

School Plan for Student Achievement (SPSA)

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	James M. Burchfield Primary School
Address	400 Freemont St. Colusa, CA 95932
County-District-School (CDS) Code	06-61598-6003495
Principal	Jesse Rodriguez
District Name	Colusa Unified School District
SPSA Revision Date	4-9-19
Schoolsite Council (SSC) Approval Date	4-30-19
Local Board Approval Date	June 17, 2019

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.

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School Vision and Mission

In conjunction with our district mission statement "to provide a safe, student-centered, high quality education for ALL students", we at Burchfield Primary School are continually striving to improve our programs and meet the challenging needs of our diverse population. Parents, teachers, and students work as a team to offer the best opportunity for success. We are dedicated to helping our students achieve academic excellence, learn respect for themselves, others, and develop a sense of integrity as we pursue building relationships to strengthen community that cross lines of culture and economics and provide opportunities for students to reach their full potential in body, mind, and spirit.

School Profile

Colusa is a small, rural farming community approximately seventy miles north of Sacramento. Growth has been stable from the previous year. Burchfield Primary is a transitional kindergarten through third grade school. Burchfield Primary School is the only public elementary school in the town. There are 446 students. According to CBEDS, 75% of our students are on free or reduced breakfast or lunch. Burchfield Primary School is a school wide Title 1 site. There are two major languages spoken: English and Spanish. The ethnicity levels are: 76% Hispanic, 19% White, and 5% Other.

Burchfield Primary School staff is composed of one principal, twenty-one full time equivalent classroom teachers, a Physical Education teacher, a reading specialist, a counselor, a part-time music teacher, a special education teacher, a speech therapist, a part-time school psychologist, a part time RSP teacher, a part-time nurse, ten part-time paraeducators, one full time bilingual paraeducator, one administrative assistant, 2 part-time attendance clerks, and a part-time librarian. Staff members are committed to providing a warm, safe and caring environment in which all students can learn. Students are recognized for academic growth and social interaction at the end of each trimester.

All students gain from the opportunity to build a strong literacy base, enabling them to succeed in the core curriculum. Teachers use ongoing assessments to show progress throughout the grade levels. Other programs include psychological services, adaptive physical education, cross-age tutors, a Chico State University Ag Extension nutrition program, "reading buddies," a Student Study Team, intervention meetings, teacher data meetings, a school wide intervention program, after school tutoring, Kinder Camp, PeaceBuilders, Love and Logic, PBIS, Manners Matter, and Colusa County Behavioral Health counseling services on site.

Grade level teachers meet regularly to plan collaboratively, review data, and discuss student progress. Students are released early on Wednesday for school wide collaboration and staff development. TK and Kindergarten students attend school 212 minutes a day through November 2018 and 289 minutes for the remainder of the 2018-2019 school year and first through third grade students attend school 289 minutes a day. All teachers and paraeducators are NCLB compliant and highly qualified.

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 Site Council was involved in monthly meetings discussing plans that focus on an after school intervention program that partners or is an extension of ASES, the vision at BPS, and utilizing parent support for teachers and classrooms. Monthly staff meetings and weekly PLC's were used to collaborate with staff about the focus of school goals as they line up with the district goals: academics, technology, community, and facilities. Monthly ELAC meetings were used to discuss how to direct funds in each of the three LPAC goals for the district. Monthly Committee meetings were used to address concerns with Math, ELA, Illuminate (technology), and Safety.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	3.7%	2.24%		17	9
African American	%	%	1.00%			4
Asian	%	1.1%	1.00%		5	4
Filipino	%	%	%			
Hispanic/Latino	%	75.8%	75.12%		345	302
Pacific Islander	%	0.2%	%		1	
White	%	17.4%	19.15%		79	77
Multiple/No Response	%	0.2%	1.24%		1	5
Total Enrollment					455	402

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		123	86
Grade 1		105	111
Grade 2		102	105
Grade3		125	100
Total Enrollment		455	402

Conclusions based on this data:

1. The 2017-2018 data is off by approximately 40 students.
2. It appears the two Transitional Kindergarten classes were not included.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	250	222	169	50.3%	48.8%	42.0%
Fluent English Proficient (FEP)	25	30	14	5.0%	6.6%	3.5%
Reclassified Fluent English Proficient (RFEP)	20	24		8.3%	9.6%	0

Conclusions based on this data:

1. The Reclassified Fluent English Proficient (RFEP) for 2017-18 should read 24 students. Therefore the percentage of students would not read 0.
2. The number of English Learners are decreasing while the number of Reclassified (RFEP) over the past three years is averaging 22.6 students.
3. The process of reclassification and interventions are showing positive results in developing the English language in our English Learner population.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	128	129	99	126	126	98	125	126	97	98.4	97.7	99
All Grades	128	129	99	126	126	98	125	126	97	98.4	97.7	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2389.	2403.	2410.	8	12.70	16.49	23	26.19	28.87	26	32.54	25.77	43	28.57	28.87
All Grades	N/A	N/A	N/A	8	12.70	16.49	23	26.19	28.87	26	32.54	25.77	43	28.57	28.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	11.11	18.56	38	53.17	54.64	51	35.71	26.80
All Grades	10	11.11	18.56	38	53.17	54.64	51	35.71	26.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	15.87	15.05	50	54.76	51.61	40	29.37	33.33
All Grades	10	15.87	15.05	50	54.76	51.61	40	29.37	33.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	12.70	14.43	70	62.70	70.10	24	24.60	15.46
All Grades	6	12.70	14.43	70	62.70	70.10	24	24.60	15.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	21.43	21.65	53	50.79	51.55	34	27.78	26.80
All Grades	13	21.43	21.65	53	50.79	51.55	34	27.78	26.80

Conclusions based on this data:

- 1. Overall achievement in ELA for all students has shown growth over the past three years.
- 2. Writing showed a slight decline.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	128	129	99	126	126	97	126	126	97	98.4	97.7	98
All Grades	128	129	99	126	126	97	126	126	97	98.4	97.7	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2407.	2418.	2430.	12	12.70	14.43	33	34.92	30.93	21	24.60	31.96	35	27.78	22.68
All Grades	N/A	N/A	N/A	12	12.70	14.43	33	34.92	30.93	21	24.60	31.96	35	27.78	22.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	24.80	31.96	32	40.80	36.08	44	34.40	31.96
All Grades	25	24.80	31.96	32	40.80	36.08	44	34.40	31.96

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	20.80	22.68	46	52.00	54.64	37	27.20	22.68
All Grades	17	20.80	22.68	46	52.00	54.64	37	27.20	22.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	23.20	26.80	57	59.20	53.61	26	17.60	19.59
All Grades	17	23.20	26.80	57	59.20	53.61	26	17.60	19.59

Conclusions based on this data:

1. Overall Achievement in Math for students slightly dropped from 2016-17 to 2017-18.
2. The area of focus: Communicating Reasoning (due to the increase in % Below Standard in 17-18)

