The Single Plan for Student Achievement

School: James M. Burchfield Primary School

CDS Code: 06-61598-6003495

District: Colusa Unified School District

Principal: Clair Toth

Revision Date: 10-25-16

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.

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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 452 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: 73.5% Hispanic, 20% White, and 6.5% Other.

Burchfield Primary School staff is composed of one principal, twenty-two full time 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 counselor, a part-time nurse, eleven 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 counseling groups, 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. Kindergarten students attend school 212 minutes a day through November 2016 and 289 minutes for the remainder of the 2016-2017 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 is 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.

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), the Smarter Balanced Assessment Consortium (SBAC), the Academic Performance Index (API), the Adequate Yearly Progress (AYP) 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, 2013, indicates the students at Burchfield Primary School did not meet the AYP in both ELA and Math. Hispanic Subgroups did not meet AYP targets for Math and ELA. The data indicates the need for all students to increase proficiency to meet Safe Harbor for AYP: School-wide in Math and ELA. For English Language Learners, AMAO I and II were not met for 2013-14. The results for AMAO III are pending.

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 six 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 schoolwide 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 CCSS, ELD, Math, Reading, and Writing throughout the 2016-17 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, STAR/API 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
*Counseling services
*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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	128	104	126	104	125	99.0	98.4
All Grades	105	128	104	126	104	125	99.0	98.4

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2387.7	2389.2	11	8	21	23	24	26	44	43
All Grades	N/A	N/A	11	8	21	23	24	26	44	43

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	10	50	38	38	51
All Grades	12	10	50	38	38	51

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	10	50	50	39	40
All Grades	9	10	50	50	39	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	6	60	70	33	24
All Grades	7	6	60	70	33	24

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	13	54	53	32	34
All Grades	13	13	54	53	32	34

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	105	128	104	126	104	126	99.0	98.4
All Grades	105	128	104	126	104	126	99.0	98.4

* 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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2399.8	2407.8	9	12	28	33	26	21	38	35
All Grades	N/A	N/A	9	12	28	33	26	21	38	35

Concepts & Procedures Applying mathematical concepts and procedures					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	21	25	39	32	38	44
All Grades	21	25	39	32	38	44

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	11	17	50	46	38	37
All Grades	11	17	50	46	38	37

Communicating Reasoning Demonstrating ability to support mathematical conclusions					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	18	17	50	57	31	26
All Grades	18	17	50	57	31	26

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 | | |
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				15	18	38	31	27	13	23	27	25	31	27	25
1	11	6	4	41	36	39	33	37	43	11	14	14	4	7	
2			2	20	32	29	47	50	35	18	10	29	16	8	5
3		2	2	6	18	10	55	45	46	32	18	34	6	16	7
Total	4	3	2	24	29	28	42	42	40	19	15	25	11	11	5

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				6	6	8	27	28	19	29	25	34	38	41	40
1	10	7	4	39	36	39	33	36	42	13	13	14	5	9	2
2			1	20	30	28	47	49	36	18	9	26	16	11	9
3		2	2	9	20	9	53	46	42	31	17	36	6	15	11
Total	3	2	2	19	23	20	37	38	33	23	17	27	19	20	18

Conclusions based on this data:

1. 23% are Advance and Early Advanced

2. 37% are Intermediate

3. 42% are Early Intermediate and Beginning

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	149	175	167
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	149	175	167
Number Met	81	95	86
Percent Met	54.4%	54.3%	51.5%
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	220	0	240	0	247	0
Number Met	39	--	49	--	43	--
Percent Met	17.7%	--	20.4%	--	17.4%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**No**	**--**	**No**	**--**	**No**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. AMAO I: There was a 2.5% growth from 2012-13 to 2013-14 from meeting the NCLB Target. The gap is slowly closing.

2. AMAO II: For students in less than 5 years of instruction, the percentage of students Attaining English Proficiency is in the 20th percentile.

