

*Single School District Plan
(LEA/SPSA)*

Shaffer Elementary School District

County/District Code: 18-64188

Date of Plan Duration: 2016/17-2020-21

Date of Local Governing Board Approval:

*District Superintendent: Terri Daniels
Address: 722-055 Highway 395N
Litchfield, CA 96117
Phone: (530)254-6577*

Fax: (530)254-6126

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

<u>Terri Daniels</u>	<u>12-13-16</u>	<u>Terri Daniels</u>
Printed or Typed Name of Superintendent	Date:	Signature of Superintendent
<u>Kathi Sherman</u>	<u>12-13-16</u>	<u>Kathi Sherman</u>
Printed or Typed Name of Board President	Date:	Signature of Board President
<u>Donna Carpenter</u>	<u>12-13-16</u>	<u>Donna Carpenter</u>
Printed or Typed Name of School Site Council President	Date:	Signature of SSC President

2016-2017 Board of Trustees

Sean Baldwin	President
Kathi Sherman	Clerk
Jeffrey Canadas	Member
Nancy Satica	Member
Lynda Joseph	Member

2016-2017 School Site Council Members

Terri Daniels	Administration
Jennie Bryant	Parent
Donna Carpenter	President/Parent
Janessa Dohoda	Vice President/Parent
Cody Helle	Parent
Blanca Lopez	Parent
Teri Bertotti	Teacher
Christen Pelletier	Teacher
Prima Castro	Staff Member
Rachel Whiting	Staff Member

Shaffer Elementary School District Profile

Shaffer Elementary School is a rural one-campus school district located about 17 miles east of Susanville in beautiful Lassen County, California. We are currently serving approximately 180 students in transitional kindergarten through eighth grade. We are a community of students, teachers, parents and staff who value education and support the development of the whole child. We provide a family atmosphere where each child is honored and recognized as a valued member of the community. Along with providing a rigorous academic curriculum, students have the opportunity to participate in after school sports and clubs, designed to promote cooperation, teamwork, responsibility and respect. Our school is proud to implement PBIS (Positive Behavior Intervention and Supports) framework where students learn the value of developing strong personal ethics and character. Our motto is Shaffer ROCKS which is the acronym for: Respectful; On Task; Cooperative; Kind; and Safe.

Shaffer School Mission Statement:

Shaffer School establishes a positive and safe environment where students' creativity is encouraged, their talents valued, and their accomplishments celebrated. Families, teachers, staff, and the community of Shaffer School work together to provide students with a foundation that inspires excellent character, productive citizenship and life-long learning.

Shaffer School Vision Statement:

Graduates of Shaffer Elementary School will be:

- Prepared for the 21st Century
- Creative Thinkers
- Effective Communicators
- Collaborative Workers
- People of Integrity
- Academically and Technologically Proficient
- Able to Identify, Assess, Integrate and Analyze Information in Order to Problem-Solve.

Currently Shaffer School is designated a school-wide Title I school with a free/reduced lunch rate of 67%. Shaffer School was first recognized as a school-wide Title I school in 2009. 13.48 % of our school population is classified as English Learners (EL). Title III law states that Local Educational Agencies (LEAs) that do not qualify for a \$10,000 grant award must form a consortium with other LEAs so that together they qualify for a grant award of at least \$10,000. Because of this stipulation, Shaffer School is a member of the consortium which is overseen by Susanville School District.

As of the current school year, 2016-2017, Shaffer School remains in Program Improvement Year 5. However, with the new Every Student Succeeds Act (ESSA) signed into law last year by President Obama, the requirements for measuring API (Academic Performance Index) and AYP (Adequate Yearly Progress) are currently being reconfigured. Shaffer School District is awaiting the newly established monitoring system to determine the future of program improvement for schools currently in a stagnant position.

This Single Plan for Student Achievement, which is newly written based on current data, reflects current goals in concurrence with the 2016 Local Control Accountability Plan for Shaffer School District. These goals address the focus of academic improvement among our students utilizing Title funds for academic progress.

The entire community of the Shaffer School District believes that every child can succeed in reaching their full potential. We are dedicated to making every student college and career ready. Our goal is to help students reach their goals.