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1431.1	1441.4	1407.0	58
Grade 1	1474.1	1479.6	1468.1	58
Grade 2	1505.9	1507.2	1504.0	45
Grade 3	1504.1	1500.0	1507.6	32
All Grades				193

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	25	43.10	*	*	15	25.86	12	20.69	58
Grade 1	23	39.66	25	43.10	*	*	*	*	58
Grade 2	30	66.67	11	24.44	*	*			45
Grade 3	*	*	15	46.88	*	*	*	*	32
All Grades	82	42.49	57	29.53	35	18.13	19	9.84	193

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	27	46.55	13	22.41	12	20.69	*	*	58
Grade 1	33	56.90	19	32.76	*	*	*	*	58
Grade 2	34	75.56	*	*	*	*			45
Grade 3	13	40.63	*	*	*	*	*	*	32
All Grades	107	55.44	49	25.39	28	14.51	*	*	193

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	24.14	11	18.97	20	34.48	13	22.41	58
Grade 1	22	37.93	15	25.86	13	22.41	*	*	58
Grade 2	25	55.56	15	33.33	*	*	*	*	45
Grade 3	*	*	11	34.38	12	37.50	*	*	32
All Grades	63	32.64	52	26.94	48	24.87	30	15.54	193

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	35	60.34	20	34.48	*	*	58
Grade 1	41	70.69	14	24.14	*	*	58
Grade 2	35	77.78	*	*	*	*	45
Grade 3	*	*	17	53.13	*	*	32
All Grades	120	62.18	59	30.57	14	7.25	193

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	23	39.66	23	39.66	12	20.69	58
Grade 1	29	50.00	26	44.83	*	*	58
Grade 2	34	75.56	11	24.44			45
Grade 3	23	71.88	*	*	*	*	32
All Grades	109	56.48	66	34.20	18	9.33	193

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	22.41	33	56.90	12	20.69	58
Grade 1	25	43.10	20	34.48	13	22.41	58
Grade 2	26	57.78	17	37.78	*	*	45
Grade 3	*	*	18	56.25	12	37.50	32
All Grades	66	34.20	88	45.60	39	20.21	193

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	34.48	26	44.83	12	20.69	58
Grade 1	21	36.21	33	56.90	*	*	58
Grade 2	22	48.89	21	46.67	*	*	45
Grade 3	*	*	20	62.50	*	*	32
All Grades	73	37.82	100	51.81	20	10.36	193

Conclusions based on this data:

1. Large percentage of Second Graders scoring 4's in each Domain.
2. Written Language and Writing Domain show the lowest percentages.

3. Students write how they speak. As the speaking improves, the writing is influenced. Together, with direct instruction, there is an expectation of predicted growth.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
402	83.1%	42.0%	1.0%
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	42.0%
Foster Youth	4	1.0%
Homeless	5	1.2%
Socioeconomically Disadvantaged	334	83.1%
Students with Disabilities	12	3.0%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0%
American Indian	9	2.2%
Asian	4	1.0%
Hispanic	302	75.1%
Two or More Races	1	0.2%
White	77	19.2%

Conclusions based on this data:

1. High EL and Socioeconomically disadvantaged population

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. Academic Performance, Engagement, and Conditions and Climate show adequate growth/performance.

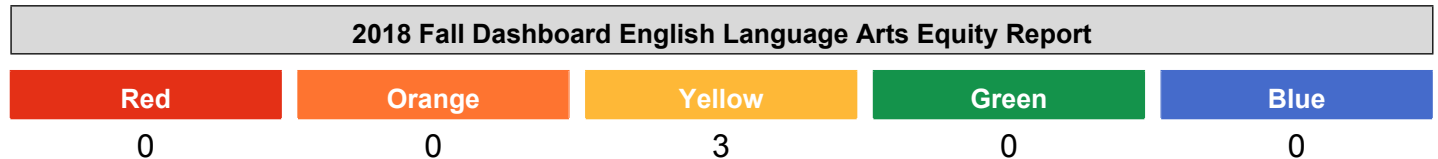
School and Student Performance Data

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 <p>Yellow</p> <p>24 points below standard</p> <p>Increased 3.4 points</p> <p>96 students</p>	 <p>Yellow</p> <p>17.6 points below standard</p> <p>Increased 24.6 points</p> <p>46 students</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	 <p>No Performance Color</p> <p>0 Students</p>	 <p>Yellow</p> <p>29.5 points below standard</p> <p>Increased 4.1 points</p> <p>85 students</p>
		 <p>No Performance Color</p> <p>109.7 points below standard</p> <p>12 students</p>		

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 16.4 points below standard Increased 18.1 points 72 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 41.3 points below standard Declined -69.6 points 21 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 32.4 points below standard Increased 27 points 36 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 10 students	English Only 26.8 points below standard Declined -19.2 points 47 students
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Conclusions based on this data:

1. While we fell below standard in each highlighted area, BPS is making significant growth in each area to reach the standard.
2. English only Students show a decline in ELA assessment results compared to the significant increase with the EL population.

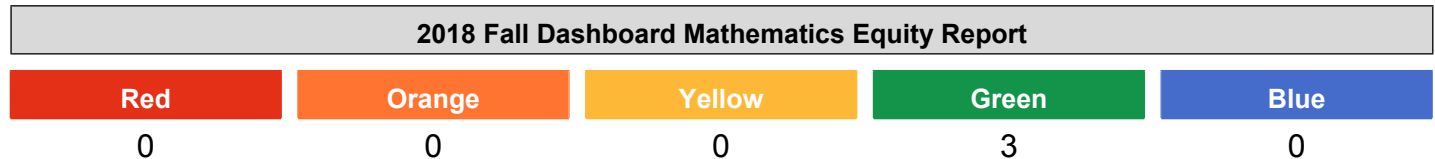
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green	 Green	 No Performance Color	 No Performance Color	 Green
3.7 points below standard	7.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	9.5 points below standard
Increased 11.9 points	Increased	1 students		Increased 11.5 points
95 students	20 points 46 students			84 students
Students with Disabilities				
 No Performance Color				
71.8 points below standard				
12 students				

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  Green 6.8 points below standard Increased 10.6 points 72 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 6.4 points above standard Declined -34.9 points 21 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 22.9 points below standard Increased 17.3 points 36 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 10 students	English Only 1.5 points below standard Maintained -2.3 points 47 students
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Conclusions based on this data:

- Many of the student groups, though still below standard, show a substantial increase in Math performance.
- While the White student group showed a decline of -34.9 points, it remains above standard.
- EL students made significant gains while English Only students maintained their performance.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
193	42.5%	29.5%	18.1%	9.8%

Conclusions based on this data:

1. 72% of English Learners are moderately to well developed.
2. Approximately 28% of English Learners are Beginning to Somewhat developed.

