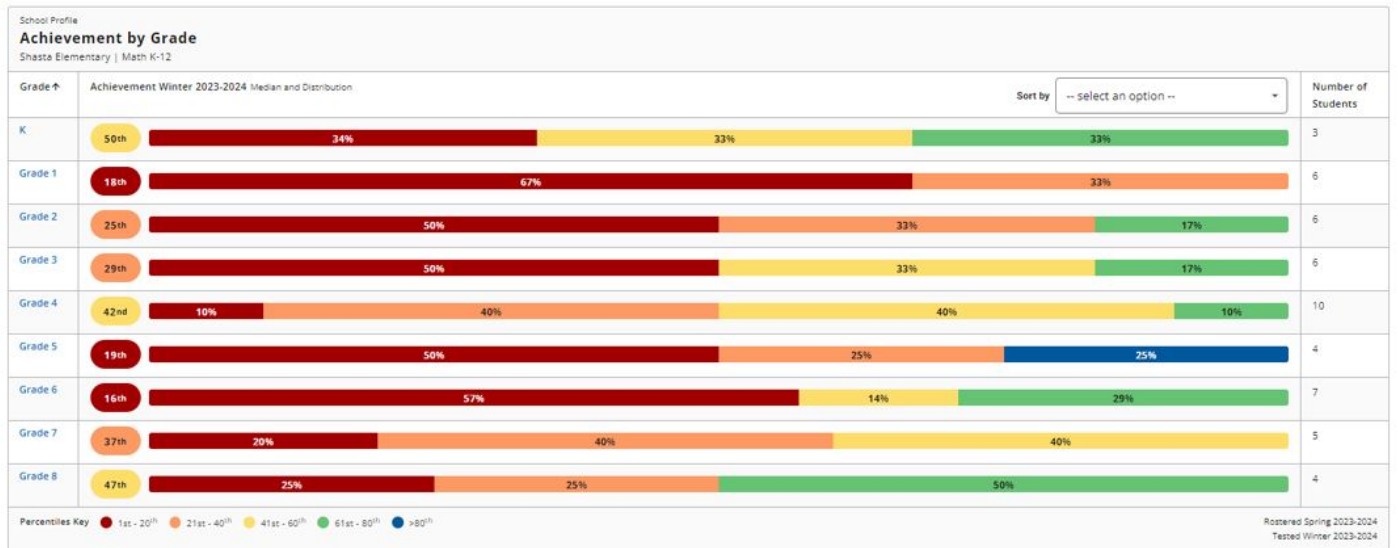
Homeless-Reading



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 and homeless 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 homeless intakes completed with families in need of support.	71 families	82 families			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.	<p>Tier 1 Teaching Strategies Learning Walk Data.</p> <p>Data will be collected and reviewed for improvement on skill and use of strategies taught at professional development.</p>	<p>Tier 1 Teaching Strategies Learning Walk Data:</p> <p>0--No evidence</p> <p>19--Some evidence</p> <p>10--Strong evidence</p>	<p>Making progress:</p> <p>Tier 1 Teaching Strategies Learning Walk Data:</p> <p>0--No evidence</p> <p>17--Some evidence</p> <p>13--Strong evidence</p>			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	<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>April 2024 PLC Collaborative PowerPoints that include all necessary information:</p> <p>4/9 Collaboration Powerpoints</p>	<p>Making Progress:</p> <p>May 2025 PLC Collaborative PowerPoints that include all necessary information:</p> <p>7/9 Collaboration Powerpoints</p>			Time Money People

focused on Tier 1 and Tier 2 instruction.						
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.	Fall 2024 15 K-2 TSSP students were offered afterschool tutoring	Fall 2024 27 K-2 TSSP students were offered afterschool tutoring			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 19-----Some evidence 10 ---Strong evidence	Making progress: Tier 1 Teaching Strategies Learning Walk Data: 0--No evidence 17--Some evidence 13--Strong evidence			Time Money People

