

# The Single Plan for Student Achievement

**School:** James M. Burchfield Primary School  
**CDS Code:** 06-61598-6003495  
**District:** Colusa Unified School District  
**Principal:** Jesse Rodriguez  
**Revision Date:** 5-14-18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on June 28, 2016.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Planned Improvements in Student Performance .....	13
School Goal #1 .....	13
School Goal #2 .....	19
School Goal #3 .....	26
Centralized Services for Planned Improvements in Student Performance .....	28
Centralized Service Goal #1 .....	28
Centralized Service Goal #2 .....	30
Centralized Service Goal #3 .....	31
Summary of Expenditures in this Plan.....	32
Total Allocations and Expenditures by Funding Source .....	32
Total Expenditures by Goal .....	33
School Site Council Membership .....	34
Recommendations and Assurances.....	35

## School Vision and Mission

### James M. Burchfield Primary School's Vision and Mission Statements

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.

## 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 437 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: 74.5% Hispanic, 19% White, and 6.5% Other.

Burchfield Primary School staff is composed of one principal, twenty-three full time equivalent classroom teachers, a Physical Education teacher, a reading specialist, a part-time music teacher, a special education teacher, a speech therapist, a part-time school psychologist, 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, 5-way intervention meetings, teacher data meetings, a school wide intervention program, after school tutoring, Kinder Camp, PeaceBuilders, Love and Logic, 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 2017 and 289 minutes for the remainder of the 2017-2018 school year and first through third grade students attend school 289 minutes a day. All teachers and paraeducators are NCLB compliant and highly qualified.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff was surveyed using online survey in the Fall of 2016 regarding curriculum, instruction, assessment, learning environment, resources, leadership, relationships, and policies. The surveys indicated that the staff agreed that in the areas of curriculum and instruction, there needs to be more training and implementation for the ELD curriculum with reading support for students from the Reading Specialist including adopting a Common Core ELA curriculum for all grade levels to be implemented the 2017-18 school year. The majority of staff members stated that the professional development content that was received met their professional needs. There was a 50% agreement that parent contact takes place weekly if not daily through notes, emails, phone calls, and in

person. In the Fall of 2017, staff was surveyed regarding campus safety. The survey indicated that the staff agreed locking campus gates at the 8:13 a.m. school instructional start time and unlocking the campus gates at the 2:15 dismissal time adds to the preventative measures of keeping the campus safe.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted by the principal on a weekly basis.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

A variety of assessments such as the California English Language Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC), the Smarter Balanced Assessment Consortium (SBAC), and local grade-level assessments are utilized to analyze our curriculum. The results help us in modifying our curriculum and instructional practices in order to help students achieve to their potential. The most recent state data, 2017, indicates the students at Burchfield Primary School showed growth in both ELA and Math. The performance gap between Hispanic and White Subgroups have dropped from 27% to 22% in ELA and 28% to 20% in Math since 2015. The performance gap between Free and Reduced lunch and Non-Free and Reduced lunch Subgroups have dropped from 33% to 18% in ELA and 33% to 15% in Math since 2015.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)**

Common Core curriculum embedded assessments are given at least every three to four weeks to monitor student progress. The data from these assessments are used to monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practice and implementation of our curriculum.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

The school staffs all classrooms with fully credentialed, highly qualified teachers, meeting the requirements of the No Child Left Behind (NCLB) Act.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Burchfield Primary School has sufficient credentialed teachers who received AB 466 training for our previous language arts adoption and will receive AB 466 training on new SBE-adopted instructional materials when it is available. All teachers will participate in PD for ELD, Math, Reading, and Writing throughout the 2017-18 academic year. Teachers will be provided with 1 to 2 release day's per year to meet as a grade-level teams and review curriculum pacing, sharing instructional strategies, and observing best practices in other schools.

