

# The Single Plan for Student Achievement

**School:** James M. Burchfield Primary School  
**CDS Code:** 06-61598-6003495  
**District:** Colusa Unified School District  
**Principal:** Maria Arvizu-Espinoza  
**Revision Date:** 2/18/2015

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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## 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 working as a team offer the best opportunity for success. We are dedicated to helping our students achieve academic excellence, learn respect for themselves and 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 479 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-three full time classroom teachers, 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, six 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, an Ag Extension nutrition program, "reading buddies," a Student Study Team, 5-way intervention meetings, a school wide intervention program, after school tutoring, Primary Intervention Program, Healthy Play and Second Step programs, Kinder Camp, PeaceBuilders, 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 2014 and 289 minutes for the remainder of the 2014-2015 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 2014 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 on an ELD curriculum with reading support for students from the Reading Specialist including purchasing a common math curriculum for all grade levels. Many staff members indicated that there was not sufficient time for professional collaboration. There was a 50% agreement that parent contact takes place weekly if not daily.

### 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 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 throughout the 2014-2015 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)

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 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 implemented for students in the subjects of language arts, reading and math. Instruction is regularly monitored for alignment with the standards. State Approved supplemental materials for Math, ELA, and Science will be implemented by teachers. 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. Teacher will also provide differentiated instruction during the day for all students, integrated ELD, and as much as possible, provide small group interventions within the classroom.

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 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
- \*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 consultant in integrating common, 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 school communications
- \*After-School program for grades 1st - 3rd
- \*Colusa County Library
- \*After School Tutoring
- \*Counseling services
- \* 2nd Step and PIP programs
- \*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 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 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 60 students entering kindergarten. This number has been consistent for the last two 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 2014, 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 2014 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 STAR test in three years. 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

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	209	196		52	45		1	2		2	3	
<b>Growth API</b>	735	728		861	877							
<b>Base API</b>	738	735		869	862							
<b>Target</b>	5	5										
<b>Growth</b>	-3	-7										
<b>Met Target</b>	No	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	144	140		106	106		163	155		32	37	
<b>Growth API</b>	687	677		656	652		698	684		481	461	
<b>Base API</b>	697	687		674	656		702	698		456	482	
<b>Target</b>	5	6		6	7		5	5				
<b>Growth</b>	-10	-10		-18	-4		-4	-14				
<b>Met Target</b>	No	No		No	No		No	No				

#### Conclusions based on this data:

1. Due to the new direction for state assessments, the data for 2014 is currently not available.
2. Data from the last two years has shown negative growth in the "All Students" category. The API has not been met. The Growth API has increase by 16 points in the "White" students.
3. Hispanic, English Learner, Socioeconomically Disadvantaged did not meet API. The Students with Disabilities subgroup was too small to measure.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	95	99		95	98		100	100		100	100	
Number At or Above Proficient	87	78		32	29		--			--		
Percent At or Above Proficient	43.7	39.8		62.7	64.4		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	94	99		94	99		94	98		82	95	
Number At or Above Proficient	50	44		29	28		58	48		4	1	
Percent At or Above Proficient	37.0	31.4		29.3	26.4		37.9	31.0		15.4	2.7	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

#### Conclusions based on this data:

1. Due to the new direction for state assessments, the data for 2014 is currently not available.
2. Data from the last two years has shown negative growth in the Percent At or Above Proficient in the "All Students" category including the Hispanic, English Learner, Socioeconomically Disadvantaged, and Special Education subgroups.
3. The Proficient At or Above Proficient has declined in the last two years in this order: Special Education -12.7%, Socioeconomically Disadvantaged -6.9%, Hispanic -5.6%, English Learners -2.9%, White -3.9%

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		97	98		100	100		100	100	
Number At or Above Proficient	105	116		42	37		--			--		
Percent At or Above Proficient	50.2	59.2		80.8	82.2		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	98	
Number At or Above Proficient	57	73		37	49		70	81		7	9	
Percent At or Above Proficient	39.6	52.1		34.9	46.2		42.9	52.3		21.9	24.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

#### Conclusions based on this data:

1. Due to the new direction for state assessments, the data for 2014 is currently not available.
2. Data from the last two years has shown growth in the Percent At or Above Proficient in the "All Students" category including the Hispanic, English Learner, Socioeconomically Disadvantaged subgroups, and Special Education groups. However, the AYP was only met for the "white" students.
3. The Proficient At or Above Proficient has increased in the last two years in this order: Special Education 2.4%, Socioeconomically Disadvantaged 9.4%, Hispanic 12.5%, English Learners 11.3%, White 1.4%

