

The Single Plan for Student Achievement

James M. Burchfield Primary School

School Name

06-61598-6003495

CDS Code

Date of this revision: 2/12/2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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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Colusa Unified School District

School District

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The District Governing Board approved this revision of the School Plan on February 12, 2013.

II. School Vision and Mission

In conjunction with our district mission statement of "Developing Effective Citizens," 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.

III. 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 kindergarten through third grade school. Burchfield Primary School is the only public elementary school in the town. There are 434 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: 71.4% Hispanic and 21% White.

Burchfield Primary School staff is composed of one principal, twenty full time classroom teachers, a reading specialist, a part-time music teacher, one and 1/2 special education teachers, a speech therapist, a school psychologist, a part-time counselor, four paraeducators, one bilingual paraeducator, one administrative assistant, an attendance clerk, and a 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, before school literacy groups, a Spanish Library opened before and after school, PIP, 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. Similar language level classroom teachers also meet on a regular basis for support and strategies. Students are released early on Wednesday for school wide collaboration and staff development. Kindergarten students attend school 210 minutes a day through December 2012 and 295 minutes for the remainder of the 2012-2013 school year and first through third grade students attend school 310 minutes a day. All teachers and paraeducators are NCLB compliant and highly qualified.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Data from STAR, API and common grade level assessments have been analyzed and used in developing this plan. Burchfield Primary School utilizes the OARS data management system to assist in analyzing data from uniformly administered and scored assessments to determine the effectiveness of instructional practices and programs. Data from the Academic Program Survey and the Title III Local Educational Agency Improvement Plan were also analyzed in creating this plan.

B. Surveys

Grade level and individual data meetings are held at the end of each language arts unit with the reading specialist and the principal and 5 way conferences are held at least twice a year with each individual teacher, the school counselor, the school psychologist and the reading specialist to review data and student concerns and plan interventions.

C. Classroom Observations

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

D. Student Work and School Documents

Spreadsheets including all common assessments are developed by the reading specialist and used to drive instruction and schoolwide interventions. Teachers also use the OARS management system to monitor student achievement and drive instruction.

E. Analysis of Current Instructional Program (See Appendix B)

Please see Appendix B for a more detailed analysis of our current instructional program.

V. Description of Barriers and Related School Goals

The main challenge that Burchfield Primary School faces is a changing population. Additional challenges include: budget reductions, English learner literacy skill acquisition, data collection and analysis, implementing standards based instruction, home environment, poor attendance, limited parent involvement, decrease in county library funding, poor nutrition, poor oral health, and a large number of children with no 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 about fifty students entering kindergarten. This number has been consistent for the last ten years. It indicates that we have the same number of English Learners now as we did then. However, the students' ability to speak English has changed dramatically. In 2002, we tested forty-nine kindergarten students and only four had a CELDT score of "1." Last fall we tested fifty-six kindergarten students and twenty-four had a score of "1." These students are expected to learn English and compete with their English speaking peers on the STAR test in just 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.

VI. 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Improving Student Achievement: Increase language arts achievement for students scoring below proficient.	
Student groups and grade levels to participate in this goal: All	Anticipated annual performance growth for each group: Scores to be at or above 89.2
Means of evaluating progress toward this goal: STAR Test - API levels	Group data to be collected to measure academic gains: STAR results Grade level benchmark testing

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> • - Language arts grade level leaders • - Weekly collaboration opportunities • - Full implementation of CA Treasures • - CA Treasures implementation and professional development • - Professional development provided 	August 2012-May 2013	Stipends	2,200	General
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> • - Language arts Leadership Team • - Weekly collaboration opportunities • - Monthly grade level data meetings • - CA Treasures professional development • -Implementation of school wide learning goals/strategies (use of complete sentences, think/pair share and random calling) • -Grade level lesson studies • - Targeted intervention program • - Develop alternate approaches for all learning 	August 2011-May 2012	5-3.5 hr. Para-ed. 1-6 hr. Para-ed. Reading Specialist Consultant	65,374 22,655 93,460 28,800	EIA EIA Title I Title I