Progress Monitoring 24-25

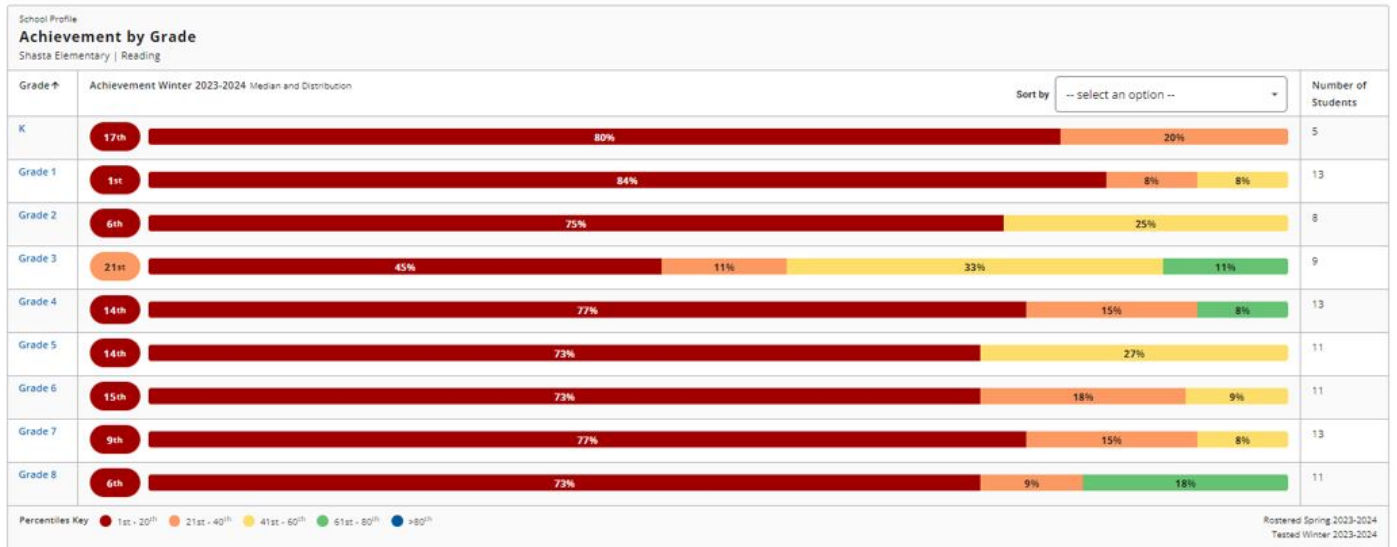
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The subgroup of socio-economically disadvantaged and homeless students is showing growth towards proficiency in grade level standards for math and ELA.	Shasta's TSSP Liaison has completed 77 intakes this school year so far. She has been working hard to remove barriers to help the students succeed at school, including but not limited to providing clothing, food, internet access, hygiene and more. All teacher teams are meeting weekly and completing the PLC/Collaboration PowerPoint. The following grade levels are PLC teams: K/1, 2, 3, 4/5, 6. 7/8. Out of those teacher teams 3 are fully completing the collaboration PowerPoints well, 2 others are only	Continue with current actions items and continue to remove barriers towards success.	Continue

	<p>missing small pieces for completion and one team is needing support to fully complete the PowerPoint. This team has many new team members, and the veteran teachers are not supportive. The instructional specialist is supporting this team during our weekly PLC time.</p> <p>The Instructional Specialist and administration continue to target Tier 1 instructional strategies through professional development, highlighting different strategies each month. Strong evidence is seen in many classrooms and some evidence in others. We will continue to target and strengthen these areas of best practices.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 2: The subgroup of socio-economically disadvantaged and homeless students continues to show growth towards proficiency in grade level standards.</p>	<p>Shasta's TSSP Liaison continues to support families and remove barriers for attending school regularly and successfully learning.</p> <p>A Name/Need/Now/Next was completed with all teachers to help teachers see the need with students and complete targeted plans for next steps.</p> <p>All teacher teams continue to meet weekly and complete the PLC/Collaboration PowerPoint. The instructional specialist continues to support struggling teacher teams with collaborating.</p> <p>The team continues to focus on strengthening Tier 1 practices, using the waiver PD times to focus on strategies. As seen with walk throughs the teachers are not continuing to use all strategies in the classroom that has been taught. When reviewing in PD, they know the strategies and will say they are being used, but the data is not showing it. The team met to decide on next steps and decided more peer opportunities for peer observation with timely feedback may help change the instructional practices.</p>	<p>Continue with current action items and continue to remove barriers towards success.</p>	<p>Continue</p>