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.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

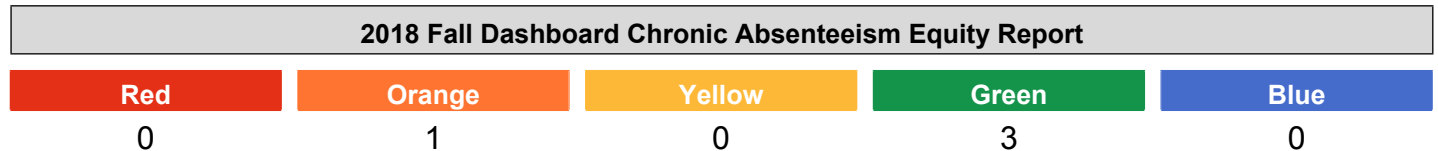
School and Student Performance Data

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 10% chronically absent Declined 2.2% 451 students	English Learners  Green 6% chronically absent Declined 2.9% 217 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Socioeconomically Disadvantaged  Green 10% chronically absent Declined 3.6% 370 students	Students with Disabilities  No Performance Color 17.4% chronically absent Maintained 0% 46 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  Green 8% chronically absent Declined 3.1% 339 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Orange 11.8% chronically absent Increased 0.5% 85 students

Conclusions based on this data:

1. Chronic Absenteeism in all subgroups declined with the exception of Students with Disabilities and White.
2. The White group increased by 0.5%.

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.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

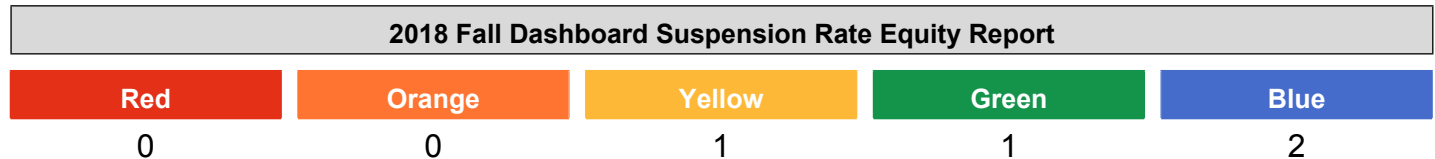
School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.6% suspended at least once Declined -0.6% 464 students	English Learners  Blue 0.5% suspended at least once Declined -0.4% 217 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 6 students
Homeless  No Performance Color Less than 11 Students - Data Not 5 students	Socioeconomically Disadvantaged  Green 0.8% suspended at least once Declined -0.5% 380 students	Students with Disabilities  No Performance Color 2.2% suspended at least once Declined -2.2% 46 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5 students	American Indian  No Performance Color 0% suspended at least once Maintained 0% 12 students	Asian  No Performance Color Less than 11 Students - Data 4 students	Filipino  No Performance Color 0 Students
Hispanic  Blue 0% suspended at least once Declined -0.6% 344 students	Two or More Races  No Performance Color Less than 11 Students - Data 10 students	Pacific Islander  No Performance Color Less than 11 Students - Data 1 students	White  Yellow 3.4% suspended at least once Declined -1.1% 88 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.1% suspended at least once	1.2% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1. All group suspensions have declined.
2. There has been a steady decline in suspensions over 3 years.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA/Math - Pupil Outcomes

Goal Statement

Improve student achievement and close achievement gaps.

LCAP Goal

Improve student achievement and close the achievement gaps

Basis for this Goal

California Assessment of Student Performance and Progress (CAASPP)
Benchmark Advance (ELA) Assessments
Common Formative Assessments
ELPAC Data
iReady Data
Classroom Walk-Through Monitoring

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Alignment of instruction to Common Core State Standards:

- -Detailed Pacing Guide
- - Language Arts and Math grade level teams
- - Weekly collaboration opportunities via scheduled common prep periods
- - Full implementation of CA Benchmark Advance/ Bridges Math Curriculum
- - Alignment of CCSS to curriculum
- - Professional Development to align the CCSS to Benchmark Advance/Bridges Math Curriculum
- -PLC Grade Level Groups

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet in PLC groups to analyze assessments and plan instruction.

Strategy/Activity 2

Assessment:

- -Students will be monitored weekly by their classroom teacher on progress toward benchmark goals in ELA
- -End of unit assessments, Interim Assessments, and Weekly Assessments for ELA and Math
- - ELA Intervention groups
- - Differentiated instruction ELA/Math
- - Flexible grouping
- -weekly Progress Reports
- -iReady Diagnostic

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will provide instruction and assess student performance to monitor instruction and student growth.

Strategy/Activity 3

Improvement of instructional strategies and materials:

- -Implement Footsteps2Brilliance in Kindergarten
- -Implement AR Reading and LEXIA in Kindergarten and First Grades
- -Language Arts/Math Leadership Team
- - Weekly collaboration opportunities
- - Grade level data meetings
- - Alignment of CCSS to CA Benchmark Advance/Bridges Math curriculum professional development
- -Implementation of district wide learning goals/strategies (use of complete sentences, think/pair share, multiple ways to respond, and random calling)
- -Active Participation strategies
- -Student engagement strategies for lesson delivery
- - Targeted intervention program
- -Conduct SST before retentions take place
- Implement clear and specific RTI procedures

- iReady access

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced.

Strategy/Activity 4

Extended learning time:

- - After school target tutoring
- -Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2019
- - Summer School
- - After School Education & Safety Program

Students to be Served by this Strategy/Activity

All Kindergarten, 1-3 graders identified as needing intervention

Timeline

August 2019-June 2020
After school
Summer

Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessional, ASES Coordinator, ASES Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers can volunteer to provide after school intervention for students who are not meeting the benchmarks.
Amount	25,000
Source	After School and Education Safety (ASES)

Budget Reference	2000-2999: Classified Personnel Salaries
Description	ASES Personnel provide homework support to students.

Strategy/Activity 5

Increased educational opportunity:

- - ELD/ELA targeted intervention program for all ELPAC levels and targeted intervention/enrichment during ELA small groups.

Students to be Served by this Strategy/Activity

EL students and students not meeting standards according to common school assessments

Timeline

August 2019-June 2020

Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	During the collaboration meetings, teachers are encouraged to analyze data and provide target interventions for those students who require additional support during class and intervention. Paraeducators support teacher interventions in the classroom. Reading Specialist provides Tier 2 & 3 Reading support.
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 6

Learning opportunities for high achieving students

- -Differentiated enrichment instruction for ELA and math in the classroom
- -Differentiated targeted instruction
- Summer School GATE
- -After School Math Enrichment Class

Students to be Served by this Strategy/Activity

Students exceeding standards on SBAC

Timeline

August 2019-June 2020

Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Provide educational opportunities to high-achieving students.