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time: <ul style="list-style-type: none"> - Before and after school target tutoring -Extend kindergarten day from 210 to 295 minutes for 2013 - Summer School - After School Program 	August 2012-May 2013 Before & After school Summer	TBD	Unknown	Remedial hours / First Five
Increased educational opportunity: <ul style="list-style-type: none"> - Targeted intervention program 	September 2012-May 2013	5-3.5 hr. Para-ed. 1-6 hr. Para-ed. Reading Specialist	65,007 33,811 93,460	EIA EIA Title I
GATE (testing done in fall, program conducted in spring)	Testing-Fall 2012 Program-Spring 2013	Stipends/supplies	3,360	GATE
Staff development and professional collaboration: <ul style="list-style-type: none"> - Site committees - Wednesday collaboration opportunities - Buy Back/Pre-service days 	August 2012-May 2013			
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) <ul style="list-style-type: none"> - ELAC-DELAC 	September 2012-May 2013	Bilingual Liasson	11,561	EIA
Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school) <ul style="list-style-type: none"> - Back to School Night/Open House - Summer School - Pre-school, Kindergarten and 4th grade Orientations 	Sept 2012/April 2013 August 2012 May 2013	N/A	Unknown	Remedial Hours / First Five
Monitoring program implementation and results: <ul style="list-style-type: none"> - Data analysis - Weekly grade level collaboration activities - Standards based assessments (3 times a year) 	August 2012-May 2013	N/A	N/A	N/A

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase language development of EL students.	
Student groups and grade levels to participate in this goal: EL students	Anticipated annual performance growth for each group: Increase 1 CELDT level toward redesignation.
Means of evaluating progress toward this goal: CELDT, EL checklists	Group data to be collected to measure academic gains: STAR testing

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and sheltered instruction.	On-going			
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> -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) 	On-going	5-3.5 hr. para-ed. 1-6 hr. para-ed. Reading Specialist	65,374 33,811 93,460	EIA EIA Title I
Extended learning time: <ul style="list-style-type: none"> - Before and after school target tutoring - Summer School - Spanish library - Annual Musical Performance 	August 2012-May 2013		Unknown 300 900	Title I Remedial hrs. District General
Increased educational opportunity: <ul style="list-style-type: none"> - Classroom support for ELD students - Spanish lending library 	On-going	1-6 hr. para-ed.	33,811	District General

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff development and professional collaboration: <ul style="list-style-type: none"> • - ELD staff development • - ELD program discussed at collaboration • - EL plan and staff development on lesson delivery • - CA Treasures English language development curriculum • - Step Up to Writing 	On-going	Substitute teachers for EL collaboration	5,000	Title I
Involvement of staff, parents and community: <ul style="list-style-type: none"> • - Regular update on Site Plan progress to English Learner Advisory Committee 	3 times a year	N/A	N/A	
Monitoring program implementation and results: <ul style="list-style-type: none"> • - Principal will monitor ELD program progress and ELD implementation • -Teacher checklist twice annually 	On-going			

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Increase math achievement.	
Student groups and grade levels to participate in this goal: All	Anticipated annual performance growth for each group: Scores to be at or above 89.5
Means of evaluating progress toward this goal: STAR test	Group data to be collected to measure academic gains: Grade level benchmark testing STAR

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> - Continue with site math committee - State standards student report will be utilized by teachers to ensure curriculum alignment with state standards - Wednesday collaboration opportunities 	August 2012-May 2013	Math cluster stipend Subs	1,100 1,200	General General
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> - Work with math consultant - Continue with site math committee - State standards student report will be utilized by teachers to ensure curriculum alignment with state standards - Wednesday collaboration opportunities 	August 2012-May 2013	Consultant AM program & materials	7,980 2,000	Lottery SIP
Extended learning time: <ul style="list-style-type: none"> - After school math tutoring - After School Program 	August 2012-May 2013	Staff salary	Unknown	Remedial hrs.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff development and professional collaboration: <ul style="list-style-type: none"> • - Training on timely data analysis provided during collaboration or buy-back • - Standards-based report card • - Wednesday collaboration activities • - Assessment and monitoring system for the mathematics program 	August 2012-May 2013			
Monitoring program implementation and results: <ul style="list-style-type: none"> • - Grade level standards results reviewed with each teacher • - Math testing and data analysis (on-going) • - Harcourt curriculum embedded assessments as presented 	August 2012-May 2013			

