

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Neal Dow Elementary
Address	1420 Neal Dow Avenue Chico, CA 95926
County-District-School (CDS) Code	04-61424-6003040
Principal	Kellie Steinbach
District Name	Chico Unified School District
SPSA Revision Date	2/23/2021
Schoolsite Council (SSC) Approval Date	4/21/2021
Local Board Approval Date	

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Stakeholder Involvement 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Student Population 15
 - Overall Performance 17
 - Academic Performance 18
 - Academic Engagement 24
 - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
 - Goal 1 29
 - Goal 2..... 34
 - Goal 3..... 39
 - Goal 4..... 44
 - Goal 5..... 49
- Annual Review and Update 55
 - Goal 1 55
 - Goal 2..... 58
 - Goal 3..... 61
 - Goal 4..... 65
 - Goal 5..... 67
- Budget Summary and Consolidation 70
 - Budget Summary 70
 - Allocations by Funding Source..... 70
 - Expenditures by Funding Source 71
 - Expenditures by Budget Reference 72
 - Expenditures by Budget Reference and Funding Source 73
- School Site Council Membership 74
- Recommendations and Assurances 75
- Addendum..... 76
 - Instructions: Linked Table of Contents 76

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....79
Appendix B: Select State and Federal Programs.....81

School Vision and Mission

It is the mission of Neal Dow to ensure that:

Every Day Every Student is

Nurtured, Engaged, Achieving, Learning, and Directed with Opportunities to Win.

"Every Day Every Student is Neal Dow"

It is the vision of Neal Dow that every student will show growth in academic knowledge, social partnerships, personal responsibility for themselves and in taking care of others. Through the use of technology, best practices of teaching, interventions, and community awareness, each Neal Dow community member will feel that they are a part of the whole process of our cumulative efforts as a professional learning community.

- Students who need extra help in learning will receive that help.
- Students who meet or exceed learning standards will receive extra enrichment lessons and activities.
- Students who attend interventions are monitored as to their progress and learning.
- Staff development in areas of technology and data will be initiated and implemented.
- The implementation of the California Common Core State Standards will be a primary school-wide focus.

School Profile

Neal Dow School is located on the east side of Chico, serving children from Chico's northwest quadrant as well as families who choose to attend Neal Dow through the district's Form 10 application process. Neal Dow enrolls approximately 355 students on a traditional school year schedule. It is supported by a neighborhood connection of many families.

Neal Dow has implemented Lexia Core and IReady programs in every classroom. This allows us to use real-time data to ensure effective instruction and practices for each student. Our teachers use the skills-based testing data to organize and administer appropriate Response to Intervention.

The Neal Dow staff will continue to focus on a balanced and integrated K-5 Math and Language Arts program with an emphasis on early literacy. Through the Professional Learning Communities process, and implementation of progress monitoring tools, staff will develop and implement a response to intervention schedule that meets the needs of the students, based on the assessment data. Furthermore, a Learning Center will continue to provide direct, small group instruction to school-based children in the afternoon.

The Neal Dow teaching staff has implemented a researched-based student monitoring system that allows for constant growth and learning interventions based on individual student needs.

Neal Dow is a school-wide Title I campus. All monies under Title I are directed to all students to meet their individual needs. The school-wide Title I components can be found at the California Dept. of Education website for further information.

Neal Dow has a fully credentialed staff of 18 teachers, including three vibrant Students with Disabilities Classrooms and Resource for Students Program. Grades 1-3 are part of the class size increase with a maximum of 30 students per class. Kindergarten classroom sizes are currently an average of 24 students per room. Grades 4-5 average 32-35 students per classroom. We are a campus that is 23.3% students with disabilities.

Parents are invited to join the active Parent Teacher Association and/or the School Site Council. Parent volunteers are eagerly accepted in classrooms on a scheduled basis. PTA at Neal Dow has raised monies to support teacher costs in their classrooms and beautification of the campus along with fundraising for 5th-grade field trips.

At Neal Dow, we firmly believe that every student is nurtured, engaged, achieving, learning, and directed with opportunities to win. Our excellent staff is open to trying new and innovative ways of reaching every student, every day.

The 2020-2021 school year was affected by the COVID-19 pandemic in many ways. We started the year completely online in distance learning. In October of 2020 we started by to school in an AM/PM Hybrid model with students attending school either in person or on Zoom from 8:15-10:15 or 12:15 to 2:15. We anticipate being back to school full time during the 2021-2022 school year.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is overseen by the School Site Council. School Site Council meets 4 times a year and is comprised of teachers, staff, and parents. All members must be elected by the school community and will serve a 2-year term. School Site Council discusses Student Achievement through data that has been collected. Each of the SSC members received a copy of the SPSA for review and input.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.20%	0.6%	1.13%	4	2	4
African American	2.41%	3.92%	2.82%	8	13	10
Asian	3.92%	3.61%	1.97%	13	12	7
Filipino	0.90%	0.9%	0.85%	3	3	3
Hispanic/Latino	19.88%	18.67%	19.44%	66	62	69
Pacific Islander	0.60%	0.6%	0.28%	2	2	1
White	65.36%	62.95%	62.54%	217	209	222
Multiple/No Response	2.11%	2.11%	7.89%	7	7	11
Total Enrollment				332	332	355

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	50	49	62
Grade 1	49	55	53
Grade 2	68	50	59
Grade3	58	70	48
Grade 4	54	54	72
Grade 5	53	54	61
Total Enrollment	332	332	355

Conclusions based on this data:

1. Neal Dow is a K-5 school that is working to ensure equity for all student groups.
2. Our school population is comprised of 38% diverse student populations.
3. During the 2020-2021 school year, our enrollment declined to 320 students. This can be attributed to the COVID-19 pandemic and families choosing alternate educational choices.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	18	13	11	5.4%	3.9%	3.1%
Fluent English Proficient (FEP)	5	3	6	1.5%	0.9%	1.7%
Reclassified Fluent English Proficient (RFEP)	4	1	3	20.0%	5.6%	23.1%

Conclusions based on this data:

1. There was a significant increase in reclassification of EL students from 18-19 to 19-20. This can be attributed to the implementation of the Learning Center, Lexia Core and direct ELD instruction by our ELD aide.
2. Our student FEP group increased from .9 to 1.7%. This is significant for students as they develop and grow from grade level to grade level and move onto junior high.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56	58	67	56	56	66	56	56	66	100	96.6	98.5
Grade 4	58	50	62	57	50	61	57	50	61	98.3	100	98.4
Grade 5	60	54	62	60	53	60	60	53	60	100	98.1	96.8
All Grades	174	162	191	173	159	187	173	159	187	99.4	98.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2442.	2416.	21.43	25.00	19.70	26.79	33.93	18.18	25.00	23.21	27.27	26.79	17.86	34.85
Grade 4	2456.	2433.	2435.	19.30	16.00	16.39	26.32	22.00	19.67	21.05	22.00	27.87	33.33	40.00	36.07
Grade 5	2477.	2498.	2462.	10.00	18.87	10.00	31.67	30.19	28.33	23.33	26.42	15.00	35.00	24.53	46.67
All Grades	N/A	N/A	N/A	16.76	20.13	15.51	28.32	28.93	21.93	23.12	23.90	23.53	31.79	27.04	39.04