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			2	15	4	31	3	23	4	31	13
<b>1</b>	6	11	22	41	18	33	6	11	2	4	54
<b>2</b>			10	20	24	47	9	18	8	16	51
<b>3</b>			2	6	17	55	10	32	2	6	31
<b>Total</b>	6	4	36	24	63	42	28	19	16	11	149

#### 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	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			5	6	22	27	24	29	31	38	82
<b>1</b>	6	10	24	39	20	33	8	13	3	5	61
<b>2</b>			10	20	24	47	9	18	8	16	51
<b>3</b>			3	9	17	53	10	31	2	6	32
<b>Total</b>	6	3	42	19	83	37	51	23	44	19	226

#### 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		
	2011-12	2012-13	2013-14
Number of Annual Testers		133	149
Percent with Prior Year Data		100.0%	100.0%
Number in Cohort		133	149
Number Met		67	81
Percent Met		50.4%	54.4%
NCLB Target	56.0	57.5	59.0
Met Target		No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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			209	1	220	0
Number Met			21	--	39	--
Percent Met			10.0%	--	17.7%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			No	*	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	No	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

#### 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		
	2011-12	2012-13	2013-14
Number of Annual Testers	325	307	319
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	324	307	319
Number Met	186	158	158
Percent Met	57.4	51.5	49.5
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	230	166	242	147	267	126
Number Met	36	66	28	56	45	43
Percent Met	15.7	39.8	11.6	38.1	16.9	34.1
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>

#### 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

### 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 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:

<b>SUBJECT: ELA/Math - Pupil Outcomes</b>
<b>LEA GOAL:</b>
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.
<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.
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) Common Formative Assessments CELDT Data Classroom Walk-Through Monitoring Lesson Plans Writing Prompts
<b>Findings from the Analysis of this Data:</b>
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"
<b>How the School will Evaluate the Progress of this Goal:</b>
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
<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 Treasures/ Math Curriculum</li> <li>-Detailed Pacing Guide</li> <li>- Alignment of CCSS to curriculum</li> <li>- Professional Development to align the CCSS to Treasures/Math Curriculum</li> <li>-PLC Grade Level Groups</li> </ul>	August 2015-May 2016	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 Math</li> <li>- ELA Intervention groups</li> <li>- Differentiated instruction ELA/Math</li> <li>- Flexible grouping</li> </ul>	August 2015-May 2016	Teachers, Reading Specialist, Principal, Paraprofessionals	Teachers will provide instruction and assess student performance to monitor instruction and student growth.			

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 AR Reading 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 Treasures/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>-Grade level lesson studies</li> <li>- Targeted intervention program</li> <li>-Conduct SST before retentions take place</li> </ul>	August 2015-May 2016	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
<p>Extended learning time:</p> <ul style="list-style-type: none"> <li>- Before and after school target tutoring</li> <li>-Extend kindergarten day from 210 to 295 minutes for 2013</li> <li>- Summer School</li> <li>- After School Education &amp; Safety Program</li> </ul>	August 2015-May 2016 Before & After school Summer	Teachers, Reading Specialist, Principal, Paraprofessional, ASES Coordinator, ASES Paraprofessionals	Teachers can volunteer to provide after school intervention for students who are not meeting the benchmarks.  ASES Personnel provide homework support to students.	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: <ul style="list-style-type: none"> <li>- ELA targeted intervention program</li> </ul>	September 2015-May 2016	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.			
GATE (testing done in the winter, program conducted in spring)	Testing-Winter 2016 Program-Spring 2016	Teacher, Principal	Provide educational opportunities to high-achieving students.	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
Professional development and collaboration: <ul style="list-style-type: none"> <li>- Site committees</li> <li>-Common Core aligned 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 training</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> </ul>	August 2015-May 2016	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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>	September 2015-May 2016	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.			
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> </ul>	Sept 2015/April 2016 August 2015 May 2016	Teachers, Reading Specialist, Principal, Paraprofessionals, Librarian, Summer Administrator, Middle School personnel	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	LCFF - Supplemental	50,000
Supplies: <ul style="list-style-type: none"> <li>-Teachers will have necessary materials and supplies</li> </ul>	August 2015-May 2016	Principal	Principal will provide students and teachers with adequate instructional materials throughout the academic school year.	4000-4999: Books And Supplies	LCFF - Base	100,000
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 2015-May 2016	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology: <ul style="list-style-type: none"> <li>- Purchase Equipment</li> </ul>	August 2015-May 2016	Principal	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:

<b>SUBJECT: English Language Development-Pupil Outcomes</b>
<b>LEA GOAL:</b>
ELL Students re- classified as FEP by year 4 in the district. All CUSD instructional materials will be aligned to Common Core State Standards.
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
California English Language Development Test (CELDT), California Assessment of Student Performance and Progress (CAASPP)
<b>Findings from the Analysis of this Data:</b>
There is a high percentage of English Learners in our school. We have not met The AMAO for the last three years.
<b>How the School will Evaluate the Progress of this Goal:</b>
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
<p>Alignment of instruction with English Language Development Common Core State Standards:</p> <ul style="list-style-type: none"> <li>- Detailed ELD Pacing Guide</li> <li>-ELD standards utilized by teachers during designated and integrated ELD instruction.</li> <li>-Implement Integrated and Designated ELD time</li> </ul>	August 2015 - May 2016	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	Title I Part A: Allocation	5,000
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> <li>-ELD classroom instruction</li> <li>- Targeted intervention program</li> <li>- ELD staff development</li> <li>- Implementation of school wide learning goals/strategies (use of complete sentences, think/pair/share, and random calling)</li> <li>-Implementation of ELD Benchmark assessments to measure EL growth</li> <li>-Implementation of SST before retention is considered</li> </ul>	August 2015 - May 2016	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	Title I Part A: Allocation	5,000
<p>Extended learning time:</p> <ul style="list-style-type: none"> <li>- Before and after school targeted instruction</li> <li>- Summer School with a focus on vocabulary development</li> </ul>	August 2015 - May 2016	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> <li>- ELD staff development</li> <li>-Staff development alignment of ELD CCSS to curriculum</li> <li>- ELD program discussed at collaboration</li> <li>- EL plan and staff development on lesson delivery</li> <li>- CA Treasures English language development curriculum</li> </ul>	August 2014-May 2015	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
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> <li>- English Lerner Advisory Council (ELAC)</li> <li>-ELAC representative to School Site Council (SSC)</li> <li>-ELAC representative to DELAC</li> </ul>	September 2015 - May 2016	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.	4000-4999: Books And Supplies	LCFF - Supplemental	250
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> <li>- ELD Detailed Pacing Guide</li> <li>-Principal will monitor ELD program progress and ELD implementation</li> <li>-ELD assessments</li> <li>-Alignment of ELD CCSS to instruction</li> <li>-Students will be monitored bi-weekly by their classroom teacher on progress toward benchmark goals</li> <li>- Intervention groups</li> <li>- Differentiated instruction</li> <li>- Flexible grouping</li> </ul>	August 2014 - May 2015	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

### 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 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:

<b>SUBJECT: Conditions for Learning</b>
<b>LEA GOAL:</b>
Maintain or increase the positive perceptions of Students, Parents, Staff and the Community about the atmosphere in our schools.
<b>SCHOOL GOAL #3:</b>
Burchfield Primary School will educate students in a learning environment that is safe, drug-free, and conducive to learning for all.
<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 provides the community with a safe, nurturing learning environment for students, staff, and parents.
<b>How the School will Evaluate the Progress of this Goal:</b>
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: <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 2015-May 2016	All Personnel	Teach students the core values of Burchfield 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: <ul style="list-style-type: none"> <li>-School/District Safety Plan: clearly communicated rules</li> <li>- Safety Committee</li> </ul>	August 2015-May 2016	All Personnel	Practice safety drills on an ongoing basis to ensure student/personnel safety			
Social — Emotional: <ul style="list-style-type: none"> <li>- Peace Builders</li> <li>-Recognition Assemblies</li> <li>-Incentives for positive behavior</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>-ASES Program</li> </ul>	August 2015-May 2016	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: <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 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 2015-May 2016	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: <ul style="list-style-type: none"> <li>-Cleanliness and order of facilities; --Adequate space, materials, and time.</li> </ul>	August 2015-May 2016	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 2015-May 2016	Principal and Secretaries	Office staff 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

## Planned Improvements in Student Performance

### School Goal #4

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:

<b>SUBJECT: Engagement</b>
<b>LEA GOAL:</b>
Parents involved in CUSD schools as much as they are able and willing.
<b>SCHOOL GOAL #4:</b>
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.
<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>
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