Areas of Analysis

Analyze Student Performance

Conclusions from Student Data Analysis

After analysis of the 2015-2016 data from the California Department of Education/Webquest, conclusions were made in the following areas:

- Demographics Enrollment: 184
- Total Enrollment Gr 3-8 (eligible for CAASPP testing): 127
- English Language Learners: 31
- Economically Disadvantaged: 66.48%

CAASPP Results ELA: 2016 (Proficiency Rate per grade level)

- Overall: 36%
- Grade 3: 10%
- Grade 4: 40%
- Grade 5: 50%
- Grade 6: 43%
- Grade 7: 41%
- Grade 8: 32%

- English Learner Subgroup: 20% (R-FEP not included)
- Economically Disadvantaged Subgroup: 29%

CAASPP Results Math: 2016 (Proficiency Rate per grade level)

- Overall: 39%
- Grade 3: 25%
- Grade 4: 29%
- Grade 5: 15%
- Grade 6: 46%
- Grade 7: 25%
- Grade 8: 28%

- English Learner Subgroup: 20% (R-FEP not included)
- Economically Disadvantaged Subgroup: 24%

2013 API: (Weighted 3 year average) 713

2015 AYP: Met 7 out of 7
Met AYP

Analyze Educational Practices

Educational Practices:

Alignment of curriculum, instruction and materials to content and performance standards

All curriculum is aligned with California frameworks and standards.

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

Every student is provided with a textbook in each core subject which has been approved by the state and adopted by the local school board.

Alignment of staff development to standards, assessed student performance and professional needs

All staff development activities are planned and executed to help our teachers and staff better meet the requirements in teaching the state standards. Currently the focus of staff development is centered on math, new ELA/ELD adopted materials, and NGSS implementation. The staff has been involved in the SEES and the ESTEEM grants through Region 2 and CSU Chico. The focus of the professional development opportunities for the staff is to best meet the learning needs of the students to provide them the best educational opportunity possible.

Services provided by the regular program to enable under-performing students to meet standards

All students have access to a standards based education with scaffolding support implemented in the classroom. Tutoring is available in math two morning per week and for EL students two afternoons per week. Shaffer School has a Resource Specialist assigned by the Lassen County Office of Education who is on campus every afternoon.

Services provided by the Local Control Funding Formula/Title Funds to enable under-performing students to meet standards

Currently there are two part time Title I paraeducators and one bilingual paraeducator employed to assist students in classes during core subjects. Tutoring opportunities are available in math two times per week and for EL students two times per week. Unfortunately, due to declining enrollment the budget has not allowed to continue the intervention program in reading as was supported in the past. This is an area the council would like to see further support afforded to struggling students. EL students also attend ELD pull out two times a week. Students on IEP meet with the Resource Specialist to meet the requirements specified in their IEP's.

Technological services (Data provided) to enable under-performing students to meet standards

Shaffer School implements the MAPs (Measurement of Academic Performance) Assessment three times per year to measure student growth in Math, Reading, and Language. Teachers are also encouraged to utilize the Interim Assessments provided through the CAASPP portal and the Digital Library in preparation of the CAASPP assessments in spring. The data generated through these assessment systems, along with professional development opportunities, will assist teachers and staff in enhancing the curriculum and meeting the needs of all the students.

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

State and local assessments are used to place students in the most appropriate educational settings and to review on-going progress of each student. Low performing students, socioeconomically disadvantaged students and English Language Learners, and students with special needs are taught by highly qualified teachers. Modification in instruction is made when deemed appropriate by local assessments.

ELD (English Language Development) provided to English Language Learners

Shaffer School is a member of the English Language Learner Consortium which is overseen by Susanville School District. Teachers are provided with EL student's current CELDT scores and are aware of the needs of EL students at the various classification levels. All teachers on campus are CLAD certified and incorporate SDAIE strategies in their core classes, as well as using a number of proven instructional methods including (but not limited to) nonlinguistic representation, purposeful content area conversations, making connections, building background knowledge, and providing lessons utilizing EDI (Explicit Direct Instruction) in order to meet the English Language

Development requirements in supporting English Language Learners to develop proficiency in English as rapidly and efficiently as possible. EL students attend ELD classes weekly for extra practice and support per parent request to keep this service available for the EL students even though ELD support is met through the newly adopted ELA/ELD curriculum.