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

Common Core standards based instruction has been a priority for staff development. Staff development is based on assessed staff needs, SBAC and CELDT results and grade-level assessments. Weekly collaboration time is scheduled for all teachers and three days of teacher training is scheduled each year. Pacing guides have been established and reflect alignment of curriculum, instruction and materials with state standards.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A full time reading specialist assists and supports teachers with language arts data, curriculum, training and interventions. School wide staff development is provided as support for the adoption and implementation of the CCSS by grade-level teams. Early release time is provided twice a month for grade level PLC meetings.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have release time for collaboration every Wednesday afternoon and are released at least once each trimester by grade level to collaborate, analyze data, share strategies for implementation of CCSS, PLC's, Common Formative Assessments, share best practices, and plan curriculum plan relative to their grade level.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Standards-based textbooks are used for students in the subjects of language arts, reading, and math. Instruction is regularly monitored for alignment with the common core standards. State Approved supplemental materials for Math, ELA, and Science will be implemented by teachers as needed. Classroom observations and conferencing with teachers about instructional practices aligned with the California Standards for the Teaching Profession will take place.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Burchfield Primary School meets the required instructional minutes for language arts and mathematics for all students. This time is given priority and protected as much as is possible from interruptions.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing guides have been developed at each grade level in both language arts and math. Teachers will also provide differentiated instruction during the day for all students, integrated and designated ELD, targeted ELA intervention and enrichment, and provide small group interventions within the classroom as time allows.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students including English Language Learners, at-risk students, and socio-economically disadvantaged students are instructed with standards-based curriculum. State textbook funds are allocated for this purpose.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials are SBE-adopted and aligned with the state common core standards.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided to assist underperforming students:

- \*After school tutoring
- \*Reading intervention programs
- \*High school mentoring program
- \* English Language Development (Integrated and Designated)
- \*Teacher grade level collaboration to analyze data and target the needs of underperforming students
- \*Differentiated instruction to meet the needs of students at all levels
- \*School library provides educational materials and programs to meet the needs of all levels of learners
- \*Technology resources are provided and integrated into the curriculum during class instruction
- \*New teachers are supported through the Tri County Induction Program (TCIP)/(BSTA) through Sutter County Office of Education

14. Research-based educational practices to raise student achievement

We have worked with an ELA and Math consultants to integrate common core, research-based strategies to raise student achievement.

#### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Some of the resources available are:

- \* District-provided translation services for English-Spanish
- \*Translations at Parent/Teacher Conferences, IEPs, SSTs, and all school communication in writing
- \*After-School program for grades 1st - 3rd
- \*Colusa County Library
- \*After School Tutoring
- \*Multi-disciplinary team
- \*Summer school program
- \*School attendance review board (DART)
- \*Local Child Care Planning Council funding support
- \*First Five
- \*Kinder-Camp

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers, and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide the following services:

- \*Title 1 reading specialist teacher and reading intervention aides

- \*After School Intervention

### 18. Fiscal support (EPC)

- \*Title I

- \*LCFF

## **Description of Barriers and Related School Goals**

The main challenge that Burchfield Primary School faces is a changing population. Additional challenges include: English learner literacy skill acquisition, ELD alignment to common core curriculum, data collection and analysis, implementing standards based instruction with the new CCSS, high number of Social and Economically Disadvantaged Population, decrease in county library funding, and a large number of children without health insurance.