Strategy/Activity 7

Professional development and collaboration:

- - Site committees
- -Common Core aligned Standard Based report cards
- -ELA/ELD/Illuminate/iReady consultants
- - Wednesday collaboration opportunities
- - Buy Back/Pre-service days; training on timely data analysis
- - Classified trainings
- -Standards and measures used to support learning and continuous improvement
- -Professional development systematic and ongoing
- -Data-driven decision making linked to learning
- -School systems evaluated
- -Practices of Quality Professional Learning Standards
- Illuminate Training/Conference
- Teacher Summer Work Day

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Opportunities for both certificated and classified personnel to collaborate and obtain professional development.

Strategy/Activity 8

Involvement of staff, parents and community: (including interpretation of student assessment results to parents)

- - ELAC, DELAC, SSC, Parent Conferences

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Teachers, Principal, Parents

Proposed Expenditures for this Strategy/Activity

Description

Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.

Strategy/Activity 9

Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school)

- - Back to School Night/Open House
- - Summer School
- -Kinder Camp
- - Pre-school, Kindergarten and 4th grade Orientations
- -Coordinate state standards for Head Start and State preschools with TK/K common core standards working towards Kindergarten readiness
- -Transitional Preschool/Kindergarten meetings

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals, Librarian, Summer Administrator, Middle School personnel, Preschool Directors

Proposed Expenditures for this Strategy/Activity

Amount

2,000

Source

General Fund

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success.

Strategy/Activity 10

Supplies:

- -Teachers will have necessary materials and supplies

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, admin. asst.

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Principal and admin. asst. will provide students and teachers with adequate instructional materials throughout the academic school year.

Strategy/Activity 11

Reprographics:

- -Contract with District Reprographics
- -Students will be provided

copies of instructional material to support learning

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal and District Office

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Allocate funds to be able to provide extra support supplementary pages to reinforce learning at home.

Strategy/Activity 12

Technology:

- - Purchase Technology Equipment to support student learning in all grade levels.
- -Purchase math Explore Learning program (Reflex Math)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal and IT Dept.

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Provide teachers and students with functional technology to assist with the delivery of instructional content to students

Strategy/Activity 13

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description	.
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Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Atmosphere and communication

Goal Statement

Improve the atmosphere in our schools, and the communication between home & school.

LCAP Goal

Improve the atmosphere in our schools, and the communication between home & school.

Basis for this Goal

District Satisfaction Surveys
Walk- Throughs
SSC Meeting Minutes
ELAC Meeting Minutes

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Ongoing Communication:

- -Teachers will meet with parents at Back To School Night and parent conferences to relay exact information on how to increase student achievement in the areas of sight word reading, math facts, comprehension, and fluency reading.
- -Suggestions and materials will be offered to parents so that they will be able to directly effect their student's ability to meet their benchmark goals.
- -Parent/Teacher Conferences
- -Bilingual Monthly Newsletter
- -Bilingual Classroom Newsletters
- -Bilingual School Website
- -Bilingual Parent Handbook
- -Timely phone calls to parents
- -Correspondence between school and families
- -Use of text and email for school notifications to parents

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Teachers, Reading Specialist, Principal, Classified Personne

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	School will mail bilingual correspondences related to students attendance, progress, testing, meetings, etc. Teachers will meet with parents during fall conferences and through the year to inform families of their student's academic progress.

Strategy/Activity 2

Parental Input/Involvement:

- -Efforts to seek parent input in decision making
- -Retention of Students via SST
- -Promotion of parent participation in programs for unduplicated pupils and special need subgroups
- -School Site Council
- -English Learner Advisory Council
- -Parent Club
- -Parent Education Evenings
- -Volunteers
- -Flexible Meetings
- -Child Care for Meetings
- -Interpreters
- -Information sent in home language

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

All Personnel

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Hold monthly meetings for SSC, ELAC, and Parent Club to inform parents on student achievement, funding, and general school business.

Strategy/Activity 3

Community Events:

- -Back to School Night
- -Halloween Parade
- -December Kindergarten Performance
- -January First Grade Performance
- -Spring Performance
- -Family Movie Nights
- -Fall and spring Book Fairs
- -Jog-a-Thon
- -Civic Assembly
- -911 Remembrance
- -Recognition Assemblies:Academic-3 trimesters
- -Open House
- -Track and Field Day
- Donuts with Dad
- Muffins with Mom
- Fall Festival

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

All Personnel

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide parents with an opportunity to socialize with other parents, get to know the student's teacher, reinforce positive teacher-parents relationships, and observe school resources. Principal to welcome families. Classified personnel to assist in locating classrooms and interpreting.
Budget Reference	2000-2999: Classified Personnel Salaries
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 4

Support Parents in Helping their Children at Home:

- -Encourage parents to read to their children daily
- -Offer Bilingual books
- -Assign homework in a way that encourages parents to be actively involved with their child's homework and study time.
- -Assign realistic amounts of homework.
- -Parent Education Nights
- Footsteps2Brilliance Parent training

- Provide parents with electronic access codes for online student use with curriculum programs and other software including: Reflex Math, iReady, Benchmark Advance, and Footsteps2Brilliance.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Teachers, counselor, Principal, reading specialist

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide parents information on our academic programs and homework support at home.
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 5

Increase School Climate:

- -Decrease Pupil suspension rates
- - Parent surveys on the sense of student achievement, safety, and school connectedness
- -School Nurse Support
- -Praise Notes with three positively stated behavioral expectations: safety, respectful, responsible, kindness
- -Manners Matter: Principal visits each class and instructs on the importance of using good manners and distinguishing between good and poor manners.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

All Personnel

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Teach students the core values of Burchfield Primary School and the Peace Builders Pledge. Maintain open communication between home/school. Promote PBIS program and Manners Matter with banners, praise notes, and incentives.

Strategy/Activity 6

Physical:

- -School/District Safety Plan: clearly communicated rules
- - Safety Committee
- -All staff lockdown training

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

All Personnel

Proposed Expenditures for this Strategy/Activity

Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety. Train staff in current protocol for lockdowns.

Strategy/Activity 7

Social — Emotional:

- - Peace Builders
- -Recognition Assemblies
- -Incentives for positive behavior (PBIS)
- -Manners Matter
- -Rules and norms clearly communicated
- -Clear and consistent response for violations;
- -Timely responses to verbal and emotional bullying;
- - Conflict resolution taught in school (Counselor)
- -ASES Program
- Friendship groups (Counselor)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

All Personnel

Proposed Expenditures for this Strategy/Activity

Description	Teach students the Peace Builders Pledge. Students are recognized in the Recognition Assemblies based on their positive behavior and academics. Students are recognized during lunch for their Manners Matter.
Amount	2000

Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Purchase incentives to encourage positive school climate.