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Each grade level will set trimester benchmark and retention goals. Individual student goals will be set with students to monitor and progress toward the goals.	
Student groups and grade levels to participate in this goal: K-3	Anticipated annual performance growth for each group: Scores to be at or above 89.2 in Language Arts and 89.5 in Math
Means of evaluating progress toward this goal: Students will be monitored bi-weekly by their classroom teacher on progress toward benchmark goals	Group data to be collected to measure academic gains: BPST, high frequency word list, and fluency scores will be monitored and measured

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Weekly fluency test Flash cards for high frequency words Phonics readers	September 2012-May 2013			
Intervention groups Differentiated instruction Flexible grouping	September 2012-May 2013			

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Parental assistance at home will increase student achievement in the areas of math facts, sight word lists and fluency reading	
Student groups and grade levels to participate in this goal: K-3	Anticipated annual performance growth for each group: Scores at or above 89.2 in Lanugage Arts and 89.5 in Math
Means of evaluating progress toward this goal: Students will be evaluated bi-weekly on progress toward their goal	Group data to be collected to measure academic gains:

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
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, 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.	September 2012 November 2012			

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	210	199	209	54	45	52	1	1	1	3	2	2
Growth API	722	738	735	794	869	861						
Base API	715	722	738	795	794	869						
Target	5	5	5	5								
Growth	7	16	-3	-1								
Met Target	Yes	Yes	No	No								

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	147	146	144	105	106	106	149	153	163	34	36	32
Growth API	694	697	687	686	674	656	688	702	698		456	481
Base API	676	694	697	662	686	674	685	688	702		497	456
Target	6	5	5	7	6	6	6	6	5			
Growth	18	3	-10	24	-12	-18	3	14	-4			
Met Target	Yes	No	No	Yes	No	No	No	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	320	332	325
Percent with Prior Year Data	99	99.1	99.7
Number in Cohort	317	329	324
Number Met	191	135	186
Percent Met	60	41	57.4
NCLB Target	53.1	54.6	56.0
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	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	242	154	231	171	230	166
Number Met	37	68	29	53	36	66
Percent Met	15.3	44.2	12.6	31	15.7	39.8
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	No	No
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	88	95	99	96	95	100	0	100	100	50	100
Number At or Above Proficient	67	87	87	30	28	32	--	--	--	--	--	--
Percent At or Above Proficient	31.9	49.2	43.7	55.6	63.6	62.7	--	--	--	--	--	--
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	No	Yes	--	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	87	94	99	84	94	99	87	94	95	59	82
Number At or Above Proficient	34	54	50	23	37	29	34	59	58	4	3	4
Percent At or Above Proficient	23.1	42.5	37.0	21.9	41.6	29.3	22.8	44.4	37.9	11.8	14.3	15.4
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	No	Yes	No	No	No	No	No	Yes	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99	99	99	98	97	100	100	100	100	100	100
Number At or Above Proficient	100	115	105	34	37	42	--	--	--	--	--	--
Percent At or Above Proficient	47.6	58.7	50.2	63.0	82.2	80.8	--	--	--	--	--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	No	Yes	--	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	99	99	100	99	99	100	99	99	100	95	98	100
Number At or Above Proficient	61	73	57	42	50	37	63	79	70	5	10	7
Percent At or Above Proficient	41.5	51.0	39.6	40.0	48.1	34.9	42.3	52.7	42.9	14.7	28.6	21.9
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	Yes	No	Yes	No	No	Yes	Yes	No	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1	4	8	15	31	15	31	11	22	4	8	49
2			7	15	12	25	16	33	13	27	48
3			4	11	18	51	8	23	5	14	35
Total	4	3	26	20	46	35	35	26	22	17	133

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was 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 (NCLB)

A variety of assessments such as the California English Language Development Test (CELDT), the California Standards Tests (CSTs), the Academic Performance Index (API), the Adequate Yearly Progress (AYP) and common 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 Online Assessment and Reporting System (OARS) is utilized by the staff to analyze student achievement and drive instruction.