3. AMAO III: Not met due to English Learners not increasing their yearly progress in the percentage in the categories of Proficient or Above.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	319	371	378
Percent with Prior Year Data	100.0		100
Number in Cohort	319	371	378
Number Met	158	203	177
Percent Met	49.5	54.7	46.8
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	267	126	280	166	287	181
Number Met	45	43	61	53	52	59
Percent Met	16.9	34.1	21.8	31.9	18.1	32.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Conclusions based on this data:

1. AMAO I: There was a 3.5% decline from 2012-13 to 2013-14 from meeting the NCLB Target. The gap is slowly growing.

2. AMAO II: For students in less than 5 years of instruction, the percentage of students Attaining English Proficiency is in the 23th percentile. There was a 3.9% increase from 2012-13 to 2013-14 in narrowing the gap.   For students in more than 5 years of instruction, the percentage of students Attaining English Proficiency is in the 39th percentile. There was a 6% decrease from 2012-13 to 2013-14. The gap is growing and placing these students at risk of becoming Long Term English Learners.

3. AMAO III: Met for the 2012-13 and 2013-14 school years.

Planned Improvements in Student Performance

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School Goal #1

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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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: ELA/Math - Pupil Outcomes
LEA GOAL:
All CUSD instructional materials will be aligned to Common Core State Standards All students proficient or above, at grade level, or on trajectory to become proficient within 3 years.
SCHOOL GOAL #1:
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.
Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) Common Formative Assessments CELDT Data Classroom Walk-Through Monitoring Lesson Plans Writing Prompts
Findings from the Analysis of this Data:
Overall School Wide AYP and API growth from previous year not met in Language Arts. AYP was not met in Mathematics for the following subgroups: Hispanic, English Learners, and Socioeconomically Disadvantaged, and "All Students"
How the School will Evaluate the Progress of this Goal:
California Assessment of Student Performance and Progress (CAASPP) and Local Assessments Benchmark 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
Alignment of instruction to Common Core State Standards: • -Detailed Pacing Guide • - Language Arts and Math grade level teams • - Weekly collaboration opportunities • - Full implementation of CA Treasures/ Bridges Math Curriculum • -Detailed Pacing Guide • - Alignment of CCSS to curriculum • - Professional Development to align the CCSS to Treasures/Bridges Math Curriculum • -PLC Grade Level Groups	August 2016-June 2017	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
Assessment: • -Students will be monitored bi-weekly by their classroom teacher on progress toward benchmark goals in ELA • -End of unit assessments for ELA and Math • - ELA Intervention groups • - Differentiated instruction ELA/Math • - Flexible grouping	August 2016-June 2017	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
Improvement of instructional strategies and materials: • - 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 Treasures/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 • -Grade level lesson studies • - Targeted intervention program • -Conduct SST before retentions take place	August 2016-June 2017	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
Extended learning time: • - Before and after school target tutoring • -Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2017 • - Summer School • - After School Education & Safety Program	August 2016-June 2017 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased educational opportunity: • - ELD/ELA targeted intervention program for all CELDT levels and targeted intervention/enrichment during UA time	August 2016-June 2017	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 • -Differentiated enrichment instruction for ELA and math in the classroom • -Differentiated targeted instruction during our UA pull out time	August 2016-2017	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: • - Site committees • -Common Core aligned 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 • -Practices of Quality Professional Learning Standards • - Love and Logic Training • -Staff collegiality	August 2016-June 2017	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) • - ELAC, DELAC, SSC	August 2016-June 2017	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) • - 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	August 2016-June 2017	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: • -Teachers will have necessary materials and supplies	August 2016-June 2017	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	100,000
Reprographics: • -Contract with District Reprographics --Students will be provided copies of instructional material to support learning	August 2016-June 2017	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: • - Purchase Technology Equipment to support student learning in all grade levels. • -Purchase computer literacy program	August 2016-June 2017	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	25,000