Strategy/Activity 8

Quality of Instruction:

- -High expectations for student achievement
- -Increased rigor in instruction
- -All learning styles honored
- -Assistance provided when needed
- -Learning linked to "real life"
- -Engaging materials
- - Students are engaged learners
- -Use of Active Participation strategies
- -Use of praise/reward
- -Opportunities for participation by all students
- -Use of objective language when describing student abilities
- -Staff are enthusiastic about their work
- -Students connected to one or more adults --Students/staff have a sense of community

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal, Reading Specialist, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Budget Reference	0000: Unrestricted
Description	Teachers implement high expectations for students and provide rigorous and engaging instruction to build self-esteem, increase confidence, and improve academics. Teachers practice Professional Teaching Standards. Teachers observe other classrooms.

Strategy/Activity 9

Environmental Adequacy:

- -Cleanliness and order of facilities; --Adequate space, materials, and time.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Maintenance Personnel

Proposed Expenditures for this Strategy/Activity

Amount	1200
Budget Reference	0000: Unrestricted
Description	Provide necessary materials for custodial staff to accomplish daily duties including: paint, replacement locks and clocks. etc.

Strategy/Activity 10

Provide General First Aid for students

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Nurse, teachers, yard duty staff, office staff, counselor, principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	All will provide basic first aid to students for minor scrapes and bumps. School will supply bandages and ice.

Strategy/Activity 11

Parent Involvement Opportunities

- -ELAC
- -DELAC
- -SSC
- -Parent Club: additional outreach by principal
- -Parent Evenings for: ELA, math, HW information

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers, Principal, Counselor, Nurse, Parents

Proposed Expenditures for this Strategy/Activity

Amount	500
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Will provide learning opportunities for parents in a variety of areas

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technology and Facilities

Goal Statement

Improved access to, and use of, instructional technology and modern facilities.

LCAP Goal

Improve access of technology and modern facilities of our schools.

Basis for this Goal

District Surveys
SSC Meeting Minutes
ELAC Meeting Minutes

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Increase Chromebooks in grades K-1:

- make software programs available to students/parents at home
- Footsteps2Brilliance
- Reflex Math
- Typing Program
- iReady

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

IT Department

Proposed Expenditures for this Strategy/Activity

Amount	40,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Tech Department to distribute chromebooks adequately and equitably

Strategy/Activity 2

Indoor Facility upgrades

- Kinder building sliding glass doors
- furniture

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Maintenance Personnel

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Upgrade office and classroom furniture. Remove and upgrade Kindergarten sliding glass doors.

Strategy/Activity 3

Allow access to facilities:

- Parent Movie Nights
- Footsteps2Brilliance Parent training
- Donuts with Dad
- Muffins with Mom

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Administrative Assistant, Parent Club