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	23.21	32.14	24.24	35.71	42.86	45.45	41.07	25.00	30.30	
Grade 4	19.30	12.00	13.11	52.63	56.00	49.18	28.07	32.00	37.70	
Grade 5	21.67	20.75	21.67	48.33	58.49	31.67	30.00	20.75	46.67	
All Grades	21.39	22.01	19.79	45.66	52.20	42.25	32.95	25.79	37.97	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	30.91	18.18	42.86	49.09	48.48	28.57	20.00	33.33
Grade 4	28.07	12.00	8.20	45.61	48.00	62.30	26.32	40.00	29.51
Grade 5	23.33	24.53	23.33	45.00	45.28	45.00	31.67	30.19	31.67
All Grades	26.59	22.78	16.58	44.51	47.47	51.87	28.90	29.75	31.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	21.43	18.18	57.14	71.43	65.15	14.29	7.14	16.67
Grade 4	14.04	18.00	9.84	64.91	64.00	68.85	21.05	18.00	21.31
Grade 5	18.33	15.09	6.67	60.00	67.92	63.33	21.67	16.98	30.00
All Grades	20.23	18.24	11.76	60.69	67.92	65.78	19.08	13.84	22.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.21	32.14	18.18	48.21	50.00	50.00	28.57	17.86	31.82
Grade 4	10.53	18.00	14.75	54.39	42.00	40.98	35.09	40.00	44.26
Grade 5	13.33	16.98	15.00	50.00	60.38	46.67	36.67	22.64	38.33
All Grades	15.61	22.64	16.04	50.87	50.94	45.99	33.53	26.42	37.97

Conclusions based on this data:

1. Overall, the at grade level achievement of students decreased. In 3rd grade, the number of students who were at or exceeding grade level fell by 33 points, in 4th grade, it fell by almost 4 points, and in 5th grade by 12. This shows that at Neal Dow an examination of ELA standards, professional development and the RTI process is needed.

During the 2019-2020 school year, SBAC data was not collected due to the COVID-19 pandemic. Standardized District Assessment, STAR, was given to track student growth.

2. In the Reading, most numbers stayed the same except for 3rd grade students who were above grade level. Pushing student achievement through the use of Lexia Core will help to increase this number.
3. Listening in both 3rd and 5th grade showed that student achievement fell. Listening PD and lesson development will be done to help increase student achievement.

CUSD Assessment:

Targeted MTSS Tutoring:

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56	58	67	56	56	67	56	56	67	100	96.6	100
Grade 4	57	50	62	56	50	61	56	50	61	98.2	100	98.4
Grade 5	60	54	61	60	53	60	60	53	59	100	98.1	98.4
All Grades	173	162	190	172	159	188	172	159	187	99.4	98.1	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2421.	2433.	2420.	23.21	21.43	10.45	25.00	35.71	29.85	23.21	17.86	31.34	28.57	25.00	28.36
Grade 4	2463.	2447.	2439.	7.14	12.00	1.64	33.93	22.00	26.23	39.29	34.00	40.98	19.64	32.00	31.15
Grade 5	2485.	2514.	2466.	13.33	20.75	8.47	23.33	24.53	16.95	23.33	32.08	28.81	40.00	22.64	45.76
All Grades	N/A	N/A	N/A	14.53	18.24	6.95	27.33	27.67	24.60	28.49	27.67	33.69	29.65	26.42	34.76

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	33.93	28.57	19.40	28.57	41.07	37.31	37.50	30.36	43.28	
Grade 4	19.64	28.00	14.75	51.79	24.00	40.98	28.57	48.00	44.26	
Grade 5	18.33	33.96	20.34	40.00	37.74	25.42	41.67	28.30	54.24	
All Grades	23.84	30.19	18.18	40.12	34.59	34.76	36.05	35.22	47.06	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.36	28.57	19.40	46.43	42.86	55.22	23.21	28.57	25.37
Grade 4	8.93	12.00	8.20	60.71	48.00	50.82	30.36	40.00	40.98
Grade 5	21.67	15.09	8.47	36.67	52.83	49.15	41.67	32.08	42.37
All Grades	20.35	18.87	12.30	47.67	47.80	51.87	31.98	33.33	35.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.21	32.14	20.90	51.79	46.43	58.21	25.00	21.43	20.90
Grade 4	12.50	14.00	4.92	57.14	44.00	59.02	30.36	42.00	36.07
Grade 5	6.67	28.30	10.17	53.33	49.06	40.68	40.00	22.64	49.15
All Grades	13.95	25.16	12.30	54.07	46.54	52.94	31.98	28.30	34.76

Conclusions based on this data:

- Overall math scale score has decreased. School-wide, the students above and at grade level fell by 15 points as compared to the 17-18 school year.

Due to the COVID-19 pandemic, the SBAC was not taken and state assessment data is not available, however, students took District Standardized Assessments through the I-Ready Curriculum.
- Upon examination of students from year to year, the number of students that do not reach grade level has increased. In 17-18 there were 32% fourth graders that were not proficient and in 18-19 that rose to 45% for the same group of students. This suggests that the gap is widening despite curriculum and intervention. More PD and examination of curriculum being used from year to year is necessary as is an understanding of SBAC clusters and domains.
- The data also shows that the number of students who are exceeding grade level decreases in all grade levels. At Neal Dow we need to push our students to achieve more than grade level standards by providing support in i-Ready, interventions and at home partnerships with homework.

School and Student Performance Data

ELPAC Results 2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2		*		*		*		*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	5
All Grades							17	16

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
4		*	*	*		*	*	*	*	*
All Grades	*	6.25	*	37.50	*	18.75	*	37.50	17	16

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1		*	*	*	*	*		*	*	*
3	*	*	*	*		*		*	*	*
4	*	*		*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	25.00	*	31.25	*	18.75	*	25.00	17	16

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*		*	*	*		*	*	*
3	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
All Grades	*	12.50	*	25.00	*	25.00	*	37.50	17	16

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
4	*	*	*	*	*	*	*	*	
All Grades	*	31.25	*	50.00	*	18.75	17	16	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	25.00	*	37.50	*	37.50	17	16	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
All Grades	*	6.25	*	43.75	*	50.00	17	16	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
All Grades	*	12.50	*	50.00	*	37.50	17	16	

Conclusions based on this data:

1. Based on the above data, we have 16 total EL students, 37.5 percent of which are categorized as beginners.
2. The only available data is from 17-18 is total number, therefore we are not able to see growth.

-
-
3. New data will be available in September 2021. and will be reviewed with updated conclusions.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
332	56.3	3.9	1.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	3.9
Foster Youth	4	1.2
Homeless	5	1.5
Socioeconomically Disadvantaged	187	56.3
Students with Disabilities	68	20.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.9
American Indian	2	0.6
Asian	12	3.6
Filipino	3	0.9
Hispanic	62	18.7
Two or More Races	22	6.6
Pacific Islander	2	0.6
White	209	63.0




Conclusions based on this data:

1. Based on the data above, our population is predominantly white and socioeconomically disadvantaged. Use of our Targeted Case Manager will be important to communicate and support our families, connecting them with resources in our local community.
2. It is also notable that we have more than a 20% with Disabilities population. When looking at and comparing test score data this needs to be taken into consideration.
3. The above data is not current for Neal Dow 2020-2021 school year, however we have taken steps to make decisions through a lens of equity in all areas. We created a Equity Alliance team on campus, we have renamed forms to be inclusive of all and CUSD has updated the GATE process for 3rd grade students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Our suspension rate is at an orange level. Through the use of restorative practices, our new behavior flowchart and the use of alternative schedules it is our goal to improve this dashboard indicator.

Due to COVID, the above information is not available for the 2019-2020 school year. New data will be available in September 2021. and will be reviewed with updated conclusions.
2. We need to encourage our families to be at school as a means to increase our chronic absenteeism by havin continued incentives, a relationship between the TCM and family and transportation support.
3. Both our ELA and Math indicators indicate that improvement is needed. Through the use of PD, a new ELA online program, Lexia, and an 80% Title 1 teacher we anticipate a rise in our achievement.