In looking at our current school population, CELDT scores are one of the most significant changes and challenges that we face. Each year we administer the CELDT test to approximately 70 students entering kindergarten. This number has been consistent for the last three years. It indicates that we have an increase in the number of English Learners. However, the students' ability to speak English has changed dramatically. In 2015, we tested sixty-eight kindergarten students and 28 had a CELDT score of "1", 17 had a CELDT score of "2", 19 had a CELDT score of "3", and 4 had a CELDT score of "4". For the 2015 school year, approximately 53% of the student population are English Learners. The incoming Kindergarten students are expected to acquire academic English and compete with their English speaking peers on the SBAC test in third grade. Our Special Education population has also changed in the past few years. Not only have we had an increase of entering kindergarten students that receive Special Education services, but our total numbers have also increased.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	128	129	104	126	126	104	125	126	99.0	98.4	97.7
All Grades	105	128	129	104	126	126	104	125	126	99.0	98.4	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2387.7	2389.2	2403.0	11	8	12.70	21	23	26.19	24	26	32.54	44	43	28.57
All Grades	N/A	N/A	N/A	11	8	12.70	21	23	26.19	24	26	32.54	44	43	28.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	10	11.11	50	38	53.17	38	51	35.71
All Grades	12	10	11.11	50	38	53.17	38	51	35.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	10	15.87	50	50	54.76	39	40	29.37
All Grades	9	10	15.87	50	50	54.76	39	40	29.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	6	12.70	60	70	62.70	33	24	24.60
All Grades	7	6	12.70	60	70	62.70	33	24	24.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	13	21.43	54	53	50.79	32	34	27.78
All Grades	13	13	21.43	54	53	50.79	32	34	27.78



**Conclusions based on this data:**

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	128	129	104	126	126	104	126	126	99.0	98.4	97.7
All Grades	105	128	129	104	126	126	104	126	126	99.0	98.4	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2399.8	2407.8	2418.3	9	12	12.70	28	33	34.92	26	21	24.60	38	35	27.78
All Grades	N/A	N/A	N/A	9	12	12.70	28	33	34.92	26	21	24.60	38	35	27.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	25	24.80	39	32	40.80	38	44	34.40
All Grades	21	25	24.80	39	32	40.80	38	44	34.40

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	17	20.80	50	46	52.00	38	37	27.20
All Grades	11	17	20.80	50	46	52.00	38	37	27.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	17	23.20	50	57	59.20	31	26	17.60
All Grades	18	17	23.20	50	57	59.20	31	26	17.60

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				18	38	17	27	13	42	27	25	17	27	25	25
1	6	4	14	36	39	39	37	43	38	14	14	4	7		5
2		2		32	29	30	50	35	41	10	29	24	8	5	5
3	2	2	2	18	10	16	45	46	49	18	34	20	16	7	13
Total	3	2	5	29	28	27	42	40	42	15	25	15	11	5	10

#### Conclusions based on this data:

1. 28% are Advance and Early Advanced
2. 42% are Intermediate
3. 30% are Early Intermediate and Beginning

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				6	8	8	28	19	23	25	34	36	41	40	33
1	7	4	14	36	39	38	36	42	40	13	14	3	9	2	5
2		1		30	28	28	49	36	40	9	26	25	11	9	8
3	2	2	2	20	9	18	46	42	48	17	36	20	15	11	13
Total	2	2	4	23	20	22	38	33	37	17	27	21	20	18	16

#### Conclusions based on this data:

1. 23% are Advance and Early Advanced
2. 37% are Intermediate
3. 42% are Early Intermediate and Beginning