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Development-Pupil Outcomes
LEA GOAL:
ELL Students re- classified as FEP by year 4 in the district. All CUSD instructional materials will be aligned to Common Core State Standards.
SCHOOL GOAL #2:
Increase in student use of academic language as measured by students moving one proficiency level per year and ongoing academic improvement on ELD benchmark assessments.
Data Used to Form this Goal:
California English Language Development Test (CELDT), California Assessment of Student Performance and Progress (CAASPP)
Findings from the Analysis of this Data:
There is a high percentage of English Learners in our school. We have not met The AMAO for the last four years.
How the School will Evaluate the Progress of this Goal:
CELDT, CAASPP, and ELD Local Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with English Language Development Common Core State Standards: • - Detailed ELD Pacing Guide • -ELD standards utilized by teachers during designated and integrated ELD instruction. • -Implement Integrated and Designated ELD time • -ELD Professional development for teachers and Paraprofessionals provided by the district	August 2016 - June 2017	Teachers, Reading Specialist, Principal, Paraprofessionals	Teachers will increase their knowledge and implement the ELD standards into all curriculum . The ELD standards act as a starting point for identifying language that English Learners must develop to successfully access and negotiate the content in and beyond the classroom.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5,000
Improvement of instructional strategies and materials: • -ELD classroom instruction • - Targeted intervention program • - ELD staff development • - Implementation of school wide learning goals/strategies (use of complete sentences, think/pair/share, and random calling) • -Use of active participation strategies • -Student engagement for lesson delivery • -Implementation of ELD Benchmark assessments to measure EL growth • -Implementation of SST before retention is considered	August 2016- June 2017	Teachers, Reading Specialist, Principal, Paraprofessionals	Teachers will implement differentiated instruction with specific strategies for ELs to ensure equal access to important academic content.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended learning time: • - Before and after school targeted instruction • - Summer School with a focus on vocabulary development	August 2016 - June 2017	Teachers, Reading Specialist, Principal, Paraprofessional	Teachers can volunteer to provide before or after school targeted tutoring for EL students who are at risk of not acquiring sufficient English proficiency to access the academic content.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	50,000
Staff development and professional collaboration: • - ELD staff development • -Staff development alignment of ELD CCSS to curriculum • - ELD program discussed at collaboration • - EL plan and staff development on lesson delivery • - CA Treasures English language development curriculum	August 2016-June 2017	Teachers, Reading Specialist, Principal, Paraprofessional	Teachers will meet in their collaboration meetings to analyze EL data, ELD standards and instruction, and targeted instruction.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000
Involvement of staff, parents and community: • - English Lerner Advisory Council (ELAC) • -ELAC representative to School Site Council (SSC) • -ELAC representative to DELAC • -Informal parent gatherings-Coffee with the Principla • -Parent Night trainings for ELA/Math	August 2016 - June 2017	Principal, teachers, parents	ELAC is a state mandated requirement for schools with 21 or more English Learners enrolled. Meetings are held based on state requirements for English Learners. Childcare and snacks for meetings will be provided.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program implementation and results: • - ELD Detailed Pacing Guide • -Principal will monitor ELD program progress and ELD implementation • -ELD assessments • -Alignment of ELD CCSS to instruction • -Students will be monitored bi-weekly by their classroom teacher on progress toward benchmark goals • - Intervention groups • - Differentiated instruction • - Flexible grouping	August 2016- June 2017	Teachers, Reading Specialist, Principal, Paraprofessional	Teachers will assess EL academic growth in core subjects as well as ELD. The ELD standards will be integrated into the regular classroom as well as during the designated ELD time. Assessments will be analyzed and instruction modified based on the assessment results.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000