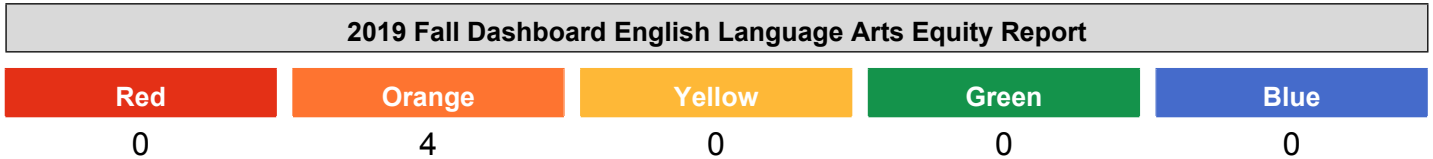
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 27.6 points below standard Declined Significantly -19.5 points 170	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Orange 48.9 points below standard Declined Significantly -15.2 points 100	<p>Students with Disabilities</p>  Orange 77.2 points below standard Increased ++5.4 points 40

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.8 points below standard Declined Significantly -20.6 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 25.2 points below standard Declined Significantly -21.4 points 108

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 2	24.1 points below standard Declined Significantly -17.7 points 160

Conclusions based on this data:

- Based on the above data, all sub groups, except our Students with Disabilities, have declined significantly. Examination of all academic areas and PD is necessary. Additionally, SBAC preparedness needs to be examined and changed to include practice tests, awareness of depth of knowledge and technology practice.

Due to COVID, the above information is not available for the 2019-2020 school year. New data will be available in September 2021. and will be reviewed with updated conclusions.
- Across all sub groups, the use of PLC and data driven instruction needs to be monitored and tracked. Teacher accountability and observations will continue to happen and direct feedback given.

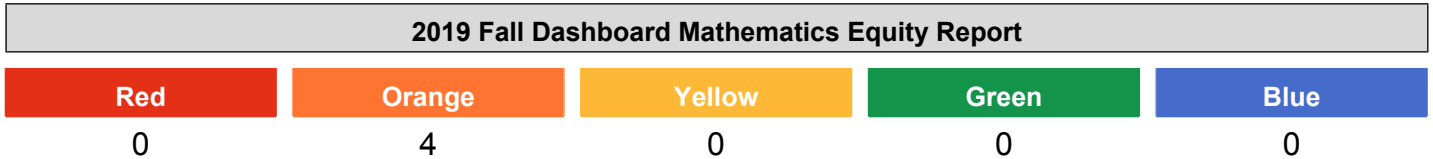
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 36.1 points below standard Declined Significantly -18.2 points 170	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Orange 53.1 points below standard Declined -4.8 points 101	<p>Students with Disabilities</p>  Orange 95 points below standard Declined -5.7 points 40

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64.7 points below standard Declined Significantly -18.4 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 31.7 points below standard Declined Significantly -23.7 points 108

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 2	32.2 points below standard Declined Significantly -18.9 points 160

Conclusions based on this data:

- The above data suggests that the overall score for math has decreased significantly. This suggests that continued teacher professional development is needed as well as continued unpacking and understanding of the standards. Furthermore, looking at the structure of the SBAC test questions will be studied and investigated. The use of a structured PLC model will be put into place as a way to help drive instruction and the use of a scope and sequence for grade-level standards.

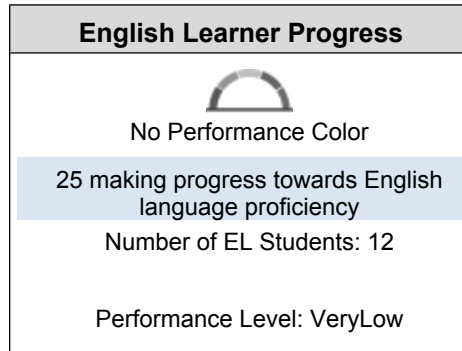
New data will be available in September 2021. and will be reviewed with updated conclusions.
- Our White and Hispanic sub groups, the only measurable groups, both showed a significant decrease in achievement. This suggests that it is more than a race or sub group issue, it is curriculum, PD and instruction issue. Further examination of curriculum implementation, PLC time and SBAC preparedness will occur.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.3	66.6		

Conclusions based on this data:

1. This data shows that we have 8 students that need significant ELL support. These 8 students have worked all year with a Bi-Lingual aide and should show growth.
2. Staff and teachers need to continue to provide direct ELD instruction.
3. New data will be available in September 2021. and will be reviewed with updated conclusions.

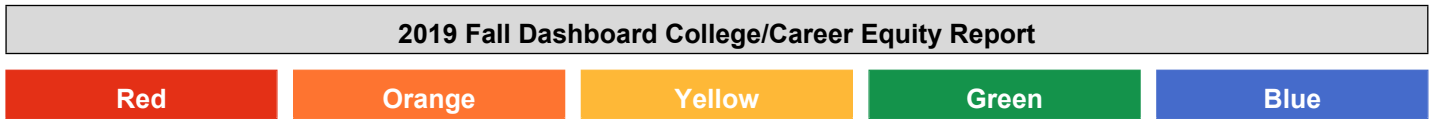
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

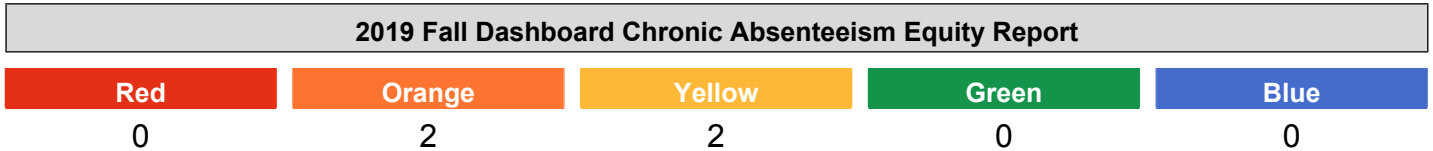
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>9.8</p> <p>Increased +2.6</p> <p>368</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>10.5</p> <p>Increased +10.5</p> <p>19</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>22.2</p> <p>27</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>12.4</p> <p>Increased +2.5</p> <p>226</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>14</p> <p>Increased +1.1</p> <p>86</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35.7 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.2 Maintained +0.3 65	 No Performance Color 9.4 Increased +4.4 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 7.7 Maintained -0.2 233

Conclusions based on this data:

1. According to the above data, our student Chronic Absenteeism was maintained overall. However, special attention and intervention could be given to the Two or More Races and Asian subgroup. Working with our site Targeted Case Manager the school could help support families in getting their children to school by referring to outside agencies, conducting home visits and continuing incentive based rewards.
2. We need to put into place incentives for children to want to come to school. This year during Monday Morning Announcements we announced the Iron Man attendance winners. We will continue to have incentives and work with parents to get their children to school on time.
3. The 2019-2020 school year is the first year that we have had a single Attendance Clerk to track attendance. She requires notes, parent contact and keeps SARB and site contracts on file. I expect to see an increase in attendance overall. New data will be available in September 2021. and will be reviewed with updated conclusions.