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: ELA/Math - Pupil Outcomes</b>
<b>LEA GOAL:</b>
Improve student achievement and close the achievement gaps
<b>SCHOOL GOAL #1:</b>
Improve student achievement and close achievement gaps.
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) Benchmark Advance (ELA) Assessments Common Formative Assessments CELDT Data Classroom Walk-Through Monitoring Lesson Plans Writing Prompts
<b>Findings from the Analysis of this Data:</b>
Overall ELA averages show approximately 35% of students are proficient, 37% are approaching grade level, and 28% are performing below grade level. Overall Math averages show approximately 48% of students are proficient, 25% are approaching grade level, and 27% are performing below grade level.
<b>How the School will Evaluate the Progress of this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) and Local Assessments Benchmark Advance Assessments Bridges Assessments Teacher-created formative assessments Classroom monitoring Lesson Plans Survey results PLC's Teacher Collaboration Writing Prompt Rubrics Fluency Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction to Common Core State Standards:</p> <ul style="list-style-type: none"> <li>-Detailed Pacing Guide</li> <li>- Language Arts and Math grade level teams</li> <li>- Weekly collaboration opportunities</li> <li>- Full implementation of CA Benchmark Advance/ Bridges Math Curriculum</li> <li>- Alignment of CCSS to curriculum</li> <li>- Professional Development to align the CCSS to Benchmark Advance/Bridges Math Curriculum</li> <li>-PLC Grade Level Groups</li> </ul>	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	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>Assessment:</p> <ul style="list-style-type: none"> <li>-Students will be monitored bi-weekly by their classroom teacher on progress toward benchmark goals in ELA</li> <li>-End of unit assessments for ELA and Math</li> <li>- ELA Intervention groups</li> <li>- Differentiated instruction ELA/Math</li> <li>- Flexible grouping</li> <li>-bi-weekly Progress Reports</li> </ul>	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	Teachers will provide instruction and assess student performance to monitor instruction and student growth.	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> <li>-Implement Footsteps2Brilliance in Kindergarten</li> <li>-Implement AR Reading and LEXIA in Kindergarten and First Grades</li> <li>-Language Arts/Math Leadership Team</li> <li>- Weekly collaboration opportunities</li> <li>- Grade level data meetings</li> <li>- Alignment of CCSS to CA Benchmark Advance/Bridges Math curriculum professional development</li> <li>-Implementation of district wide learning goals/strategies (use of complete sentences, think/pair share, multiple ways to respond, and random calling)</li> <li>-Active Participation strategies</li> <li>-Student engagement strategies for lesson delivery</li> <li>-Grade level lesson studies</li> <li>- Targeted intervention program</li> <li>-Conduct SST before retentions take place</li> </ul>	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended learning time: <ul style="list-style-type: none"> <li>- Before and after school target tutoring</li> <li>-Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2018</li> <li>- Summer School</li> <li>- After School Education &amp; Safety Program</li> </ul>	August 2018-June 2019 Before & After school Summer	Teachers, Reading Specialist, Principal, Paraprofessional, ASES Coordinator, ASES Paraprofessionals	Teachers can volunteer to provide before/ after school intervention for students who are not meeting the benchmarks.  ASES Personnel provide homework support to students.	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	25,000
Increased educational opportunity: <ul style="list-style-type: none"> <li>- ELD/ELA targeted intervention program for all CELDT levels and targeted intervention/enrichment during UA time</li> </ul>	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	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  2000-2999: Classified Personnel Salaries		
Learning opportunities for high achieving students <ul style="list-style-type: none"> <li>-Differentiated enrichment instruction for ELA and math in the classroom</li> <li>-Differentiated targeted instruction during our UA pull out time</li> </ul>	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	Provide educational opportunities to high-achieving students.	1000-1999: Certificated Personnel Salaries	LCFF - Base	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development and collaboration: <ul style="list-style-type: none"> <li>- Site committees</li> <li>-Common Core aligned Standard Based report cards</li> <li>-ELA/ELD/Math consultants</li> <li>- Wednesday collaboration opportunities</li> <li>- Buy Back/Pre-service days; training on timely data analysis</li> <li>- Classified trainings</li> <li>-Standards and measures used to support learning and continuous improvement</li> <li>-Professional development systematic and ongoing</li> <li>-Data-driven decision making linked to learning</li> <li>-School systems evaluated</li> <li>-Practices of Quality Professional Learning Standards</li> <li>- Love and Logic Training</li> <li>-Staff collegiality</li> <li>Essential 55</li> </ul>	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	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
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) <ul style="list-style-type: none"> <li>- ELAC, DELAC, SSC</li> </ul>	August 2018-June 2019	Teachers, Principal, Parents	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.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school) <ul style="list-style-type: none"> <li>- Back to School Night/Open House</li> <li>- Summer School</li> <li>- Pre-school, Kindergarten and 4th grade Orientations</li> <li>-Coordinate state standards for Head Start and State preschools with TK/K common core standards working towards Kindergarten readiness</li> </ul>	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals, Librarian, Summer Administrator, Middle School personnel, Preschool Directors	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
Supplies: <ul style="list-style-type: none"> <li>-Teachers will have necessary materials and supplies</li> </ul>	August 2018-June 2019	Principal, admin. asst.	Principal and admin. asst. will provide students and teachers with adequate instructional materials throughout the academic school year.	4000-4999: Books And Supplies	LCFF - Base	20,000
Reprographics: <ul style="list-style-type: none"> <li>-Contract with District Reprographics --Students will be provided copies of instructional material to support learning</li> </ul>	August 2018-June 2019	Principal and District Office	Allocate funds to be able to provide homework packets to reinforce learning at home.	4000-4999: Books And Supplies	LCFF - Base	5,000
Technology: <ul style="list-style-type: none"> <li>- Purchase Technology Equipment to support student learning in all grade levels.</li> <li>-Purchase computer literacy program</li> </ul>	August 2018-June 2019	Principal and IT Dept.	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