Proposed Expenditures for this Strategy/Activity

Amount	250
Budget Reference	0000: Unrestricted
Description	Use Cafeteria as a training facility for teachers and parents, a venue for family entertainment, and parent social events.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Improve student achievement and close achievement gaps.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of instruction to Common Core State Standards:</p> <ul style="list-style-type: none"> -Detailed Pacing Guide - Language Arts and Math grade level teams - Weekly collaboration opportunities - Full implementation of CA Benchmark Advance/ Bridges Math Curriculum - Alignment of CCSS to curriculum - Professional Development to align the CCSS to Benchmark Advance/Bridges Math Curriculum -PLC Grade Level Groups 	<p>Alignment of instruction to Common Core State Standards:</p> <ul style="list-style-type: none"> -Detailed Pacing Guide - Language Arts and Math grade level teams - Weekly collaboration opportunities - Full implementation of CA Benchmark Advance/ Bridges Math Curriculum - Alignment of CCSS to curriculum - Professional Development to align the CCSS to Benchmark Advance/Bridges Math Curriculum -PLC Grade Level Groups 	<p>Teachers will meet in PLC groups to analyze assessments and plan instruction. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5,000</p>	<p>Teachers will meet in PLC groups to analyze assessments and plan instruction. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p>
<p>Assessment:</p> <ul style="list-style-type: none"> -Students will be monitored bi-weekly by their classroom 	<p>Assessment:</p> <ul style="list-style-type: none"> -Students monitored weekly by their classroom 	<p>Teachers will provide instruction and assess student performance to monitor instruction and</p>	<p>Teachers will provide instruction and assess student performance to monitor instruction and</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teacher on progress toward benchmark goals in ELA</p> <ul style="list-style-type: none"> • -End of unit assessments for ELA and Math • - ELA Intervention groups • - Differentiated instruction ELA/Math • - Flexible grouping • -bi-weekly Progress Reports 	<p>teacher on progress toward benchmark goals in ELA</p> <ul style="list-style-type: none"> • -End of unit assessments for ELA and Math • - ELA Intervention groups • - Differentiated instruction ELA/Math • - Flexible grouping • -weekly Progress Reports 	<p>student growth. 1000-1999: Certificated Personnel Salaries</p>	<p>student growth. 1000-1999: Certificated Personnel Salaries</p>
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • -Implement Footsteps2Brilliance in Kindergarten • -Implement AR Reading and LEXIA in Kindergarten and First Grades • -Language Arts/Math Leadership Team • - Weekly collaboration opportunities • - Grade level data meetings • - Alignment of CCSS to CA Benchmark Advance/Bridges Math curriculum professional development • -Implementation of district wide learning goals/strategies 	<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • -Implement Footsteps2Brilliance in Kindergarten • -Implement AR Reading and LEXIA in Kindergarten and First Grades • -Language Arts/Math Leadership Team • - Weekly collaboration opportunities • - Alignment of CCSS to CA Benchmark Advance/Bridges Math curriculum professional development • -Implementation of district wide learning goals/strategies (use of complete 	<p>Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4,000</p>	<p>Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(use of complete sentences, think/pair share, multiple ways to respond, and random calling)</p> <ul style="list-style-type: none"> -Active Participation strategies -Student engagement strategies for lesson delivery -Grade level lesson studies - Targeted intervention program -Conduct SST before retentions take place 	<p>sentences, think/pair share, multiple ways to respond, and random calling)</p> <ul style="list-style-type: none"> -Active Participation strategies -Student engagement strategies for lesson delivery - Targeted intervention program -Conduct SST before retentions take place 		
<p>Extended learning time:</p> <ul style="list-style-type: none"> - Before and after school target tutoring -Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2018 - Summer School - After School Education & Safety Program 	<p>Extended learning time:</p> <ul style="list-style-type: none"> - after school target tutoring -Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2018 - Summer School - After School Education & Safety Program 	<p>Teachers can volunteer to provide before/ after school intervention for students who are not meeting the benchmarks. 1000-1999: Certificated Personnel Salaries</p>	<p>Teachers can volunteer to provide before/ after school intervention for students who are not meeting the benchmarks. 1000-1999: Certificated Personnel Salaries</p>
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> - ELD/ELA targeted intervention program for all ELPAC levels and targeted intervention/enrichment time 	<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> - ELD/ELA targeted intervention program for all ELPAC levels and targeted intervention/enrichment time 	<p>During the collaboration meetings, teachers are encouraged to analyze data and provide target interventions for those students who require additional support during class and intervention. 1000-1999: Certificated Personnel Salaries</p>	<p>During the collaboration meetings, teachers are encouraged to analyze data and provide target interventions for those students who require additional support during class and intervention. 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
chment during UA time			
<p>Learning opportunities for high achieving students</p> <ul style="list-style-type: none"> -Differentiated enrichment instruction for ELA and math in the classroom -Differentiated targeted instruction during our pull out time 	<p>Learning opportunities for high achieving students</p> <ul style="list-style-type: none"> -Differentiated enrichment instruction for ELA and math in the classroom -Differentiated targeted instruction during our pull out time 	<p>Provide educational opportunities to high-achieving students. 1000-1999: Certificated Personnel Salaries LCFF - Base</p>	<p>Provide educational opportunities to high-achieving students. 1000-1999: Certificated Personnel Salaries LCFF - Base</p>
<p>Professional development and collaboration:</p> <ul style="list-style-type: none"> - Site committees -Common Core aligned Standard Based report cards -ELA/ELD/Math consultants - Wednesday collaboration opportunities - Buy Back/Pre-service days; training on timely data analysis - Classified trainings -Standards and measures used to support learning and continuous improvement -Professional development systematic and ongoing -Data-driven decision making linked to learning -School systems evaluated 	<p>Professional development and collaboration:</p> <ul style="list-style-type: none"> - Site committees -Common Core aligned Standard Based report cards -ELA/ELD/Math consultants - Wednesday collaboration opportunities - Buy Back/Pre-service days; training on timely data analysis - Classified trainings -Standards and measures used to support learning and continuous improvement -Professional development systematic and ongoing -Data-driven decision making linked to learning -School systems evaluated 	<p>Opportunities for both certificated and classified personnel to collaborate and obtain professional development. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5,000</p>	<p>Opportunities for both certificated and classified personnel to collaborate and obtain professional development. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 13,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> -Practices of Quality Professional Learning Standards - Love and Logic Training -Staff collegiality Essential 55 	<ul style="list-style-type: none"> -Practices of Quality Professional Learning Standards -Staff collegiality 		
<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents)</p> <ul style="list-style-type: none"> - ELAC, DELAC, SSC 	<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents)</p> <ul style="list-style-type: none"> - ELAC, DELAC, SSC 	<p>Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.</p>	<p>Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.</p>
<p>Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school)</p> <ul style="list-style-type: none"> - Back to School Night/Open House - Summer School - Pre-school, Kindergarten and 4th grade Orientations -Coordinate state standards for Head Start and State preschools with TK/K common core standards working towards Kindergarten readiness 	<p>Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school)</p> <ul style="list-style-type: none"> - Back to School Night/Open House - Summer School - Pre-school, Kindergarten and 4th grade Orientations -Coordinate state standards for Head Start and State preschools with TK/K common core standards working towards Kindergarten readiness 	<p>Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success. 1000-1999: Certificated Personnel Salaries General Fund 2,000</p>	<p>Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success. 1000-1999: Certificated Personnel Salaries General Fund 1000</p>
<p>Supplies:</p> <ul style="list-style-type: none"> -Teachers will have necessary materials and supplies 	<p>Supplies:</p> <ul style="list-style-type: none"> -Teachers will have necessary materials and supplies 	<p>Principal and admin. asst. will provide students and teachers with adequate instructional materials throughout the academic school year. 4000-4999:</p>	<p>Principal and admin. asst. will provide students and teachers with adequate instructional materials throughout the academic school year. 4000-4999:</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Books And Supplies LCFF - Base 20,000	Books And Supplies LCFF - Base 20,000
Reprographics: <ul style="list-style-type: none"> -Contract with District Reprographics - -Students will be provided copies of instructional material to support learning	Reprographics: <ul style="list-style-type: none"> -Contract with District Reprographics - -Students will be provided copies of instructional material to support learning	Allocate funds to be able to provide homework packets to reinforce learning at home. 4000-4999: Books And Supplies LCFF - Base 5,000	Allocate funds to be able to provide supplementary material to reinforce learning at home. 4000-4999: Books And Supplies LCFF - Base 5,000
Technology: <ul style="list-style-type: none"> - Purchase Technology Equipment to support student learning in all grade levels. -Purchase computer literacy program 	Technology: <ul style="list-style-type: none"> - Purchase Technology Equipment to support student learning in all grade levels. -Purchase computer literacy program 	Provide teachers and students with functional technology to assist with the delivery of instructional content to students 4000-4999: Books And Supplies LCFF - Base 40,000	Provide teachers and students with functional technology to assist with the delivery of instructional content to students 4000-4999: Books And Supplies LCFF - Base 3,000

Analysis

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

Teachers were funded to provide after school intervention in Math and ELA for 2nd and 3rd graders, teachers' daily work schedules were rearranged to provide common prep periods for the purpose of providing more collaboration time, RTI process was streamlined to provide timely and effective communication with teachers, counselor, parents, SPED services, and administration for the purpose of intervention. Transitional Kindergarten and 4th grade meetings were held for students with IEPs. Kinder teachers visited the preschool to observe incoming students and all new incoming students from the preschools visited the BPS Kinder classes and campus. Each grade level team had representatives attend professional development conferences/trainings in math, ELA, Illuminate, or SPED: Student Trauma.

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

Overall effectiveness is positive. Interventions, along with our second year of administering the Benchmark Advance curriculum, have shown a 5% growth in ELA Unit assessments compared to last year. The site has an effective means of tracking students' interventions, monitoring student growth, and providing teachers with the support, collaboration time, professional development, and materials needed to help improve student achievement and communication with parents.

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

In the past, substitutes were used to cover full day classes so teachers could attend data meetings. This year, no substitutes were used and data meetings became one on one meetings with the Reading Specialist during the common prep periods and in grade level PLC meetings. Therefore, the allotted money for data meetings was not used.