School and Student Performance Data

Academic Engagement Graduation Rate

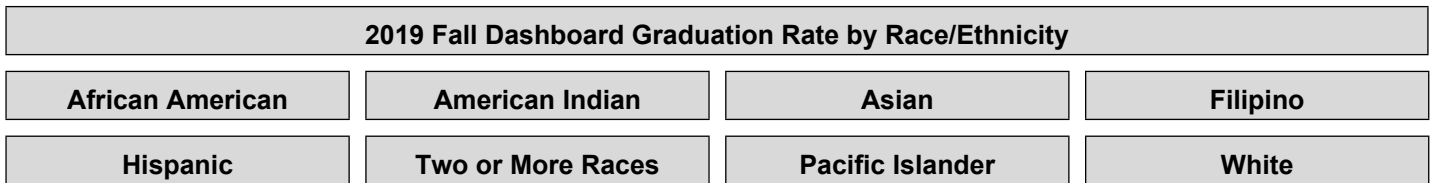
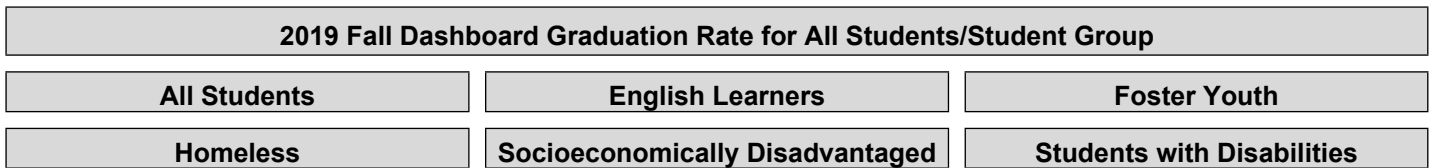
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

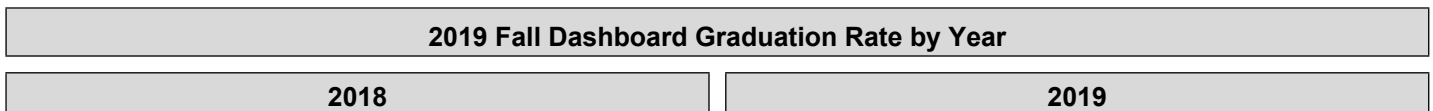
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

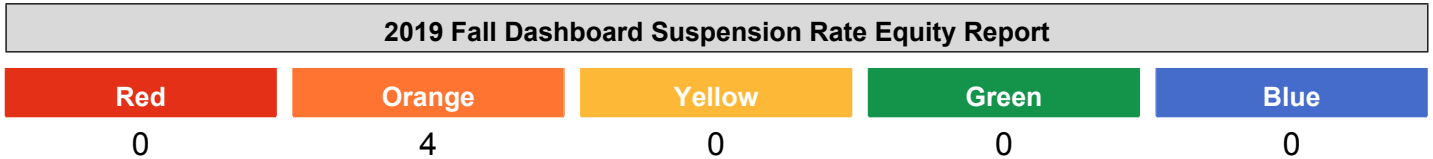
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.4 Increased +1 378	<p>English Learners</p>  No Performance Color 0 Maintained 0 20	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 6
<p>Homeless</p>  No Performance Color 3.2 31	<p>Socioeconomically Disadvantaged</p>  Orange 3 Increased +1.6 233	<p>Students with Disabilities</p>  Orange 4.5 Increased +4.5 88

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 Declined -1.2 14	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 0 Declined -6.3 14	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.5 Increased +1.5 67	 No Performance Color 0 Maintained 0 32	 No Performance Color Less than 11 Students - Data 2	 Orange 2.9 Increased +2 241

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	2.4

Conclusions based on this data:

1. Our suspension rate increased overall for all students by 1. When looking further into the sub categories, our White population grew by 2 but our Asian population decreased by 6.3. There was an increase of 4.5 in the Students with Disabilities category.

 New data will be available in September 2021. and will be reviewed with updated conclusions.
2. The continued implementation and training of PBIS and PBIS strategies and use of alternative schedules will help to lower our suspension rate and keep kids on our campus.
3. The Neal Dow campus is comprised of 20.7% of Students with Disabilities. We have our RSP, 2 Mild Mod classrooms and a Mod-Severe classroom. We would like to see the number of suspensions decrease and will continue to train all staff and teachers in PBIS, behavior strategies, and alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials, and Facilities

Goal Statement

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

LCAP Goal

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

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

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

1.2: 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:

Neal Dow will adhere to Williams Act requirements.

Neal Dow will maintain the ratio of students to device ratio 1:1.

Neal Dow will have access to curriculum, instructional materials and technology to support student achievement. By June 1, 2022, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS. (One of the four training sessions will address equity and bias.)

Teachers will be trained in Bias and Equity practices: MTSS tier one all subsections

Teachers will be trained in PBIS: MTSS tier one behavioral and social-emotional support subsection

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Williams Compliance	All teachers are 100% appropriately assigned and credentialed.	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Facilities Inspection Tool (FIT) indicates "good".
State Priority 1: Basic Instructional Materials	100% of Neal Dow classrooms have sufficient instructional materials as	Neal Dow classrooms will continue to have sufficient instructional materials as verified by the Williams Report.

Metric/Indicator	Baseline	Expected Outcome
	verified by a CUSD School Board Resolution and the Williams Report.	
State Priority 1: Basic Instructional Materials	Neal Dow has a 1:1 device to student ratio for their chromebooks. Neal Dow students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Neal Dow will maintain a 1:1 device to student ratio for their chromebooks. Neal Dow students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

21-22

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

21-22

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies

Description	Instructional Materials - Textbooks
Amount	176,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Renaissance Place, iReady (Total District Cost)
Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Educational Software (Total District Cost)
Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure
Amount	1700
Source	PTA - Parent-Teacher Association
Budget Reference	4000-4999: Books And Supplies
Description	Classroom disbursement
Amount	3295.00
Source	Title I - Site
Budget Reference	4000-4999: Books And Supplies
Description	Reflex Math
Amount	11,000
Source	Title I - Site
Budget Reference	4000-4999: Books And Supplies
Description	Lexia Core ELA Instruction

Strategy/Activity 3

Neal Dow will facilitate communicate with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.

Students to be Served by this Strategy/Activity

All

Timeline

20-21

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	385,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	IT Support Staff - Total District Cost

Strategy/Activity 5

Neal Dow will provide Library/Media services.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	1,100,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Librarians and Library Media Assistants
Amount	500.00
Source	Title I - Site
Budget Reference	4000-4999: Books And Supplies
Description	Library Books
Amount	2707.00
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Site library Aide additional 1.5 hrs/day

Strategy/Activity 6

Utilize current work order system for completion of repair projects and new projects

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Fully Align Curriculum and Assessments with California State Standards

Goal Statement

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

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

LCAP Goal

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

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities..

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

2.3: Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goals:

- All certificated personnel will continue to implement CSCS..
- All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Site Admin/Staff

Proposed Expenditures for this Strategy/Activity

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

Description	Technology Professional Development
Amount	140,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	English Language Development (ELD) TOSAs

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin/Staff

Proposed Expenditures for this Strategy/Activity

Amount	2520
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PLC release time for grade levels
Amount	4080
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Collaboration days to align curriculum and plan RTI groups based on assessment and PLC data.
Amount	2040
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Assessment Day

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) ResponsiblePrincipal
Classroom Teachers
Support Staff
DLC**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 4**

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Site Admin/staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) ResponsiblePrincipal
Classroom Teachers**Proposed Expenditures for this Strategy/Activity**

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

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

Goal Statement

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

LCAP Goal

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

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

3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers

3.2: Increase student achievement at all grades, all subgroups and in all subject areas on state, district, and site assessments so as to be college and career ready..

3.3: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.

3.4: Increase student achievement for English learners.

3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Basis for this Goal

Our district assessments for the 2020-2021 school year indicate that Neal Dow students are performing lower than they did this time last year. Our current STAR data indicates that our 3rd grade students are performing above grade level and above the CUSD average, however in 4th and 5th grade that is not true. Our 4th grade students are 10 points lower than the district average and our 5th grade measures 5 points below district average. Our current i-Ready assessment scores indicate that our 2nd grade students are 17 points below district average, our 3rd grade is 2 points below district average, 4th grade is 19 points behind district average and 5th grade is above by 2 points. This indicates that our math is our greatest area of need.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Dashboard change in ELA	2018-2019 ELA score	Increase.
State Dashboard change in Math	2018-2019 Math score	Increase.
Increased assessment scores from STAR and I-Ready Math	August 2019 Baseline assessment scores will be used to track growth.	At least a one year growth as indicated by STAR, BAS and i-Ready assessments.
Growth in reading scores of Learning Center children.	Initial assessment in standardized program based on targeted area of need as demonstrated by MTSS flow chart in both reading and math.	After 6 weeks, growth and or mastery of the targeted skill will occur or a different intervention will be determined. .