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 2015 - May 2016	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: <ul style="list-style-type: none"> <li>-Efforts to seek parent input in decision making</li> <li>-Retention of Students via SST</li> <li>-Promotion of parent participation in programs for unduplicated pupils and special need subgroups</li> <li>-School Site Council</li> <li>-English Learner Advisory Council</li> <li>-Parent Club</li> <li>-Volunteers</li> <li>-Flexible Meetings</li> <li>-Child Care for Meetings</li> <li>-Principal Home Visits</li> <li>-Interpreters</li> <li>-Information sent in home language</li> </ul>	August 2015 - May 2016	All Personnel	Hold monthly meetings for SSC, ELAC, and Parent Club to inform parents on student achievement, funding, and general school business.			
Community Events: <ul style="list-style-type: none"> <li>-Back to School</li> <li>-Spring Performance</li> <li>-Family Nights</li> <li>-Book Fair</li> <li>-Puppet Show</li> <li>-Jog-a-Thon</li> <li>-Civic Assembly</li> <li>-Recognition Assemblies</li> </ul>	August 2015 - May 2016	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.	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
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> </ul>	August 2015 - May 2016					



## 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:

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

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

<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 2015 - June 2016	District Office, Reading Specialist		1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	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 LCAP.	July 2015 - June 2016	District Office and School Principal		4000-4999: Books And Supplies	LCFF - Base	2,000
Data Management System - Illuminate pending district approval	July 2015 - June 2016	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 on hold per the district superintendent	July 2015 - June 2016	District Office, Principal, Reading Specialist		5000-5999: Services And Other Operating Expenditures	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
Provide support to teachers and administrators in the area of curriculum and instruction and special programs and assessment to improve the academic achievement of EL students.	July 1, 2015 to June 30, 2016	District Office, Reading Specialist				
Full Day Kindergarten Classes	November 2015 - May 2016	District Office, Principal				
Have a 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 2015 - June 2016	District Office, Principal, Reading Specialist				
The district will provide professional development on the newly adopted Math curriculum.	July 2015 - June 2016	District Office, Principal		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5.000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development - Pupil Outcomes</b>
<b>SCHOOL GOAL #2:</b>
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 and special programs and assessment to improve the academic achievement of EL students.	July 2015- June 2016	District Office, Reading Specialist		1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	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 2015- June 2016	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. Pending district approval	July 2015- June 2016	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 and coaching and facilitating PLCs and the RtI Process.	July 2015- June 2016	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 2015- June 2016	Principal, Reading Specialist				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Conditions of Learning</b>
<b>SCHOOL GOAL #3:</b>
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 2015 - June 2016	District Office		4000-4999: Books And Supplies	LCFF - Supplemental	100,000
The district will provide professional development on the newly adopted math curriculum.	July 2015 - June 2016	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 2015 - June 2016	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engagement</b>
<b>SCHOOL GOAL #4:</b>
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 translation services in Spanish to parents.	July 2015- June 2016	District Office, Principal		2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	45,000
Provide training, materials, childcare and food for parent involvement in school committees.	July 2015- June 2016	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 2015- June 2016	Principal				
Monitor and improve student attendance, discipline and the independent studies program.	July 2015- June 2016	Principal, Attendance Clerks				
A parent engagement program that supports parents and encourages their involvement in the schools and assisting their children at home.	July 2015- June 2016	All Personnel				
Clerical Support to provide the schools with district support.	July 2015- June 2016	Principal, Clerical				

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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	59,340.00
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
LCFF - Base	133,500.00
LCFF - Supplemental	50,250.00
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	135,000.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	132,750.00

## 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	LCFF - Base	1,000.00
4000-4999: Books And Supplies	LCFF - Base	132,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
4000-4999: Books And Supplies	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**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	220,000.00
<b>Goal 2</b>	70,250.00
<b>Goal 3</b>	1,000.00
<b>Goal 4</b>	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
Mria Arvizu-Espinoza	X				
Tiffany Bailey		X			
Liz Berry				X	
Cindy Cerney				X	
Jennifer Hardwick				X	
Rosemary Hicks			X		
Jim Imhoff		X			
Shelly Kittle				X	
Cristina Rodriguez-Dully		X			
Tiffany Sines				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</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

\_\_\_\_\_

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 .

Attested:

Maria Arvizu-Espinoza

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