

# The 2014-2015 Single Plan for Student Achievement 2014-2014 School Year



CDS Code: 04-61549 102327

**School Site Council approved this plan on May 22, 2014**

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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**The District Governing Board approved this revision of the School Plan on July 1, 2014.**

## **School Vision and Mission**

***Plumas Avenue School's Mission is to promote academic excellence and social responsibility. We accomplish this by creating a safe and caring community, partnering with families and staff.***

The Plumas Avenue School staff views the student as the ultimate focus of all activities on our campus. We believe that “kids come first.” The faculty believes that given the proper resources each student can succeed. Our school is academically oriented, providing all students with the educational programs necessary for them to develop a solid base in reading, math, and written language through innovative instructional practices.

## **School-Wide Goals**

- Support ALL students' social, emotional and physical well-being.
- Students reading at or above grade level benchmarks.
- Teachers fully implementing Common Core State Standards (CCSS) in math and working towards implementing CCSS in English Language Arts .
- All English Learner (EL) students move up one CELDT level each year. All (EL) students will be proficient in English by 5<sup>th</sup> grade.
- Increase students' critical thinking skills and self-confidence using a variety of teaching strategies including the use of technology.
- Cultivate an understanding of, and respect for, cultural diversity among staff and students.
- Improve and strengthen parent/community support and involvement.

## **School Profile**

Plumas Avenue Elementary School is located in the Thermalito Union School District near the town of Oroville, California. The community is a mix of single-family dwellings and apartments, in addition to a few small businesses. The school is one of three elementary schools in the district and currently serves 275 students in transitional kindergarten through fifth grades. Most students leaving Plumas Avenue attend Nelson Avenue Middle School, also part of the Thermalito Union School District.

The site consists of 18 classrooms including an RSP classroom, a Reading Specialist/English Language classroom, a library, and a 34-station computer lab. In addition to grade-level staff, the school has one full-time, Title I -supported Reading/English Language teacher, one part-time RSP/Intervention teacher, one part time secretary (Outreach Clerk), and one part-time bilingual EL Para-educator III (Hmong). Plumas also has one part-time library clerk, a part-time computer lab technician, and 5 part-time Para-educators (in TK, K, K/1<sup>st</sup>, 1st, and 1<sup>st</sup>/2<sup>nd</sup>).

The current student body is approximately 37% white with a large Asian-American group making up 26% of the total student population. Our Hispanic population totals 21%, Black/African American 4%, American Indian/Alaskan Native 3 %, and multiple race/ethnicities 9%. Our percentage of English Learners at Plumas Avenue School is significant, totaling 29% of the students. We have an increasing number of Hispanic students, a very small percentage of both Black/African-American and American Indian/Alaskan Native students, and a high percentage of low-income students.

Plumas Avenue School staff and community strive to work together to create programs that produce articulate, confident, and academically skilled students. For example, both certificated and classified staffs participate informally in decision-making. The entire certificated staff participates in decision-making via votes or consensus at meetings or via email and public voting.

For every student, there is a strong focus on a well-balanced education with high standards aimed at excellence and student empowerment. Parents play very important roles through active participation and involvement in the School Site Council, the ELAC Committee, the PTC, special educational nights (Reading Support, Test Preparation), various annual events, special activities, and volunteering their services in and out of the classroom. Plumas has a strong whole-school family atmosphere with an emphasis on common values for all. Interventions such as before and after school programs and small group instruction are offered for students who are performing below grade level. In addition, Butte County Office of Education sponsors an after school program that also offers academic support.

All Plumas teachers are Highly Qualified Teachers. Our screening process for new applicants filters out those not meeting NCLB and Thermalito Union School District Standards.

**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	197	143	125	75	55	51	1		4	67	42	38
Growth API	785	814	824	790	819	856				786	814	810
Base API	764	785	814	761	790	819				771	786	814
Target	5	5	A	5	5	A				5		
Growth	21	29	10	29	29	37				15		
Met Target	Yes			Yes	Yes	Yes				Yes		
PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	24	19	19	68	41	42	164	110	102	15	13	13
Growth API		770	792	767	785	804	783	803	811		695	710
Base API		765	770	746	767	785	759	783	803		558	695
Target				5			5	5	A			
Growth				21			24	20	8			
Met Target				Yes			Yes	Yes	Yes			

A = means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

**Appendix A - School and Student Performance Data (continued)**

**Table 2 – Title III Accountability (School level data)**

AMAO 1	Annual Growth		
	2009-10	2010-2011	2011-2012
Number of Annual Testers	83	55	54
Percent with Prior Year Data	100%	100%	96.3%
Number in Cohort	83	55	52
Number Met	43	34	30
Percent Met	51.8%	61.8%	57.7%
NCLB Target	53.1%	54.6%	56.0%
Met Target for AMAO1	No	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-2011		2011-2012	
	All Students Years of EL instruction					
	Less Than 5	More Than 5	Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	79	16	57	14	57	8
Number Met	10	--	5	--	5	--
Percent Met	12.7%	--	8.8%	--	8.8%	--
NCLB Target	17.4%	41.3%	18.7%	43.2%	20.1	45.1%
Met Target for AMAO2	No	--	No	--	No	--