Planned Strategies/Activities

Strategy/Activity 1

Teachers will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. All students will be looked at through the lens of MTSS and equity when assigning support and interventions.

Students to be Served by this Strategy/Activity

all

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Neal Dow will provide intervention support, curriculum and supplemental material to support instruction and monitor academic growth. At-risk students will be supported through the Learning Center and will be monitored through the MTSS and SBIT process.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal, Teaching Staff, Auxiliary Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,325,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention and Instruction Support
Amount	65,000
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.6 Title 1 Teacher
Amount	35,000
Source	Title I - Site

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.4 Title 1 teacher
Amount	42,161
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PRA - 10 hr/wk and 12 hr/wk
Amount	8,897
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Restricted Aides
Amount	330,000
Source	LCFF - Site Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Aides

Strategy/Activity 3

Neal Dow will use state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2021-22

Person(s) Responsible

Principal
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	510,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aides (Total District Cost)
Amount	17,374.84
Source	Site LCAP

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	140,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD Coaches provide student curriculum and teacher professional development

Strategy/Activity 4

Neal Dow will train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
DLC Representative
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Neal Dow will provide professional development to teachers through the lens of equity in ELA, Math and Science this year.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Teachers
DLC

Proposed Expenditures for this Strategy/Activity

Amount	680
---------------	-----

Source	One Time District Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	MTSS Math cut points and flow chart development

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide Opportunities for Meaningful Parent Involvement and Input

Goal Statement

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

LCAP Goal

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

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

4.1: For students at all schools, provide opportunities and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.

4.2: At all levels, increase parent input and involvement in school activities via various social media platforms.

4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal:

- Neal Dow will increase the number of parents participating in PTA by 10%.
- Neal Dow will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.
- Neal Dow will increase the percentage of parents completing the School Climate Survey by 20%
- Neal Dow will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar. SSC agendas and Minutes will also be posted to the Neal Dow Website. MTSS tier one all subsections

Basis for this Goal

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager	Neal Dow has a Targeted Case Manager (TCM) to support families to ensure academic, social, and emotional success and maintain	Continue Targeted Case Manger parent contact to support families to ensure academic, social, and emotional success. Maintain or

Metric/Indicator	Baseline	Expected Outcome
	baseline parent contact as a minimum.	increase the number of parent contacts.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Neal Dow Social Media	Parent Involvement with Neal Dow social media will be tracked to establish a baseline level.	Parent engagement with Neal Dow social media will increase from baseline level.
Priority 3: Parent Involvement	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn-out is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement.
Priority 6: Local Indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool	Neal Dow received a baseline score on the MTSS-FIA	Continued analysis of yearly MTSS-FIA results

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to employ Targeted Case Manager (TCM) at site to:
 *increase parent participation as demonstrated by logging instances of parent contact in Aeries
 *support parents during Parent-Teacher Conferences
 *conduct home visits as needed

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin, Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Advertise activities in multiple languages

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin, Staff

Proposed Expenditures for this Strategy/Activity

Description	No Funding Needed
-------------	-------------------

Strategy/Activity 4

Two additional parent events

Students to be Served by this Strategy/Activity

Parent population

Timeline

2021-22

Person(s) Responsible

Site Admin/TCM

Proposed Expenditures for this Strategy/Activity

Amount	250.00
Source	LCFF - Site Supplemental
Budget Reference	5900: Communications
Description	Site Discretionary Fund

Strategy/Activity 5

Annual Back to School Night

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Staff
PTO

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

New Parent Orientation/Kindergarten Orientation
First Day of School Parent Breakfast (COVID permitting)

Students to be Served by this Strategy/Activity

ALL

Timeline

2021-2022

Person(s) Responsible

Principal
PTA

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	PTA - Parent-Teacher Association
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments and supplies

Strategy/Activity 7

Provide training to parents on tools available in curriculum and classroom instruction

Students to be Served by this Strategy/Activity

ALL

Timeline

2021-2022

Person(s) Responsible

Principal
Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Weekly Bulletin posted on Neal Dow web site

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal and Attendance Clerk

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Monthly Parent Coffee

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
TCM

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve School Climate

Goal Statement

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

LCAP Goal

CUSD LCAP Goal 5: Improve School Climate

Goal 5: Improve School Climate

5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

Site Goals:

- Neal Dow will reduce the number of chronically truant students annually.
- Incorporate school mental health into the already established PBIS framework by Fall 2021: MTSS tier one behavioral and social-emotional support subsection
- Reduce Suspension Rate by 3% compared to the suspension rate from the 18-19 school year. MTSS all subsections
- Create an Equity Alliance team made of students and educators that meet monthly and provide input to ILT and School Site council by Fall 2021. MTSS all subsections

Basis for this Goal

All students are currently in the Orange for Chronic Absenteeism during the 2018-2019 school year. During the COVID pandemic, our absenteeism rate decreased and will continue to do so with the help of our TCM, attendance clerk, teachers and staff.

With the incorporation of MTSS framework and our established PBIS protocols, suspension rates will continue to drop. During the 2018-2019 school year, all students were in the Orange for Suspension Rate. Our Students with Disabilities sub group grew by 4.5% which with the implementation of MTSS strategies will decrease. It is important to keep our students in school in look for ways to incorporate Restorative Justice strategies when appropriate.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or better.	Maintain student attendance rate of 95.6% or higher.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The 2019 dashboard was orange, 9.8, for all students. This was an increase of 2.6.	Decrease of chronic absenteeism for all students by .5%
Priority 6: School Climate Suspension Rate	The suspension rate for 2018-2019 was 2.4. This was an increase of 1%	It is anticipated that during the 2021-2022 school year suspension rate will drop and a green band for all will be maintained.

Metric/Indicator	Baseline	Expected Outcome
Priority 8: Other Pupil Outcomes Physical Fitness Test	2018-2019 assessment scores	increased fitness level of 5th grade students
Priority 6: School Climate Parent Survey	2019-2020 survey will be used	Overall parent satisfaction will increase as will the number of parents completing the survey
Priority 6: Local Indicator/Local tool for school climate PBIS	Neal Dow is tracking PBIS interventions and how many students that we are servicing	Neal Dow will fully implement MTSS with an equity lens

Planned Strategies/Activities

Strategy/Activity 1

Continue implementation of PBIS rules and regulations.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin/staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I - Site
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PBIS support

Strategy/Activity 2

CUSD will support student needs by employing the following staff:

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin, District

Proposed Expenditures for this Strategy/Activity

Amount	800,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nurses, Health Aides/LVNs (Total District Cost)
Amount	320,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Opportunity Class
Amount	132,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Elementary Reset Program
Amount	595,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Elementary Counselors .5 at each site

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Site Admin/staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
---------------	-------

Source	Site LCAP
Budget Reference	0000: Unrestricted
Description	Radio maintenance
Amount	3038.00
Source	Safe Schools
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 Yard Supervisors
Amount	1,185,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervision (Total District Cost)

Strategy/Activity 4

Increase attendance

Students to be Served by this Strategy/Activity

All students

Timeline

2021-22

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for classes with the best monthly attendance. Iron Man awards will be given out at the award assemblies once a month in addition to additional incentive
Amount	5000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Neal Dow received gift card donations to Shubert's and Fast Eddie's Sandwich shop to help with incentives for PBIS.