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 allocate money to provide substitutes for Kinder teachers as they visit preschool classes as part of the transitional process.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Improve the atmosphere in our schools, and the communication between home & school.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Ongoing Communication:</p> <ul style="list-style-type: none"> -Teachers will meet with parents at Back To School Night and parent conferences to relay exact information on how to increase student achievement in the areas of sight word reading, math facts, comprehension, and fluency reading. -Suggestions and materials will be offered to parents so that they will be able to directly effect their student's ability to meet their benchmark goals. -Parent/Teacher Conferences -Bilingual Monthly Newsletter 	<p>Ongoing Communication:</p> <ul style="list-style-type: none"> -Teachers will meet with parents at Back To School Night and parent conferences to relay exact information on how to increase student achievement in the areas of sight word reading, math facts, comprehension, and fluency reading. -Suggestions and materials will be offered to parents so that they will be able to directly effect their student's ability to meet their benchmark goals. -Parent/Teacher Conferences -Bilingual Monthly Newsletter 	<p>School will mail bilingual correspondences related to students attendance, progress, testing, meetings, etc. Teachers will meet with parents during fall conferences and though the year to inform families of their student's academic progress. 4000-4999: Books And Supplies LCFF - Base 1000</p>	<p>School will mail bilingual correspondences related to students attendance, progress, testing, meetings, etc. Teachers will meet with parents during fall conferences and though the year to inform families of their student's academic progress. 4000-4999: Books And Supplies LCFF - Base 1,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • -Bilingual Classroom Newsletters • -Bilingual School Website • -Bilingual Parent Handbook • -Timely phone calls to parents • - Correspondence between school and families 	<ul style="list-style-type: none"> • -Bilingual Classroom Newsletters • -Bilingual School Website • -Bilingual Parent Handbook • -Timely phone calls to parents • - Correspondence between school and families 		
Parental Input/Involvement: <ul style="list-style-type: none"> • -Efforts to seek parent input in decision making • -Retention of Students via SST • -Promotion of parent participation in programs for unduplicated pupils and special need subgroups • -School Site Council • -English Learner Advisory Council • -Parent Club • -Parent Education Evenings • -Volunteers • -Flexible Meetings • -Child Care for Meetings • -Principal Home Visits • -Interpreters • -Information sent in home language 	Parental Input/Involvement: <ul style="list-style-type: none"> • -Efforts to seek parent input in decision making • -Retention of Students via SST • -Promotion of parent participation in programs for unduplicated pupils and special need subgroups • -School Site Council • -English Learner Advisory Council • -Parent Club • -Parent Education Evenings • -Volunteers • -Flexible Meetings • -Child Care for Meetings • -Interpreters • -Information sent in home language 	Hold monthly meetings for SSC, ELAC, and Parent Club to inform parents on student achievement, funding, and general school business. 250	Hold monthly meetings for SSC, ELAC, and Parent Club to inform parents on student achievement, funding, and general school business. 250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Community Events:</p> <ul style="list-style-type: none"> -Back to School Night -Halloween Parade -December Kindergarten Performance -January First Grade Performance -Spring Performance -Family Movie Nights -Fall and spring Book Fairs -Jog-a-Thon -Civic Assembly -Recognition Assemblies -Open House -Track and Field Day Donuts with Dad Muffins with Mom 	<p>Community Events:</p> <ul style="list-style-type: none"> -Back to School Night -Halloween Parade -December Kindergarten Performance -January First Grade Performance -Spring Performance -Family Movie Nights -Fall and spring Book Fairs -Jog-a-Thon -Civic Assembly -Recognition Assemblies -Open House -Track and Field Day Donuts with Dad Muffins with Mom 	<p>Provide parents with an opportunity to socialize with other parents, get to know the student's teacher, reinforce positive teacher-parents relationships, and observe school resources. Principal to welcome families. Classified personnel to assist in locating classrooms and interpreting. 1000-1999: Certificated Personnel Salaries LCFF - Base 1000</p>	<p>Provide parents with an opportunity to socialize with other parents, get to know the student's teacher, reinforce positive teacher-parents relationships, and observe school resources. Principal to welcome families. Classified personnel to assist in locating classrooms and interpreting. 1000-1999: Certificated Personnel Salaries LCFF - Base 1,000</p>
<p>Support Parents in Helping their Children at Home:</p> <ul style="list-style-type: none"> -Encourage parents to read to their children daily -Offer Bilingual books -Assign homework in a way that <p>encourages parents to be actively involved</p> <p>with their child's homework and study time.</p> <ul style="list-style-type: none"> -Assign realistic amounts of homework. 	<p>Support Parents in Helping their Children at Home:</p> <ul style="list-style-type: none"> -Encourage parents to read to their children daily -Offer Bilingual books -Assign homework in a way that <p>encourages parents to be actively involved</p> <p>with their child's homework and study time.</p> <ul style="list-style-type: none"> -Assign realistic amounts of homework. 	<p>Provide parents information on our academic programs and homework support at home. Parenting sessions with Love and Logic trainers 1000-1999: Certificated Personnel Salaries</p>	<p>Provide parents information on our academic programs and homework support at home. Parenting sessions with Love and Logic trainers 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> -Parent Education Nights • Footsteps2Brilliance Parent training 	<ul style="list-style-type: none"> -Parent Education Nights • Footsteps2Brilliance Parent training 		
Increase School Climate: <ul style="list-style-type: none"> • -Decrease Pupil suspension rates • - Parent surveys on the sense of student achievement, safety, and school connectedness • -School Nurse Support 	Increase School Climate: <ul style="list-style-type: none"> • -Decrease Pupil suspension rates • - Parent surveys on the sense of student achievement, safety, and school connectedness • -School Nurse Support 	Teach students the core values of Burfield Primary School and the Peace Builders Pledge. Maintain open communication between home/school.	Teach students the core values of Burfield Primary School and the Peace Builders Pledge. Maintain open communication between home/school.
Physical: <ul style="list-style-type: none"> • -School/District Safety Plan: clearly communicated rules • - Safety Committee 	Physical: <ul style="list-style-type: none"> • -School/District Safety Plan: clearly communicated rules • - Safety Committee 	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation
Social — Emotional: <ul style="list-style-type: none"> • - Peace Builders • -Recognition Assemblies • -Incentives for positive behavior • -Manners Matter • -Rules and norms clearly communicated • -Clear and consistent response for violations; • -Timely responses to verbal and emotional bullying; 	Social — Emotional: <ul style="list-style-type: none"> • - Peace Builders • -Incentives for positive behavior • -Manners Matter • -Rules and norms clearly communicated • -Clear and consistent response for violations; • -Timely responses to verbal and emotional bullying; • - Conflict resolution taught in school 	Teach students the Peace Builders Pledge. Students are recognized in the Recognition Assemblies based on their positive behavior and academics. 0000: Unrestricted Title I Part A: Allocation 2,000	Teach students the Peace Builders Pledge. Students are recognized in the Recognition Assemblies based on their positive behavior and academics. 0000: Unrestricted Title I Part A: Allocation 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> - Conflict resolution taught in school -Love and Logic -ASES Program 	<ul style="list-style-type: none"> -ASES Program 		
<p>Quality of Instruction:</p> <ul style="list-style-type: none"> -High expectations for student achievement -Increased rigor in instruction -All learning styles honored -Assistance provided when needed -Learning linked to "real life" -Engaging materials - Students are engaged learners -Use of Active Participation strategies -Use of praise/reward -Opportunities for participation by all students -Use of objective language when describing student abilities -Staff are enthusiastic about their work -Students connected to one or more adults -- Students/staff have a sense of community 	<p>Quality of Instruction:</p> <ul style="list-style-type: none"> -High expectations for student achievement -Increased rigor in instruction -All learning styles honored -Assistance provided when needed -Learning linked to "real life" -Engaging materials - Students are engaged learners -Use of Active Participation strategies -Use of praise/reward -Opportunities for participation by all students -Use of objective language when describing student abilities -Staff are enthusiastic about their work -Students connected to one or more adults -- Students/staff have a sense of community 	<p>Teachers implement high expectations for students and provide rigorous and engaging instruction to build self-esteem, increase confidence, and improve academics. Teachers practice Professional Teaching Standards. Teachers observe other classrooms</p>	<p>Teachers implement high expectations for students and provide rigorous and engaging instruction to build self-esteem, increase confidence, and improve academics. Teachers practice Professional Teaching Standards. Teachers observe other classrooms</p>
<p>Environmental Adequacy:</p> <ul style="list-style-type: none"> -Cleanliness and order of 	<p>Environmental Adequacy:</p> <ul style="list-style-type: none"> -Cleanliness and order of 	<p>Provide necessary materials for custodial staff to accomplish daily duties including: paint,</p>	<p>Provide necessary materials for custodial staff to accomplish daily duties including: paint,</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
facilities; -- Adequate space, materials, and time.	facilities; -- Adequate space, materials, and time.	replacement locks and clocks, etc.	replacement locks and clocks, etc.
Provide General First Aide for students	Provide General First Aide for students	All will provide basic first aid to students for minor scrapes and bumps. School will supply bandages and ice. 4000- 4999: Books And Supplies LCFF - Base 500	All will provide basic first aid to students for minor scrapes and bumps. School will supply bandages and ice. 4000- 4999: Books And Supplies LCFF - Base 500
Parent Involvement Opportunities <ul style="list-style-type: none"> • -ELAC • -DELAC • -SSC • -Parent Club • -Parent Evenings for: ELA, math, HW information 	Parent Involvement Opportunities <ul style="list-style-type: none"> • -ELAC • -DELAC • -SSC • -Parent Club • -Parent Evenings for: math, HW information 	Will provide learning opportunities for parents in a variety of areas 1000-1999: Certificated Personnel Salaries 250	Will provide learning opportunities for parents in a variety of areas 1000-1999: Certificated Personnel Salaries 250