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Atmosphere and communication</b>
<b>LEA GOAL:</b>
Improve the atmosphere in our schools, and the communication between home & school.
<b>SCHOOL GOAL #2:</b>
Improve the atmosphere in our schools, and the communication between home & school.
<b>Data Used to Form this Goal:</b>
District Satisfaction Surveys Walk- Throughs SSC Meeting Minutes ELAC Meeting Minutes
<b>Findings from the Analysis of this Data:</b>
Burchfield Primary School provides the community with a safe, nurturing learning environment for students, staff, and parents. However, there is a need to increase parent involvement.
<b>How the School will Evaluate the Progress of this Goal:</b>
Student Achievement Data District Satisfaction Surveys Walk- Throughs SSC Meeting Minutes ELAC Meeting Minutes Parent Participation in School Events Parent/Teacher Conference Participation Parent Education Evenings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ongoing Communication:</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-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.</li> <li>-Parent/Teacher Conferences</li> <li>-Bilingual Monthly Newsletter</li> <li>-Bilingual Classroom Newsletters</li> <li>-Bilingual School Website</li> <li>-Bilingual Parent Handbook</li> <li>-Timely phone calls to parents</li> <li>-Correspondence between school and families</li> </ul>	August 2018 - June 2019	Teachers, Reading Specialist, Principal, Classified Personne	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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Parents in Helping their Children at Home: <ul style="list-style-type: none"> <li>-Encourage parents to read to their children daily</li> <li>-Offer Bilingual books</li> <li>-Assign homework in a way that encourages parents to be actively involved with their child's homework and study time.</li> <li>-Assign realistic amounts of homework.</li> <li>-Parent Education Nights</li> <li>Footsteps2Brilliance Parent training</li> </ul>	August 2018 - June 2019	Teachers, counselor, Principal, reading specialist	Provide parents information on our academic programs and homework support at home. Parenting sessions with Love and Logic trainers	1000-1999: Certificated Personnel Salaries  4000-4999: Books And Supplies		
Increase School Climate: <ul style="list-style-type: none"> <li>-Decrease Pupil suspension rates</li> <li>- Parent surveys on the sense of student achievement, safety, and school connectedness</li> <li>-School Nurse Support</li> </ul>	August 2018 - June 2019	All Personnel	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"> <li>-School/District Safety Plan: clearly communicated rules</li> <li>- Safety Committee</li> </ul>	August 2018 - June 2019	All Personnel	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social — Emotional: <ul style="list-style-type: none"> <li>- Peace Builders</li> <li>-Recognition Assemblies</li> <li>-Incentives for positive behavior</li> <li>-Manners Matter</li> <li>-Rules and norms clearly communicated</li> <li>-Clear and consistent response for violations;</li> <li>-Timely responses to verbal and emotional bullying;</li> <li>- Conflict resolution taught in school</li> <li>-Love and Logic</li> <li>-ASES Program</li> </ul>	August 2018 - June 2019	All Personnel	Teach students the Peace Builders Pledge. Students are recognized in the Recognition Assemblies based on their positive behavior and academics.  Purchase incentives to encourage positive school climate.	4000-4999: Books And Supplies	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>Quality of Instruction:</b> <ul style="list-style-type: none"> <li>-High expectations for student achievement</li> <li>-Increased rigor in instruction</li> <li>-All learning styles honored</li> <li>-Assistance provided when needed</li> <li>-Learning linked to "real life"</li> <li>-Engaging materials</li> <li>-Students are engaged learners</li> <li>-Use of Active Participation strategies</li> <li>-Use of praise/reward</li> <li>-Opportunities for participation by all students</li> <li>-Use of objective language when describing student abilities</li> <li>-Staff are enthusiastic about their work</li> <li>-Students connected to one or more adults --Students/staff have a sense of community</li> </ul>	August 2018 - June 2019	Principal, Reading Specialist, Teachers	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.			
<b>Environmental Adequacy:</b> <ul style="list-style-type: none"> <li>-Cleanliness and order of facilities; --Adequate space, materials, and time.</li> </ul>	August 2018 - June 2019	Maintenance Personnel				
Provide General First Aide for students	August 2018 - June 2019	Nurse, teachers, yard duty staff, office staff, counselor, principal	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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement Opportunities <ul style="list-style-type: none"> <li>• -ELAC</li> <li>• -DELAC</li> <li>• -SSC</li> <li>• -Parent Club</li> <li>• -Parent Evenings for: ELA, math, HW information</li> </ul>	August 2018 - June 2019	Teachers, Principal, Counselor, Nurse, Parents	Will provide learning opportunities for parents in a variety of areas	1000-1999: Certificated Personnel Salaries		250