Strategy/Activity 5

Support Fine Arts, Music, and PE programs

Students to be Served by this Strategy/Activity

All

Timeline

2021-22

Person(s) Responsible

Principal
District

Proposed Expenditures for this Strategy/Activity

Amount	1,720,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Elementary Art, Music, PE

Strategy/Activity 6

Develop a Wellness Center to de-escalate or provide a quiet area for students

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal
Counseling Assistant
Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Continue use of Virtue of the Month

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal

Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Virtue of the Month Curriculum

Strategy/Activity 8

Continue use of PBIS strategies and Restorative Justice throughout the year

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022

Person(s) Responsible

Principal,
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Site Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	triplicate forms for citations

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	All students had appropriate materials.
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Our facility report indicates that we are "good" in all areas
State Priority 1: Basic Instructional Materials	Neal Dow classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	All classrooms had needed materials as verified by Williams Act
State Priority 1: Basic Instructional Materials	Neal Dow will maintain a 1:1 device to student ration for chromebooks. Neal Dow students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.	Neal Dow students have maintained a 1 to1 Chromebook and have maintained access to technology needed for curriculum.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Neal Dow will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.	Neal Dow will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.		
Neal Dow will prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	Neal Dow prioritized and submitted curriculum and instructional materials purchases including technology to support classroom learning.	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 750,000
Neal Dow will communicate with CUSD M&O department to help	Neal Dow communicated with CUSD M&O department to help	Maintenance and Operations 2000-2999:	Maintenance and Operations 2000-2999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
identify and prioritize site facility repair needs.	identify and prioritize site facility repair needs.	Classified Personnel Salaries LCFF - Base 4,000,000	Classified Personnel Salaries LCFF - District Supplemental 4,500,000
Neal Dow will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	Neal Dow facilitated the home and school usage of student Chromebooks including device management. Additionally, the site ensured that Chromebook carts were maintained in good working order.	IT Dept. - Tech Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 250,000	IT Dept. - Tech Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000
		Chromebooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Chromebooks 4000-4999: Books And Supplies LCFF - District Supplemental 850,000
Neal Dow will maintain the site library and make it available for student use.	Neal Dow maintained the site library and made it available for student use.	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental
		Site Library Aide additional 1.5 hrs/day 2000-2999: Classified Personnel Salaries Title I - Site 2707.00	Site Library Aide additional 1.5 hrs/day 2000-2999: Classified Personnel Salaries Title I - Site 2707.00
		95% Curriculum 4000-4999: Books And Supplies One Time District Funding 5958	95% Curriculum 4000-4999: Books And Supplies One Time District Funding 5958
		CAMS and STAMS Math Intervention Curriculum 4000-4999: Books And Supplies One Time District Funding 2117.67	CAMS and STAMS Math Intervention Curriculum 4000-4999: Books And Supplies One Time District Funding 2117.67
Provide Educational Software (Renaissance Learning, iReady)	Provided Educational Software (Renaissance Learning, iReady)	Educational Software (Renaissance Learning, iReady) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000	Educational Software (Renaissance Learning, iReady) 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000
Provide Educational Software (Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity)	Provided Educational Software (Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity)	Educational Software (Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity) 5000-5999: Services And Other Operating Expenditures LCFF -	Educational Software (Illuminate, Follett, Mitinet Library Solutions, Aeries, Edgenuity) 5000-5999: Services And Other Operating Expenditures LCFF -

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		District Supplemental 875,000	District Supplemental 875,000

Analysis

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

100% of the goals were met or this goal number 1. We are 1 to 1 Chromebooks school-wide and will continue to be. We also will continue to implement and use Lexia Core school-wide to show reading growth. All classrooms were supplied with curriculum materials and consumables for all students. Our library was completed in spring of 2020 and has been furnished with furniture that supports student learning and small group instruction.

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

Site and district funds were used to purchase materials and educational software. Each Neal Dow student had an i-Ready account in Math and Lexia Core for ELA. Additionally, each student at Neal Dow participated in Early STAR or STAR assessments in addition to Illuminate assessments. Mystery Science was purchased and used by all teachers grades K-5 to enhance science NGSS learning. Site maintenance and facilitates received a rating of "good" and site renovations will continue through 2021.

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

On the site level, there are not any differences between the proposed and estimated expenditures.

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

At the site level, I do not expect changes to be made.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 will continue to administer and refine assessment plans.	K-5th grade completed all district assessments as recommended by DLC
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of Neal Dow teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.	100% of Neal Dow teachers attend 1 or Professional Development sessions

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District Leadership Council will analyze overall district CCSS survey responses and recommend district-wide staff development.	DLC planned and delivered 4 staff development sessions. 2 sessions were teacher choice and 2 sessions were assigned topics: Math and Writing	District Leadership Council Instructional Teachers on Special Assignment (TOSAs) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Instructional Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 349,000
Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	All teachers attended 1 or more Professional Development sessions on CCSS curriculum	Grade Level Collaboration Days- No Funding Needed 0	Grade Level Collaboration Days- No Funding Needed 0
Neal Dow will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.	Neal Dow administered common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.		
Title 1 teacher .8 to support small group	Title 1 teacher .8 provided MTSS support in both the learning center and	Title 1 Teacher .8 1000-1999: Certificated	Title 1 Teacher .8 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction and learning center.	tutoring groups. Data was provided for teachers as well as MTSS flowchart and curriculum at each grade level	Personnel Salaries Title I - Site 78,000	Personnel Salaries Title I - Site 78,000
PLC Collaboration days 1.5 days x 7 days for 2 subs	Due to COVID no PLC days were used, however PLC was moved to called meeting time once a month on Tuesday afternoon.	PLC Release Days 1000-1999: Certificated Personnel Salaries Title II - Site 2600	PLC Release Days 1000-1999: Certificated Personnel Salaries Title II - Site 0
<p>Staff will attend district-wide professional development</p> <p>* Teachers will meet to analyze data and design rigorous CSCS instruction.</p> <p>* Planning CSCS lessons together</p> <p>* SBIT progress monitoring high concern students</p> <p>* Provide opportunities for professional development based on-site needs as determined by DLC, TOSA, and/or staff</p>	The SBIT process continued to support and monitor student growth.	Neal Dow Math Professional Development x 2 for 4 teachers (4 total hours) 1000-1999: Certificated Personnel Salaries One Time District Funding 600	Neal Dow Math Professional Development x 2 for 4 teachers (4 total hours) 1000-1999: Certificated Personnel Salaries One Time District Funding 600
Math MTSS focus PD	Neal Dow put into place a MTSS flow chart for math that provides guidance on cut points and curriculum for both the Learning Center and tutoring.		
Math Intervention curriculum purchased: Cams and StAMS	Neal Dow, with COVID dollars, purchased CAMS and STAMS to support students in math tutoring	CAMS and STAMS 4000-4999: Books And Supplies One Time District Funding 2139	CAMS and STAMS 4000-4999: Books And Supplies One Time District Funding 2139

Analysis

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

This year, staff participated in Professional Development in August that was based on our new online curriculums, Wonders and Ready Math. These were and are new curriculums to CUSD and were chosen to support distance learning. Furthermore, 4 more Professional Development sessions were attended by 75% of our Neal Dow staff. PLC time was built into the called meeting time on Tuesday afternoons once a month for 9 months. During this time grade levels would look at and discuss data to drive instruction, plan small groups and create SMART goals. SBIT meetings were held before and after school. Our site DLC rep attended DLC meetings acting as a communication source between our site and the district. Furthermore, the DLC continued to make changes to assessments, plan PD days and gather feedback. Due to COVID, our planned PLC release days did not occur because of lack of sub availability. Additionally, Neal Dow teachers participated in a 2 hour Ready Math Professional Development session in March. A Math Team is planning to meet twice in April to develop and implement an MTSS flow chart for math standards across all grade levels that will be used for Learning Center, Tutoring and the SBIT process.

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

At Neal Dow, we had 80% participation in the four after-school staff development sessions. We would like for participation in the PD sessions to be higher. The request for additional Professional Development in math and writing has been requested by the staff. Our PLC schedule (1 time per month), allowed grade levels to meet and plan flexible student grouping for Guided Reading and a school-based Learning Center as well as Tutoring starting in February. Based on teacher assessments and referrals, the SBIT process provided the structure and support for teachers and parents to document both academic and behavioral concerns. All children that met the SBIT criteria of performing at under grade level levels were either placed on a watch list or an SBIT was conducted while school-based interventions were put into place and tracked. Furthermore, we saw a huge increase in the understanding of math standards and how standards correlate to the SBAC. All teachers also used Ready Math as the math curriculum this year. Most teachers used the comp checks as a means to gauge understanding and reteaching needs.