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 (NCLB)

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has taken the AB 75 Principals' training regarding adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 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.

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

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.

7. 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.

8. Teacher collaboration by grade level (EPC)

Teachers have release time for collaboration every Wednesday afternoon and are released at least once each trimester by grade level to collaborate on issues relative to their grade level.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

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.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (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.

11. Lesson pacing schedule (EPC)

Lesson pacing guides have been developed at each grade level in both language arts and math.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

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

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

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

Opportunity and Equal Educational Access

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

The following services are provided to assist underperforming students: After school tutoring, reading intervention programs, high school mentoring program, middle school tutors, and support for English language learners.

15. Research-based educational practices to raise student achievement at this school (NCLB)

We have worked with an ELA consultant in integrating common, research-based strategies to raise student achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Before school literacy groups, after school tutoring by individual teachers and an after school program (ASES).

17. Transition from preschool to kindergarten (Title I SWP)

Our local Head Start Program organizes a visit to our campus in the spring. We also run a Kinder Camp program to help students with the transition to kindergarten.

Involvement

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

Some of the resources available to assist students are: Colusa County Library, tutoring, counseling, 2nd Step program, PIP, Multi-disciplinary team, Summer school program, School attendance review board (DART), Local Child Care Planning Council funding support, First Five, and Kinder-Camp.

19. Strategies to increase parental involvement (Title I SWP)

We have a Parent Club that is very involved with our school and its operation. We keep our parents of English learners involved through our district DELAC committee and also host Parent Nights, Back to School Night and Open House.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

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

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Categorical funds provide the following services: Title 1 reading teacher and reading intervention aides.

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$109,590
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$43,275
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$152,865

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
[X] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$108,745
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
[] Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
[X] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$12,000
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
[] Other Federal Funds (list and describe*)	\$
Total amount of federal categorical funds allocated to this school	\$120,745

Total amount of state and federal categorical funds allocated to this school	\$350,072
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2012-13 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	43,275	108,745	109,590	
Carryover				
Indirect Costs				
Direct Costs	43,275	108,745	109,590	
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation	43,275	108,745	109,590	

2012-13 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.			10,000	
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS			10,000	

Appendix E - Recommendations and Assurances (James M. Burchfield Primary School)

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

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)**:

- | | |
|--|--------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> 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:

Dave Tarr		
Typed Name of School Principal	Signature of School Principal	Date

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

- Demonstrate their best efforts on all assignments, whether in the classroom or as homework.
- Be an active participant in class
- Attend regularly and arrive to class ready to learn.
- Be prepared with appropriate homework assignment(s) for review.
- Seek assistance for skills or concepts not completely understood.
- Follow instructions, maintain appropriate behavior, and treat all persons and things with respect.

Parents Pledge:

- Provide time, space, and support for homework activities and assist their child(ren) with assignments.
- Be supportive of the school, which includes attendance of Parent/Teacher conferences, Parent Education evenings, and student performances.
- Provide for proper rest and nutrition, and ensure regular attendance.
- Read to and with their child(ren).
- Ask for support, when needed.

Staff Pledge:

- Provide an orderly and supportive environment for the acquisition of skills in all subject areas.
- Provide appropriate curriculum for all students through basic, auxiliary, and supplemental services.
- Conference with parents regarding student progress and support strategies.
- Assist parents by providing information and materials regarding student goals and skills acquisition.
- Report student progress regularly through parent conferences, phone calls, and written reports.

Appendix G - School Site Council Membership:**James M. Burchfield Primary School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sonia Bedolla	[]	[]	[]	[X]	[]
Cindy Cerney	[]	[]	[]	[X]	[]
Tina Cremo	[]	[X]	[]	[]	[]
Habib Muharam	[]	[]	[]	[X]	[]
Melissa Slocum	[]	[X]	[]	[]	[]
Jennifer Sutton	[]	[]	[]	[X]	[]
Dave Tarr	[X]	[]	[]	[]	[]
Becky Wolf	[]	[]	[X]	[]	[]
Katy Woods	[]	[X]	[]	[]	[]
Sandra Zuniga	[]	[]	[]	[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.