Family and community resources provided through the Lassen County Office of Education to assist students

A resource specialist is onsite every afternoon to provide students identified as special education eligible with support. We also are provided a nurse one day a week on campus and a part time social worker one day a week to work with students whose IEP requires mental health services. Speech services for students who qualify are provided through Tiny Eye. We have curriculum and coaching support available through the Lassen County Office of Education and we are provided technical support through Region 2 via Tehama County Office of Education. A school psychologist is available for assessing students for special education eligibility.

Parents are encouraged to volunteer in the classrooms and to provide real life connections to the curriculum. Parents are encouraged in a number of ways to be involved in the school community. A Parental Involvement in Title I Schools handout is passed out at the beginning of the school year which lists explicit ways parents are encouraged to be involved in Shaffer School and what the LEA and school will do annually to ensure parental involvement. The Shaffer School Local Accountability Plan addresses this area in depth. Two Title I informational meetings are held at the beginning of each school year to inform parents of the Title I program and its requirements.

Shaffer School also has a part time technology aide on campus to assist staff and students with technological literacy requirements.

Identified school, district, and community barriers to improvements in student achievement

- Chronic absenteeism/Truancy issues
- High rate of transient students
- Support for families in order to assist parents in helping their students with curriculum

Analyze Instructional Programs

Conclusions from Analysis of Instructional Programs

The core instructional materials are aligned with the California state Common Core Standards and are available for all students.

- Reading/Language Arts (TK-5) Benchmark Advanced 2016/Read Naturally Supplemental Materials for Intervention Support (K-8)
StudySync McGraw/Hill (6-8) 2016
- Math (TK-5) Houghton Mifflin Expressions (2014)
Houghton Mifflin Big Ideas (6-8) (2014).

Planned Improvements in Student Performance

The Shaffer School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. In conjunction with the Shaffer School Local Control Accountability Plan goals and actions, the Shaffer School Site Council has adopted the following goals and related actions, as well as expenditures, to raise the academic performance of students not yet demonstrating mastery of meeting state standards.

School Goal # 1:

Students, including English Language Learners and Socio-economically disadvantaged students, will increase ELA (English Language Arts) and Math scores to achieve proficiency by 3% or higher at each grade level annually.

Data Used to form goal:

CAASPP results
California State CAASPP Result Indicator
Maps Assessment results
Benchmark Assessments
Teacher implemented formative assessments

What data revealed that led SSC to establish this goal:

Review of the last two years of CAASPP results, which established a baseline for improvement, indicates that Shaffer School Students need to progress from the median state indicator of yellow to the green level (or blue) of high or very high proficiency rates.

Stakeholders involved in analyzing data and developing goal:

School Site Council
LCAP Committee
ELAC Committee
Teachers
Parents
School Staff
Administration
Students
Board of Trustees

Data to be collected to measure student achievement:

CAASPP results
CELDT results
Maps assessment results

Interim/Benchmark assessment results
Formative assessments
Parent/Student/Teacher surveys

Process used to monitor and evaluate data:

Monthly Core Group meetings
Monthly Teacher Collaboration
School Site Council to evaluate annually
LCAP Committee to evaluate annually

Actions to Improve Achievement and to Achieve Goal and Exit from Program Improvement:

Professional Development Opportunities to include (but not limited to):

- Common Core State Standards Implementation
- Newly adopted ELA and Math Curriculum
- Differentiated Instruction
- Academic Vocabulary Usage

Provide tutoring to struggling students
Provide Classroom Support through 2 part time Title I paraeducators
Provide Classroom Support through 1 bilingual paraeducator
Provide Parental Outreach

Timeline (Start/Completion Date and Personnel):

SSD Plan to be in effect for 5 years with annual evaluations
2016-17 through 2020-21
School Staff; Teachers; Administration;
Parents

Funding Source/Amount:

Please refer to Budget/Funding pages attached
Title I
Title II
Title III
Title VI (REAP) if available

Process for Evaluation of Implementation:

Monthly teacher collaboration and Core Group meetings
Parent/Teacher/Student Feedback
(Home survey, ELAC, School Site Council, LCAP Committee, LCAP Committee, PTO, Title I parental involvement, monthly Board of Trustees meetings)

School Goal # 2:

English Learners at Shaffer Elementary School will progress in learning English and the number of English learners will advance by 50% annually to the next level of English fluency, including reclassification status, as measured by CELDT scores and other determining factors.