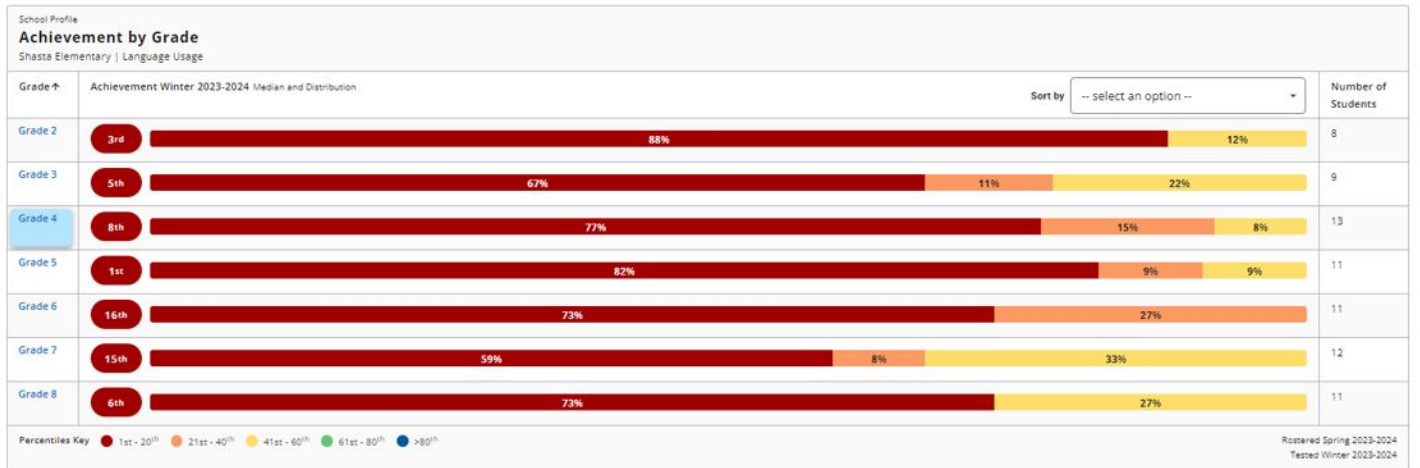
	Please see data binder located in the school office.		
<p>Cycle 3: Shasta is making progress toward the SMART goal of increasing the percentage of socio-economically disadvantaged and homeless students achieving grade-level proficiency in reading and math to 30% by the end of the 2025-2026 school year. Efforts to strengthen Tier 1 instruction through professional development, after-school tutoring programs, and family support initiatives have been implemented with promising early results. Although measurable academic gains for these subgroups are still developing, strong improvements in instructional practices, collaborative team effectiveness, and increased family engagement point toward positive momentum.</p>	<p>82 homeless families completed needs assessments to possibly receive services, an increase from 71 families the previous year. Removing barriers to attendance and academic success is a critical foundation for future academic growth.</p> <p>Tier 1 instructional strategies, as measured by learning walks, show strong growth with 13 classrooms now demonstrate strong evidence of effective strategies (up from 10). and 17 classrooms show some evidence, indicating professional development efforts are translating into classroom practice.</p> <p>PLC Collaborative PowerPoint completion increased from 4/9 to 7/9 teams meeting expectations, demonstrating improved focus on using assessment data to guide instruction.</p> <p>27 K-2 students received after-school tutoring based on foundational skills, compared to 15 students previously. This direct support aims to build prerequisite skills for future academic success.</p>	<p>Continue frequent learning walks and provide feedback to teachers on strategies proven to impact socio-economically disadvantaged learners. Ensure Collaborative Teams are analyzing assessment data by subgroup (homeless, socio-economically disadvantaged) and adjusting instruction based on specific needs. Increase family engagement initiatives for homeless and low-income families, offering workshops or resources that support learning at home.</p> <p>Recognize and celebrate growth within the subgroups to build student confidence and motivation toward reaching grade-level standards.</p>	Continue