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

It was initially proposed to have release PLC days for teachers to meet with admin and Title 1, however due to COVID, this did not occur.

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

Next year, we will continue to focus on PLC and Professional Development in math and writing. The Ready Math curriculum will be the curriculum used at Neal Dow next year and we will continue developing our MTSS Math Flow Chart. Both changes can be found in Goal 2 Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement (ELA) CAASPP	Increase.	CAASP was not taken during the 2020-2019 school year due to COVID Pandemic
State Priority 4: Pupil Achievement (Math) CAASPP	Increase.	CAASP was not taken during the 2020-2019 school year due to COVID Pandemic
Increased assessment scores from Illuminate	At least a one year growth as indicated by STAR, BAS and i-Ready assessments.	Scores this year indicate that 3rd grade went up by almost 20% from 47.2 to 63.6 on the STAR standardized test. Our 4th grade students experienced learning loss going from 48.3 to 34.3 for Tri 2 assessment scores. Our 5th grade also experienced learning loss this year going from 37.5 to 36.7% at grade level on STAR. Our I-Ready math scores indicate that at Tri 2 last year as compared to this year, 3rd grade increased from 24 to 28% of kids at grade level, 4th grade decreased from 38 to 35 and 5th grade stayed the same at 39% of students at grade level in math as determined by I-Ready assessments.
Growth in reading scores of Learning Center children.	After 6 weeks, growth and or mastery of the targeted skill.	Our learning center did an excellent job of identifying and placing students into intervention groups both in Learning Center and targeted tutoring groups. Cut points were developed and groups were made. Our data has shown that in grades 1 and 2 BPST average growth was 13. In grades 3, 4, and 5 a .9 increase to STAR scores was achieved.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intervention support, curriculum and supplemental material to support instruction.	Monthly data reports run by learning center	Intervention and Instruction Support 1000-1999: Certificated	Intervention and Instruction Support 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries LCFF - District Supplemental 1,325,000	Personnel Salaries LCFF - District Supplemental 1,372,000
Staff will ensure all students are making progress and working toward achieving proficiency on CUSD and state assessments	PLC teams looked at and	Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000	Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 517,000
Students will take baseline assessments as well as Tri 1, 2,	Our PR	Instructional Aide 12/hrs week 2000-2999: Classified Personnel Salaries Site LCAP 17020.04	Instructional Aide 12/hrs week 2000-2999: Classified Personnel Salaries Site LCAP 17020.04
Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data	Site used student assessment data to monitor academic progress and disaggregate site, district, and state testing data	PRA-15 hr/week 2000-2999: Classified Personnel Salaries Site LCAP 22593.64	PRA-15 hr/week 2000-2999: Classified Personnel Salaries Site LCAP 2548.01
Develop Data Dashboard for all assessments and share with staff	Trimester data is compiled and shared with staff. Data Chats with admin are done on an individual basis as a way to discuss student growth and needs.	Assessment Days 1000-1999: Certificated Personnel Salaries Title I - Site 6000	Assessment Days 1000-1999: Certificated Personnel Salaries Title I - Site 0
High Concern lists of students will be looked at frequently and discussed among teachers and placed in Tier II interventions when necessary	PLC time was designated to look at data and make SMART goals to target student growth. Teachers could then fill out a Google Form as a referral to the PBIS team for Tier II intervention when needed	Parent Restricted Aide 1000-1999: Certificated Personnel Salaries Title I - Site 8897.85	Parent Restricted Aide 2000-2999: Classified Personnel Salaries Title I - Site 8897.85
All English Learners will take ELPAC	ELD students both in person and zoom were assessed by our IA-ELD support staff.	Library Support Aide 2000-2999: Classified Personnel Salaries Title I - Site 2824.22	Library Support Aide 2000-2999: Classified Personnel Salaries Title I - Site 2824.22
Site will use the SBIT process to monitor interventions and student growth	Title 1 teacher in conjunction with PBIS team monitor student growth in all areas and determine with teacher input if a SBIT is needed.	IA-Tech 2000-2999: Classified Personnel Salaries Title I - Site 3722.93	IA-Tech 2000-2999: Classified Personnel Salaries Title I - Site 3722.93

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students grades 1-5 who are not at grade level in ELA as assessed through district assessments and teacher recommendation will receive intervention in the afternoon in a Learning Center using standardized programs for 6 week cycles	First, while on Zoom then in person starting in October, students were placed in small instructional groups based on site MTSS cut points. Every 6 weeks, the cut points would change, qualifying assessments would be given and a pre and post assessment would measure growth.	Tutoring Groups 1000-1999: Certificated Personnel Salaries One Time District Funding 39000.00	Tutoring Groups 1000-1999: Certificated Personnel Salaries One Time District Funding 39000.00
After school homework support in ASP			
Develop Wellness Center in POP room	Wellness Center has been created but due to COVID-19 has not been up and running as planned.		
Provide Medically Necessary Instruction if Needed	Provide Medically Necessary Instruction if Needed	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 200,000	MNI 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 37,300
Provide All Day Kindergarten Aides (Total District Cost)	Provide All Day Kindergarten Aides (Total District Cost)	All Day Kindergarten Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000	All Day Kindergarten Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 330,000

Analysis

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

Due to COVID-19, we spent the beginning of the school year in distance learning. Once back to school in the AM/PM model, starting in October, the implantation of our Learning Center continued. Through the use of district assessments, teachers placed students in small groups to meet their individual needs. We then implemented tutoring before and after school for targeted groups of students in both ELA and Math. We had approximately 20 tutoring groups and over 100 students being tutored to try to overcome learning loss due to COVID-19. Currently, grades 1,2,4 and 5 have seen learning loss when comparing last 2020 Tri 2 district assessment scores as compared to 2021 Tri 2 district assessment scores.

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

The implemented strategies of MTSS, Learning Center and tutoring groups both before and after school helped to support student learning and growth. However, due to COVID-19, Neal Dow students did not meet the articulated goal of increasing both reading and math scores in all grade levels except for K and 3rd grade based on Tri 2 district assessment scores. This may change however in May when SBAC tests are taken and scores are received.

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

Due to COVID-19, assessment days were not used therefore no monies were spent. Additionally, the 15 hr/week IP position was vacant for most of the school year due to COVID.

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

Next year we will be filling our 15 hr/week IP position as well as adding additional aides to support all day kindergarten. Next year will be the first year that Neal Dow will have all day kindergarten. Furthermore, we will be implementing an MTSS .2 position to help ensure equal access to academic, behavioral and emotional interventions and supports. We will also be adding a .4 Title 1 teacher to help student growth in both reading and math.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Targeted Case Manager	Continue Targeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts.	Parent contacts continued to be above expected outcomes.
Priority 6: Local Indicator/Parent Involvement/Local Evaluation Tool	Parent engagement with Neal Dow via social media will increase from the baseline level.	Our web site was up to date with information and maintained on a daily basis by our IA-Tech
Priority 3: Parent Involvement	Increase or maintain opportunities for parent involvement and stakeholder engagement.	We held 2 drive-thru events as well as 2 drive thru fundraiser events. We also held a Zoom parent support meeting.
Priority 6: Local indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool	Continued analysis of yearly MTSS-FIA results.	Completed our MTSS ELA and Math MTSS flowcharts.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	was included in the Dragon Daze on several occasions throughout the school year. The Dragon Daze is our weekly staff newsletter.		
Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries *support parents during Parent-Teacher Conferences	TCM continues at the site daily	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*conduct home visits as needed *be a liaison to their site and the District English Learner Advisory Committee			
Advertise activities in multiple languages	Our TCM is bilingual and is able to translate when necessary	No Funding Needed	
Two additional parent events	2 parent events were held	2 Parent Events 0000: Unrestricted Site LCAP 250.00	2 Parent events 0000: Unrestricted Site LCAP 0
Drive-Thru Dinner Fundraiser	2 Drive Thru Dinner	Drive Thru Dinner Costs 0000: Unrestricted PTA - Parent-Teacher Association 0	Drive Thru Dinner 0000: Unrestricted PTA - Parent-Teacher Association 0

Analysis

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

Neal Dow has a TCM on campus daily who has formed relationships with students, families and parents. Our TCM is a pivotal piece of supporting our families, doing home visits and communicating with admin and teachers. With the help of our counselor, Neal Dow provided parents with a Zoom meeting as a way to connect with other parents during distance learning. Additionally, we had 2 drive thru award distributions and PTA sponsored dinner drive thru events. We will also have a PTA event for families at Miriam Park Drive-In Theatre in April. Our website is up to date and maintained by our IA-Tech on a daily basis. Lastly, our PTA purchased and installed a new marquee that posts school information for parents to view during drop off and pick up.