Data Used to form goal:

CELDT results
CAASPP results
California State CAASPP Result Indicator
Maps Assessment results
Benchmark Assessments
Teacher implemented formative assessments

What data revealed that led SSC to establish this goal:

Review of the most current CELDT data, as well as the last two years of CAASPP results, and the monitoring of English Language Learner progress prompted the SSC to continue with this goal from the previous School Site Plan.

Stakeholders involved in analyzing data and developing goal:

School Site Council
LCAP Committee
ELAC Committee
Teachers
Parents
School Staff
Administration
Students
Board of Trustees

Data to be collected to measure student achievement:

CELDT results
CAASPP results
Maps assessment results
Interim/Benchmark assessment results
CELDT Meeting Documentation
Stakeholder Input

Process used to monitor and evaluate data:

Consortium Collaboration
Annual CELDT Meetings
Monthly Core Group Meetings

Monthly Teacher Collaboration
School Site Council to Evaluate Annually
ELAC to Evaluate Annually
LCAP Committee to Evaluate Annually

Actions to Improve Achievement and to Achieve Goal and Exit from Program Improvement:

Professional Development Opportunities to include (but not limited to):

- Common Core State Standards Implementation
- Newly adopted ELA and Math Curriculum
- Differentiated Instruction
- Academic Vocabulary Usage

Provide tutoring to struggling students

Continue weekly ELD classes (2 x per week)

Hold Annual CELDT Team Meetings

Provide Classroom Support through 2 part time Title I paraeducators

Provide Classroom Support through 1 bilingual paraeducator

Provide Parental Outreach

Timeline (Start/Completion Date and Personnel):

SSD Plan to be in effect for 5 years with annual evaluations

2016-17 through 2020-21

School Staff; Teachers; Administration;
Parents

Funding Source/Amount:

Please refer to Budget/Funding pages attached

Title I

Title II

Title III

Title VI (REAP) if available

Process for Evaluation of Implementation:

Monthly teacher collaboration and Core Group meetings

Parent/Teacher/Student Feedback

(Home survey, ELAC, School Site Council, LCAP Committee, LCAP Committee, PTO, Title I parental involvement, monthly Board of Trustees meetings)

Review of CELDT/CAASPP/MAPS/Interim/and Benchmark Results

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$ 0.00	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$0.00	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$0.00	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0.00	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0.00	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0.00	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$0.00	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0.00	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0.00	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds Local Control Funding Formula (LCFF Base Grant)	\$1,286,702.00	<input checked="" type="checkbox"/>
X	LCFF Supplemental Grant	\$177,138.00	X
X	LCFF Concentration Grant	\$73,696.00	X
Total amount of state categorical funds allocated to this school		\$1,537,536.00	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$51,534.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$103.00	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$5153.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$16,358.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$2,521.00	Title III funds may not be consolidated as part of a SWP ³
<input checked="" type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$12,084.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$1,625,289.00	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Terri Daniels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennie Bryant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Donna Carpenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Janessa Dohoda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cody Helle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Blanca Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teri Bertotti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christen Pelletier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prima Castro	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rachel Whiting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	2	5	0

⁴ EC Section 52852

Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- English Learner Advisory Committee Blanca Lopez Signature
- Program Improvement (Core Group Leadership Team) Rachel Whiting Signature
- LCAP Committee Jeri Bertotti Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: .

Attested:

Terri Daniels
Typed name of School Principal

Donna Carpenter
Typed name of SSC Chairperson

Terri Daniels
Signature of School Principal

12-5-16
Date

Donna Carpenter
Signature of SSC Chairperson

12-5-16
Date