Progress Monitoring 25-26

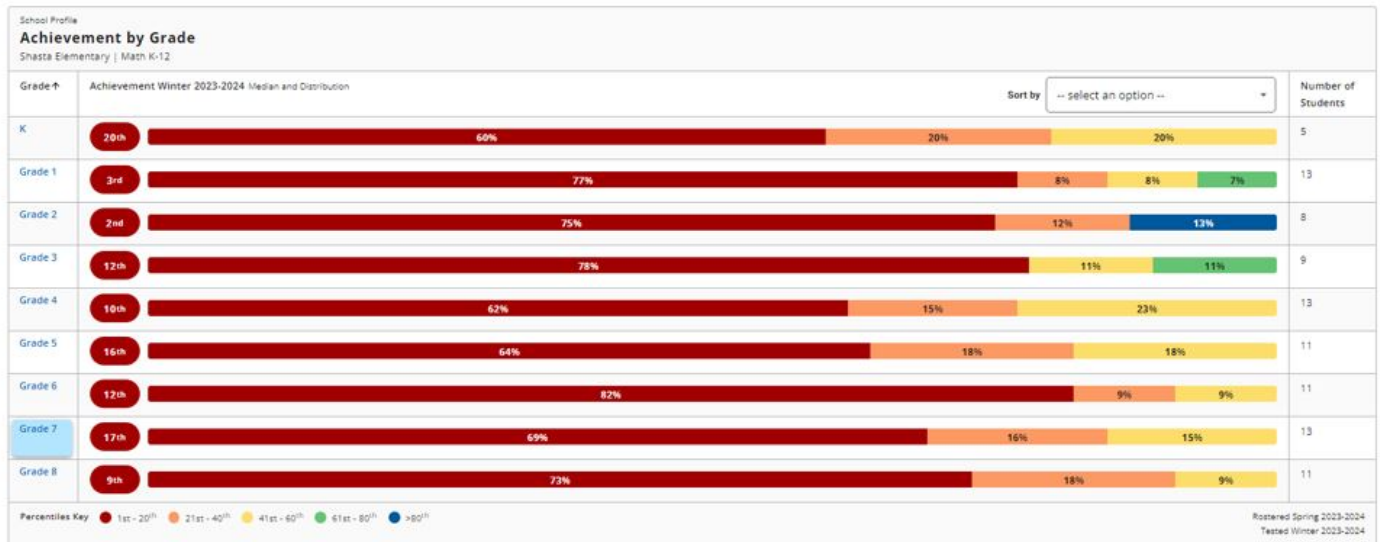
Students with Disabilities-Reading



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	Number of IEPs offered during all day IEP days.	45 IEPs Offered	Making Progress:			Time Money People

timelines, at a time that is convenient for the family. Substitute teachers will be needed to accommodate dates and times.	Number of families attending and receiving access.	39 families attended.	98 IEPs Offered 88 families attended			
Foundations Implementation: Shasta Administration 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.	Foundations Learning Walks: 1. Number of teachers that have Foundations curriculum/wall correctly displayed: 1. Evidence of teachers teaching with fidelity as seen through learning walk data.	1. 2/2 SpEd teachers 2. 0 No evidence 1 Some evidence 1 Strong evidence	Making Progress: 1. 2/2 SpEd teachers 2. 0 No evidence 1 Some evidence 1 Strong evidence			Time Money People
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.	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.	Fall 2024 0 No evidence 1 Some evidence 0 Strong evidence	Making Progress: Spring 2025 0 No evidence 1 Some evidence 0 Strong evidence			Time Money People
Highly Collaborative Teacher Teams will meet weekly to review data, identify needs, discuss	Pre-Common Formative Assessment and Post-Common Formative Assessment to determine student need and outcomes.	Aug 2024 April 2024 PLC Collaborative PowerPoints that include all	Making Progress: May 2025 PLC Collaborative PowerPoints that include all			Time Money People

instructional practices and plan to meet individual grade level student needs. Efforts will be focused on Tier 1 and Tier 2 instruction.	Audit of Teacher Team PowerPoint to determine effectiveness.	necessary information: 4/9 Collaboration PowerPoints	necessary information: 7/9 Collaboration Powerpoints			
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	Making progress: Tier 1 Teaching Strategies Learning Walk Data: 0--No evidence 17--Some evidence 13--Strong evidence			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The subgroup of students with disabilities is showing growth towards proficiency in grade level standards for math and ELA.	The Shasta Special Education team was already able to offer 33 IEPs using full day IEP days utilizing substitute teachers. We had 31 families attend, only having to reschedule 2 IEPs. All IEPs have been successfully held within timeline and parents have felt included in the process. Currently, Shasta has a vacant teacher position in our RSP position, so we only have our SDC teachers trained in Foundations. One teacher is teaching with fidelity and we are seeing much progress with her students. The other teacher is teaching a 3-6 SDC classroom which is a challenge and he is struggling to find the balance of incorporating	The team will continue with the action items as written but will be trying to modify actions to meet staffing at this time. When a teacher can be hired in the RSP position, Foundations and Just Words can be implemented in that position with those students also, which will lead to more success.	Continue