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Technology and Facilities</b>
<b>LEA GOAL:</b>
Improve access of technology and modern facilities of our schools.
<b>SCHOOL GOAL #3:</b>
Improved access to, and use of, instructional technology and modern facilities.
<b>Data Used to Form this Goal:</b>
District Surveys SSC Meeting Minutes ELAC Meeting Minutes
<b>Findings from the Analysis of this Data:</b>
Burchfield Primary School has designated one to one use of chromebooks in grades 2-3 and have access to various educative software in both ELA and Math. Grades K-1 are in need of one to one chromebooks. Facilities were upgraded during the 2017 summer with bond money.
<b>How the School will Evaluate the Progress of this Goal:</b>
District Surveys SSC Meeting Minutes ELAC Meeting Minutes Facilities Inspection Tool (FIT)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Chromebooks in grades K-1: <ul style="list-style-type: none"> <li>• make software programs available to students/parents at home</li> <li>• Footsteps2Brilliance</li> <li>• Reflex Math</li> <li>• Lexia</li> </ul>	August 2018-June 2019	IT Department	Tech Department to distribute chromebooks adequately and equitably	4000-4999: Books And Supplies	LCFF - Base	40,000
Indoor Facility upgrades <ul style="list-style-type: none"> <li>• carpet</li> <li>• furniture</li> </ul>	August 2018-June 2019	Maintenance Personnel	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"> <li>• Parent Movie Nights</li> <li>• Footsteps2Brilliance Parent training</li> <li>• Donuts with Dad</li> <li>• Muffins with Mom</li> </ul>	August 2018-June 2019	Principal, Administrative Assistant, Parent Club	Use Cafeteria as a training facility for teachers and parents, a venue for family entertainment, and parent social events.			