Analysis

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

Emphasis has been on building relationships with students, parents, and staff that strengthen community and cross lines of culture and economics that help provide opportunities for students to grow in body, mind, and spirit. Community events such as our first annual Fall Festival, our second annual Track and Field Day, Academic Awards Recognition, Donuts with Dad, and Muffins with Mom, and Manners Matter Luncheons are examples of opportunities created to improve our atmosphere at BPS as well as communication. We also successfully held monthly meetings for ELAC, School Site Council, and Parent Club.

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

The strategy to focus on building our parent club was successful. Parent club grew from 2 to 19 parents. These parents helped make our Fall Festival possible by organizing and running the event. The parent club also began providing breakfast and lunch to the teaching staff on a monthly basis to show their appreciation to teachers. We continued to promote community by having the high school leadership team volunteer to help facilitate our Track and Field Day. We had over 500 attendees for Donuts with Dad and over 500 attendees for Muffins with Mom. We had monthly Manners Matter Luncheon for students recognized as exercising good manners in the classroom. We also had weekly PBIS recognitions for students receiving Praise Notes that showed they displayed kindness, responsibility, respect, or safety. Our Academic Awards Recognition Assembly was delivered in English and Spanish by the principal.

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

Since this was a first year implementing PBIS, the school site spent more than the \$2,000 allocated for student recognition.

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.

Allocate more money to Student Recognition and celebrations.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Improved access to, and use of, instructional technology and modern facilities.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase Chromebooks in grades K-1: <ul style="list-style-type: none"> make software programs available to students/parents at home Footsteps2Brilliance Reflex Math Lexia 	<ul style="list-style-type: none"> make software programs available to students/parents at home Footsteps2Brilliance Reflex Math Lexia 	Tech Department to distribute chromebooks adequately and equitably 4000-4999: Books And Supplies LCFF - Base 40,000	Tech Department to distribute chromebooks adequately and equitably 4000-4999: Books And Supplies LCFF - Base 2,000
Indoor Facility upgrades <ul style="list-style-type: none"> carpet furniture 	Indoor Facility upgrades <ul style="list-style-type: none"> furniture, library carpet 	Replace library carpet and upgrade office and classroom furniture. 5000-5999: Services And Other Operating Expenditures LCFF 19,000	Replace library carpet and upgrade office and classroom furniture. 5000-5999: Services And Other Operating Expenditures LCFF 19,000
Allow access to facilities: <ul style="list-style-type: none"> Parent Movie Nights Footsteps2Brilliance Parent training Donuts with Dad Muffins with Mom 	Allow access to facilities: <ul style="list-style-type: none"> Parent Movie Nights Footsteps2Brilliance Parent training Donuts with Dad Muffins with Mom 	Use Cafeteria as a training facility for teachers and parents, a venue for family entertainment, and parent social events.	Use Cafeteria as a training facility for teachers and parents, a venue for family entertainment, and parent social events.

Analysis

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

50% of the articulated goal was achieved.

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

The library carpet was replaced. However, the technology money allocated for grade level one-to-one chrome books was redirected to the other two district school sites.

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

The \$40,000 tech money allocated for our site to provide classroom chrome books was not spent on our site.

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.

Provide an allocation of money to provide one-to-one chrome books at the Kinder and 1st grade levels.

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	129,250.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	120,000	106,000.00
Title II Part A: Improving Teacher Quality	72,000	72,000.00
Title III	15,158	15,158.00
After School and Education Safety (ASES)	112,500	87,500.00
LCFF - Supplemental	109,590	109,590.00
Lottery: Instructional Materials	15,000	15,000.00

Expenditures by Funding Source

Funding Source	Amount
	250.00
After School and Education Safety (ASES)	25,000.00
General Fund	2,000.00
LCFF	10,000.00
LCFF - Base	75,500.00
Title I Part A: Allocation	14,000.00
Unrestricted	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	750.00
1000-1999: Certificated Personnel Salaries	18,000.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	75,500.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted		250.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	25,000.00
1000-1999: Certificated Personnel Salaries	General Fund	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000.00
4000-4999: Books And Supplies	LCFF - Base	73,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	14,000.00
0000: Unrestricted	Unrestricted	500.00
4000-4999: Books And Supplies	Unrestricted	2,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jesse Rodriguez	Principal
Melissa Slocum	Classroom Teacher
Bobbi Weiglein	Classroom Teacher
Karen Benning	Classroom Teacher
Ann Amsden	Other School Staff Parent or Community Member
Marissa Dragoo	Parent or Community Member
Erin Steidlmayer	Parent or Community Member
Laura Cervantes	Parent or Community Member
Carmen Guzman Lopez	Parent or Community Member

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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 4-30-19.

Attested:

Principal, Jesse Rodriguez on 4-30-19
SSC Chairperson, Marissa Dragoo on 4-30-19

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