Planned Improvements in Student Performance

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Conditions for Learning
LEA GOAL:
Maintain or increase the positive perceptions of Students, Parents, Staff and the Community about the atmosphere in our schools.
SCHOOL GOAL #3:
Burchfield Primary School will educate students in a learning environment that is sate, drug-free, and conducive to learning for all.
Data Used to Form this Goal:
District Surveys SSC Meeting Minutes ELAC Meeting Minutes
Findings from the Analysis of this Data:
Burchfield Primary School provides the community with a safe, nurturing learning environment for students, staff, and parents.
How the School will Evaluate the Progress of this Goal:
District Surveys SSC Meeting Minutes ELAC Meeting Minutes Student Discipline Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase School Climate: • -Decrease Pupil suspension rates • - Parent surveys on the sense of student achievement, safety, and school connectedness • -School Nurse Support	August 2016-June 2017	All Personnel	Teach students the core values of Burfield Primary School and the Peace Builders Pledge. Maintain open communication between home/school.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Physical: • -School/District Safety Plan: clearly communicated rules • - Safety Committee	August 2016-June 2017	All Personnel	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety			
Social — Emotional: • - Peace Builders • -Recognition Assemblies • -Incentives for positive behavior • -Rules and norms clearly communicated • -Clear and consistent response for violations; • -Timely responses to verbal and emotional bullying; • - Conflict resolution taught in school • -Love and Logic • -ASES Program	August 2016-June 2017	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	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	August 2016-June 2017	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.			
Environmental Adequacy: • -Cleanliness and order of facilities; --Adequate space, materials, and time.	August 2016-June 2017	Maintenance Personnel	Students spend a large amount of their time in school and a clean and orderly atmosphere encourages students to want to be in school.			
Provide General First Aide for students	August 2016-June 2017	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 • -ELAC • -DELAC • -SSC • -Parent Club • -Parent Evenings for: ELA, math, HW information • -Parent trainings with Love and Logic	August 2016-June 2017	Teachers, Principal, counselor, nurse, parents	Will provide learning opportunities for parents in a variety of areas	1000-1999: Certificated Personnel Salaries		

Planned Improvements in Student Performance

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Engagement
LEA GOAL:
Parents involved in CUSD schools as much as they are able and willing.
SCHOOL GOAL #4:
Parental involvement is associated with higher student achievement outcomes. Improve the engagement of the entire school community including the levels of parent involvement and student engagement.
Data Used to Form this Goal:
District Satisfaction Surveys Walk- Throughs SSC Meeting Minutes ELAC Meeting Minutes
Findings from the Analysis of this Data:
There is a need to increase parent involvement.
How the School will Evaluate the Progress of this Goal:
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
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	August 2016 - June 2017	Teachers, Reading Specialist, Principal, Classified Personnel	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 • -Love and Logic for Parents • -Volunteers • -Flexible Meetings • -Child Care for Meetings • -Principal Home Visits • -Interpreters • -Information sent in home language	August 2016- June 2017	All Personnel	Hold monthly meetings for SSC, ELAC, and Parent Club to inform parents on student achievement, funding, and general school business.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Events: • -Back to School Night • -Halloween Parade • -December Kindergarten Performance • -January First Grade Performance • -Spring Performance • -Family Nights • -Fall and spring Book Fairs • -Jog-a-Thon • -Civic Assembly • -Recognition Assemblies • -Open House	August 2016 - June 2017	All Personnel	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 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF - Base	500
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 • -Love and Logic Parenting Sessions	August 2016 - June 2017	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		

Planned Improvements in Student Performance

School Goal #5

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts/Mathematics - Pupil Outcomes
SCHOOL GOAL #1:
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 2016 - June 2017	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 2016 - June 2017	District Office and School Principal		4000-4999: Books And Supplies	LCFF - Base	2,000
Data Management System - Illuminate	July 2016- June 2017	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 2016 - June 2017	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 2016 to June 2017	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 2016 - June 2017	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 2016 - June 2017	District Office, Principal, Reading Specialist, SST and IEP team				
The district will continue to provide professional development on the Bridges Math curriculum for year two of the adoption.	July 2016 - June 2017	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 2016-June 2017	District Office, Principal		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development - Pupil Outcomes
SCHOOL GOAL #2:
Increase in student use of academic language as measured by students moving on proficiency level per year and ELD benchmark assessments.