	<p>Fundations and Just Words. After reviewing the data, our IS will be assisting this teacher to get Foundations up and running successfully in his classroom to assist his students. We will also be asking for assistance from our program specialist for the best way to incorporate all programs to this range of grade levels.</p> <p>All teacher teams are meeting weekly and completing the PLC/Collaboration PowerPoint. The following grade levels are PLC teams: K/1, 2, 3, 4/5, 6. 7/8. Out of those teacher teams 3 are fully completing the collaboration PowerPoints well, 2 others are only missing small pieces for completion and one team is needing support to fully complete the PowerPoint. This team has many new team members, and the veteran teachers are not supportive. The instructional specialist is supporting this team during our weekly PLC time.</p> <p>The Instructional Specialist and administration continue to target Tier 1 instructional strategies through professional development, highlighting different strategies each month. Strong evidence is seen in many classrooms and some evidence in others. We will continue to target and strengthen these areas of best practices.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 2: The subgroup of students with disabilities continues to show growth towards proficiency in grade level standards for math and ELA.</p>	<p>IEP continue to be offered to families utilizing full day IEP days.</p> <p>There has been a change in teachers and the SDC teacher has been managing the SDC and RSP position since December. Starting after spring break the SDC teacher is shifting full time to the RSP position and Shasta has a new teacher joining the team. This will be a time of transition as she is trained and takes the proper classes for her credentials for assessing and holding</p>	<p>The team will continue to implement the current action items and hold on those until all training can be obtained for the new hire teacher.</p>	<p>Continue</p>

	<p>IEPs. She also needs to be trained in Foundations.</p> <p>A Name/Need/Now/Next was completed with all teachers to help teachers see the need with students and complete targeted plans for next steps.</p> <p>All teacher teams continue to meet weekly and complete the PLC/Collaboration PowerPoint. The instructional specialist continues to support struggling teacher teams with collaborating.</p> <p>The team continues to focus on strengthening Tier 1 practices, using the waiver PD times to focus on strategies. As seen with walk throughs the teachers are not continuing to use all strategies in the classroom that has been taught. When reviewing in PD, they know the strategies and will say they are being used, but the data is not showing it. The team met to decide on next steps and decided more peer opportunities for peer observation with timely feedback may help change the instructional practices.</p> <p>Please see data binder located in the school office.</p>		
<p>Cycle 3: Shasta is making progress toward the SMART goal of increasing the percentage of students with disabilities achieving grade-level proficiency in reading and math to 20% by 2025-2026. Significant systems work has been implemented this year, focusing on strengthening Tier 1 and Tier 2 instruction through initiatives such as Foundations and Just Words programs, structured PLC collaboration, and targeted instructional coaching. Early signs of progress are visible</p>	<p>The number of IEPs held during the IEP days increased from 45 to 98, and family participation improved from 39 to 88 families. This ensures that services and goals are being updated timely and reflects stronger family-school partnerships. Foundations learning walks show strong evidence in 1 of 2 SpEd teachers — indicating partial success. Continued focus on fidelity is needed. Just Words implementation during HIVE time remains a challenge. Spring 2025 data shows no strong evidence yet, signaling the need for further training and support in Tier 2 interventions. Growth was seen in the completion of PLC Collaborative PowerPoints (4/9 to 7/9), demonstrating more structured</p>	<p>Continue focusing on high-quality Tier 1 instruction, ensuring that all teachers are scaffolding core grade level curriculum appropriately for students with disabilities. Provide additional professional development and ongoing coaching to strengthen the consistent implementation of Tier 2 interventions during HIVE time.</p>	<p>Continue</p>

in improved IEP compliance rates, higher levels of instructional fidelity in foundational programs, and improved team collaboration, although measurable academic growth for students with disabilities remains an area for continued development.	and purposeful collaboration across grade levels. Baseline data shows low achievement rates in Reading (4%), Language Usage (10%), and Math (6%) among students with disabilities. While this cycle's data emphasizes instructional system improvements, measurable student achievement growth will need further monitoring next year.	Increase the frequency of learning walks focused on Tier 1 and Tier 2 supports, with actionable feedback. Support Collaborative Teams in Using Data and the SpEd team meeting as a PLC and then pushing in with the general education team for support.	
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Progress Monitoring 25-26