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

Overall, parent involved has been good at Neal Dow this year. On 3 different occasions this year Neal Dow staff has called each family to gather input to help make decisions regarding distance and in person learning. Our families also participated in several surveys this year, at a return rate of 60%, to provide information for the school site administration as well as the School Board of Education for Chico Unified.

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

The 2 parent events did not cost any money. All other events were funded by PTA.

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

This year was spent revamping our Neal Dow web site, next year we will increase our social media presence with updating and maintaining our Face Book page. Currently, we have a Neal Dow PTA Face Book page that is maintained by PTA but the information comes from admin. These changes will be accounted for in goal 4.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6 or better.	despite COVID and distance learning and hybrid learning, Neal Dow has maintained a *%\$^ attendance rate.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Decrease chronic absenteeism rate for All Students by 0.5%.	We are working hard to keep our distance learners engaged. However, we have a chronic absenteeism rate of 92% thus far in the 2020-2021 school year.
Priority 6: School Climate Suspension Rate	decrease in suspension rate and use of Restorative Justice and PBIS strategies	the suspension rate did decrease
Priority 8: Other Pupil Outcomes Physical Fitness Test	completion of the test	Due to COVID the physical fitness test was postponed
Priority 6: School Climate Parent Survey	The parent survey will be completed by 70% of parents	Due to COVID the parent survey was not done

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue implementation of PBIS rules and regulations.	Neal Dow developed a PBIS committee that met bi-weekly during which time we reviewed student need for interventions. Our PBIS manual was kept up to date and we continued with our Dragon Paws incentive program.	PBIS support 0000: Unrestricted Title I - Site 1000	PBIS Support 0000: Unrestricted Title I - Site 0
Notify staff of benefits of ISS vs. Out-of-School Suspension	Neal Dow did not have to utilize ISS this year, however we did notify staff of the few suspensions we did have.	Opportunity/Reset Programs 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000	Opportunity/Reset Programs 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000
CUSD will employ: <ul style="list-style-type: none"> Employ Targeted Case Manager 	CUSD did employ:	Nurses, Health Aides/LVNs (Total)	Nurses, Health Aides/LVNs (Total)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Employ Counselor Assistant Employ Nurses and Health Assistants 	<ul style="list-style-type: none"> Employ Targeted Case Manager Employ Counselor Assistant Employ Nurses and Health Assistants 	District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 800,000	District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 778,000
<ul style="list-style-type: none"> Employ campus supervisors Radio Maintenance/Purchase 	Neal Dow purchased 4 batteries and 3 new walkie-talkies to ensure that each staff member was able to have access to a walkie talkie.	Radio maintenance 0000: Unrestricted Site LCAP 1200 Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000 Campus supervisor 2000-2999: Classified Personnel Salaries Safe Schools 3000	Radio Maintenance 0000: Unrestricted Site LCAP 1200 Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000 Campus Supervisor 1000-1999: Certificated Personnel Salaries Safe Schools 1368
Increase attendance	To help increase attendance this year, positive phone calls were made, home visits and SARB letters were sent home.	Incentives for classes with the best monthly attendance. Iron Man awards will be given out at the award assemblies once a month in addition to additional incentive 0000: Unrestricted PTA - Parent-Teacher Association 300.00	Due to Covid- monthly awards were not given for attendance 0000: Unrestricted One Time District Funding 0
Support Fine Arts, Music, and PE programs	Teachers encouraged students to access online Zoom art, music and PE	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,720,000	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,760,000
Provide .5 Elementary Counselor on Site (Total District Cost)	Provide .5 Elementary Counselor on Site (Total District Cost)	.5 Elementary Counselor (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 580,000	.5 Elementary Counselor (Total District Cost) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 580,000
Provide Guidance Aides (Total District Cost)	Provide Guidance Aides (Total District Cost)	Guidance Aides (Total District Cost) 2000-2999: Classified Personnel	Guidance Aides (Total District Cost) 2000-2999: Classified Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salaries LCFF - District Supplemental 345,000	Salaries LCFF - District Supplemental 345,000

Analysis

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

This year, due to the COVID pandemic we started the school year distance learning and in October switched to a hybrid, AM/PM model. Upon switching to this model, most Neal Dow teachers were teaching simultaneously both in-person and zoom. The culture of each classroom and thus the school was highly affected by the pandemic. Despite not being able to have all our students present, Neal Dow implemented weekly announcements, brought back PBIS incentives for achievement, and hosted PTA Drive-Thru dinners which all helped promote school culture.

We have continued to implement our Tier 1 PBIS practices. Additionally, we have continued with our monthly Virtues, as well as monthly Virtue awards to encourage appropriate and kind behavior. Our PBIS team meets bi-weekly and through the teacher referral process places students in appropriate interventions that are then tracked by the intervention provider with data.

We have had a half-time counselor who works with students in or intermediate grades on conflict resolution and provides school-based counseling. Additionally, our counselor visits classrooms and presents lessons on bullying, inclusion, and other relevant subjects. This year, some lessons were presented online via Zoom and others were in person. Our part-time Counseling Assistant has continued to teach Tool-Box skills and provide POP services to our primary students.

We have continued with our Dragon Paws and postcards home programs to reinforce positive behavior on campus.

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

Despite all the changes, our overall school climate is good. Our students want to be at school and were excited to return to campus in October. This year we have seen a drastic drop in negative behaviors and have seen students wanting to participate in the classroom and be part of our school community.

Our PBIS team continues to meet and make steady growth in continuing to implement our MTSS structure to address the academic, social and emotional needs of all students.

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

There we no material differences.

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

Several changes will occur to this goal next year as we continue to implement a MTSS framework through an equity lens at Neal Dow. Next year, a .2 MTSS position has been created to help put the framework into place, track data and develop systems of equity on all levels. Furthermore, we will continue to survey our stakeholders for input regarding school culture and satisfaction. We will also continue to implement MTSS with an equity lens. As noted in strategy 6, our .2 MTSS staff member will look at ways to increase equity in all areas of MTSS: academic, social and emotional.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	103,626
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

Allocations by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	108,202,840
LCAP - District	13,582,453
LCAP - Site	41,213
Title I - District	913,590
Title I - Site	126,622
Title II - District	229,494
Title II - Site	5,873
Title III - District	79,735

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Kellie Steinbach	Principal
Yvette Rice-Capucion	Other School Staff
Dottie Bowen	Parent or Community Member
Carrie Hanf	Classroom Teacher
Katie Nichols	Parent or Community Member
Kelly Noble	Classroom Teacher
Billy Goodman	Parent or Community Member
Cameron Moody	Parent or Community Member
Christy Gonzalez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/14/21.

Attested:



Principal, Kellie Steinbach on 4/21/2021

SSC Chairperson, Katie Nichols on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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