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts/Mathematics - Pupil Outcomes</b>
<b>SCHOOL GOAL #1:</b>
Progression of increase of students on benchmark or above in fluency and comprehension each trimester for all sub groups in English Language Arts. Raise achievement for all students in Mathematics while narrowing the achievement gap between Hispanic and Caucasian students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support to teachers and administrators in the area of testing and data analysis.	July 2018 - June 2019	District Office, Principal, Reading Specialist	Provide trainings	1000-1999: Certificated Personnel Salaries	General Fund	10,000
Document Tracking Systems is utilized district-wide by site and district administration to create, organize, and post the SPSA, Safety Plan, SARC, and LCAP.	July 2018 - June 2019	District Office and School Principal		4000-4999: Books And Supplies	LCFF - Base	2,000
Data Management System - Illuminate	July 2018 - June 2019	District Office, School Principal, Teachers, Reading Specialist		4000-4999: Books And Supplies	Title I Part A: Allocation	2,500
Plan and provide professional development for teachers for the implementation and assessment programs related to the common core state standards	July 2018 - June 2019	District Office, Principal, Reading Specialist		5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000
Provide support to teachers and administrators in the area of curriculum and instruction, special programs, and assessment to improve the academic achievement of EL students.	July 2018 - June 2019	District Office, Principal, Reading Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Full Day Kindergarten Classes	November 2018 - June 2019	District Office, Principal, K teachers				
Have a structured 3 Tiered RtI program in place. Student assessment data will be reviewed on a regular basis, students will be targeted for intervention and progress monitoring will determine the success of the program.	July 2018 - June 2019	District Office, Principal, Reading Specialist, SST and IEP team				
The district will continue to provide professional development on the Bridges Math curriculum for year 3 of the adoption.	July 2018 - June 2019	District Office, Principal		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
The district will provide professional development for the newly adopted ELA program which will be ongoing for every year of the adoption.	July 2018 - June 2019	District Office, Principal		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Atmosphere and Communication</b>
<b>SCHOOL GOAL #2:</b>
. Improve the atmosphere in our schools, and the communication between home & school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing translation services in Spanish to parents orally and written.	July 2018- June 2019	District Office, Principal		2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	45,000
Provide training, materials, childcare and light snacks for parent involvement in school committees.	July 2018- June 2019	Principal		4000-4999: Books And Supplies	LCFF - Supplemental	2,500
Compliance laws are met as parents are notified of student's EL Status and test results.	July 2018- June 2019	Principal, counselor				
Monitor and improve student attendance, discipline, and the independent studies program.	July 2018- June 2019	Principal, Attendance Clerks, teachers				
A parent engagement program that supports parents and encourages their involvement in the schools and assisting their children at home. <ul style="list-style-type: none"> <li>-Back to School Parent Orientation</li> <li>-Parent Education Nights</li> </ul>	July 2018- June 2019	All Personnel				
Clerical Support to provide the schools with district support.	July 2018- June 2019	Principal, Clerical staff				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Technology and Facilities</b>
<b>SCHOOL GOAL #3:</b>
Improved access to, and use of, instructional technology and modern facilities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Chromebooks will be purchased by the district and provided to the sites for support in the implementation of one to one technology.	July 2018 - June 2019	District Office, IT Department		4000-4999: Books And Supplies	General Fund	40,000
The district will replace carpet for facilities.	July 2018 - June 2019	District Office and Maintenance Department		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,000
The district will provide funds to replace needed office/classroom furniture.	July 2018 - June 2019	District Office and Principal		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	13,000

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	25,000.00
General Fund	2,000.00
LCFF	19,000.00
LCFF - Base	108,500.00
Title I Part A: Allocation	14,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	106,000.00
Goal 2	3,750.00
Goal 3	59,000.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jesse Rodriguez	X				
Socorro Vargas		X			
Rana Brent				X	
Maribel Hughes				X	
Maria Medina				X	
Rosemary Hicks			X		
Heather Hamilton		X			
Trish Haugh		X			
Carmen Valdez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>0</b>

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

*Maria L. Medina*

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5-14-18.

Attested:

Jesse Rodriguez

Typed Name of School Principal

*Jesse Rodriguez*

Signature of School Principal

5-14-18

Date

Maribel Hughes

Typed Name of SSC Chairperson

*Maribel Hughes*

Signature of SSC Chairperson

5/14/18

Date