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 curriculum and instruction, special programs, and assessment to improve the academic achievement of EL students.	July 2016- June 2017	District Office, Reading Specialist, Principal		1000-1999: Certificated Personnel Salaries	General Fund	100,000
Document Tracking Systems is utilized district-wide by site and district administration to create, organize, and post the SPSA, Safety Plan, SARC, and LC	July 2016- June 2017	District Office and School Principal		4000-4999: Books And Supplies	LCFF - Base	2,000
Data Management System - Illuminate to provide assessment reports, benchmarks and report cards. Ongoing PD on Illuminate	July 2016- June 2017	District Office, School Principal, Teachers, Reading Specialist		4000-4999: Books And Supplies	Title I Part A: Allocation	2,500
Reading Specialist responsible for assessment coordination, curriculum support, coaching, and facilitating PLCs and the RtI Process.	July 2016- June 2017	Reading Specialist				
Structured 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 2016- June 2017	Principal, Reading Specialist				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Conditions of Learning
SCHOOL GOAL #3:
Burchfield Primary School will educate students in a learning environment that is safe, drug-free, and conducive to learning for all.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Common Core curriculum will be purchased by the district and provided to the sites for support in the implementation of the Common Core State Standards.	July 2016 - June 2017	District Office		4000-4999: Books And Supplies	General Fund	100,000
The district will provide ongoing professional development for the Bridges math curriculum and ELA program to be adopted January 2017..	July 2016 - June 2017	District Office and Reading Specialist		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
The district will provide staff development to school personnel to assist with the implementation of the common core state standards.	July 2016 - June 2017	District Office and Reading Specialist		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engagement
SCHOOL GOAL #4:
Parental involvement is associated with higher student achievement outcomes. Improve the engagement of the entire school community including the levels of parent involvement and student engagement.

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 2016- June 2017	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 2016- June 2017	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 2016- June 2017	Principal, counselor				
Monitor and improve student attendance, discipline, and the independent studies program.	July 2016- June 2017	Principal, Attendance Clerks, teachers				
A parent engagement program that supports parents and encourages their involvement in the schools and assisting their children at home. • -Informal coffee get togethers • -Parent Education Nights • -Love and Logic Parenting Sessions	July 2016- June 2017	All Personnel				
Clerical Support to provide the schools with district support.	July 2016- June 2017	Principal, Clerical staff				

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	36,000.00
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	109,340.00
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 - Base	132,500.00
LCFF - Supplemental	250.00
Title I Part A: Allocation	84,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	86,750.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	132,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	25,000.00
1000-1999: Certificated Personnel Salaries	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	500.00
4000-4999: Books And Supplies	LCFF - Base	132,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	84,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	171,000.00
Goal 2	70,250.00
Goal 3	1,000.00
Goal 4	1,500.00

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
Clair Toth	X				
Ellen Cenami		X			
Krystyna Cobb				X	
Maribel Hughes				X	
Maria Medina				X	
Rosemary Hicks			X		
Heather Hamilton		X			
Kate Ballesteros				X	
Trish Haugh		X			
Carmen Valdez				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	**0**

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)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

                                                  Signature

  X   English Learner Advisory Committee

                                                  Signature

          Special Education Advisory Committee

                                                  Signature

          Gifted and Talented Education Program Advisory Committee

                                                  Signature

          District/School Liaison Team for schools in Program Improvement

                                                  Signature

          Compensatory Education Advisory Committee

                                                  Signature

          Departmental Advisory Committee (secondary)

                                                  Signature

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

                                                  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 10-3-16.

Attested:

Clair Toth
        Typed Name of School Principal   Signature of School Principal   Date

Krystyna Cobb
        Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date