Budget Summary

390 - Shasta Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	ILT Timesheeting/Pull Out Days		\$ 1,250.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1000 - 1.8 Goal 1, A&S 8	1.8	Standards	N1G2	
	Peaceful Playground/structured play training timesheeting		\$ 1,600.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	N1G1	
	COST timesheeting		\$ 3,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	N1G1	
	TSSP Liason Timesheeting		\$ 5,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2004 - 3.4 Goal 3, A&S 4	3.4	Emerging Students	N2G1	
	Conference, online & travel for professional dev of Restorative practices, PBIS, PLC, instructional strategies	TBD	\$ 10,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5221 - Online Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Standards	N2G1	
	Foundations instructional materials	Wilson Language Training	\$ 12,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 OLS-Base	1.1	Standards	N1G1	
	Just Words instructional supplies Consumables (\$90 x 40)	Wilson Language Training	\$ 3,600.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 OLS-Base	1.1	Standards	N2G1	
	Just Words training for new teachers	Wilson Language Training	\$ 500.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 OLS-Base	1.1	Standards	N2G1	
	Continue to fund Outreach Assistant Salary		\$ 35,647.00	3010 - ESSA-Title I Bas Gmts Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	N2G1	
	ILT Timesheeting-extra time for summer meeting and after school time		\$ 2,500.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1000 - 1.8 Goal 1, A&S 8	1.8	OLS - ELA	SN 1	
	Substitutes for professional development/pull out days focusing of grade level/essential standards. (10 subs x 6 days)		\$ 12,400.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 OLS-Base	1.1	OLS - ELA	SN 1	
	Educational opportunities and experiences on and off campus to build background knowledge and further understanding of standards/science camp (field trips)	TBD	\$ 20,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	N1G1	
	Educational opportunities and experiences transportation (field trips)	TBD	\$ 20,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	N1G1	
	Library book refresh	TBD	\$ 5,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 OLS-Base	1.1	Standards	N1G1	
Total			\$ 131,897.00								

390 - Shasta Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Supplies for Jr. High Electives Enrichment	TBD	\$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	OLS - Other Subjects	N3G1	
	PBIS training for certificated staff members		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	N1G1	
	Timesheeting for translation		\$ 1,500.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	N1G1	
	PBIS training for classified staff members		\$ 500.00	0709 - Prev EIA/LCAP	2700 - School Administration	2405 - Clerical And Office Sal Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	N1G1	
	Incentive supplies for Attendance campaign, PBIS store, MAPs growth, students meeting standards	TBD	\$ 12,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	N1G1	
	Positive assemblies incentive for MAPs, PBIS, SEL	TBD	\$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	N1G1	
	ES, NT, GLS, NT, NZ, Outdoor education/field trips transportation service only	TBD	\$ 12,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	N1G1	
	TK, SEL and sensory needs for outdoor learning	TBD	\$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Alignment	SN 1	
	Science Camp Transportation		\$ 4,400.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4			
	ACE celebrations for jr. high students celebrating behavior, attendance, and achievement		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	
Total			\$ 49,900.00								

390 - Shasta Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Field Trip: Science Camp		\$ 8,800.00	2000 - Expanded Learning Oppy Progs	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 1	
	SUCOE Arts and Music Electives	TBD	\$ 250.00	6170 - Arts & Music Prop	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Unrestricted	1.4	Money		
	Artists in Schools Residency-Quota of \$250 per teacher		\$ 8,000.00	6170 - Arts & Music Prop	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Unrestricted	1.4	OLS - Other Subjects		
	VAPA-New music items to enhance program-theat music, instruments, music stands, supplies		\$ 20,000.00	6170 - Arts & Music Prop	1000 - Instruction	4310 - Materials & Supplies	0000 - Unrestricted	1.4	Subjects		
Total			\$ 37,950.00								

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
Maerryane Poynor	Classroom Teacher
Brittnee Austin	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 5/16/2025
	SSC Chairperson, Rosemarie Craighead on 5/16/2025