Appendix A - School and Student Performance Data (continued)

**Table 2 – Title III Accountability (District level data)**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level					
	2009-10		2010-2011		2011-2012	
English-Language Arts	Met Participation Rate	Met Percent Proficient or Above	Met Participation Rate	Met Percent Proficient or Above	Met Participation Rate	Met Percent Proficient or Above
	Yes	No	Yes	Yes	Yes	No
MATH						
	Yes	Yes	Yes	Yes	Yes	No
Met Target for AMAO 3	No		Yes		No	

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	<u>ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP</u>											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate (%)	100	99	99	99	99	100	100	100	100	100	100	98
Number At or Above Proficient	84	76	67	35	30	30	--	--	--	26	19	18
Percent At or Above Proficient	42.6	53.1	54.0	46.7	54.5	58.8	--	--	--	38.8	45.2	48.6
AYP Target (%)	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
Met AYP Criteria	No	Yes	Yes	Yes	Yes	SH	--	--	--	No	--	--

AYP PROFICIENCY LEVEL	<b>ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP</b>											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate (%)	100	100	100	100	100	--	100	100	99	100	100	--
Number At or Above Proficient	7	8	9	21	18	19	66	55	51	2	4	3
Percent At or Above Proficient	29.2	42.1	47.4	30.9	43.9	46.6	40.2	50	50.5	13.3	30.8	--
AYP Target (%)	56.8	67.6	78.4	56.8	67.6	78.4	67.6	68.5	78.4	56.8	67.6	78.4
Met AYP Criteria	--	--	--	No	--	--	No	Yes	Yes	--	--	--

**Appendix A - School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	<b>MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP</b>											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate (%)	100	99	99	100	99	100	100	100	100	100	100	98
Number At or Above Proficient	135	105	89	52	40	41	--	--	--	44	32	26
Percent At or Above Proficient	68.5	73.4	71.2	69.3	72.7	80.4	--	--	--	65.7	76.2	68.4
AYP Target (%)	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	Yes	--	--

AYP PROFICIENCY LEVEL	<b>MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP</b>											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate (%)	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	17	11	11	45	29	27	11	78	70	7	10	6
Percent At or Above Proficient	70.8	57.9	57.9	66.2	70.7	64.3	67.7	70.9	68.6	46.7	76.9	46.2
AYP Target (%)	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
Met AYP Criteria	--	--	--	Yes	Yes	--	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 2011-2012										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							5	42	7	58	12
1			1	9	4	36	5	45	1	9	11
2			1	6	8	47	8	47			17
3	1	8	1	8	7	58	3	25		0	12
4			1	14	5	71	1	14			7
5	1	14	3	43	2	29	1	14			7
<b>Total</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>11</b>	<b>26</b>	<b>39</b>	<b>23</b>	<b>35</b>	<b>8</b>	<b>12</b>	<b>66</b>



### **C. Classroom Observations**

Throughout the school year, the site administrator visits classrooms formally and informally on a regular basis. Administration observes and evaluates instructional programs and schedules formal observations with qualifying teachers each year. Tenured teachers are observed and evaluated biannually, while temporary and probationary teachers are observed and evaluated annually. Formal observations are conducted at least twice during the school year. Observation forms and tools are based on the California Standards for Teaching Professionals. Informal observations provide teacher/student feedback, monitoring of program implementation, and supervision of classroom instruction and support staff.

### **D. Student Work and School Documents**

Student work samples are evident in each classroom to illustrate student progress towards mastery of California Common Core State Standards. A variety of skill levels are represented by these samples. Students are proud of the work they have accomplished and are eager to share with classroom visitors. Report cards are completed every trimester by teachers. Teachers also regularly keep parents informed of student progress with classroom newsletters, student agendas, notes home, and phone calls. Other student documents collected throughout the year include: Behavior and Attendance reports, Acceptable Use Policy forms, Parent-Student Contracts, TSAP (Student Study Team) referrals, Lost Textbook/Library forms, and picture release forms. Parents are provided with their students' STAR and CELDT test results annually. The School Accountability Report Card is available through the district website or parents may obtain a copy in the school or district office. The Comprehensive School Safety Plan and the Single Plan for Student Achievement are updated and shared annually with the site Leadership Team, School Site Council, and school staff. These documents are also available for public review in the school office.

### **E. Analysis of Current Instructional Program**

The following statements characterize educational practice at this school

#### **1. Alignment of curriculum, instruction and materials to content and performance standards**

- Teachers collaborate formally on data, curriculum, and instruction at a minimum of twice per month throughout the school year and actively participate in curriculum adoption activities. There is also informal collaboration amongst teachers occurring on an ongoing basis.
- We are improving our collaboration time and classroom instruction by working with Thinking Maps and the new California Common Core State Standards.
- Manipulatives are used in all classrooms to support the teaching of the new CCSS in the area of mathematics.
- ELD instruction is provided to meet the language needs of the learner on a daily basis through direct EL instruction, as well as integrated in the core curriculum with support of SDAIE strategies.
- All regular classroom teachers have interactive white boards used to engage and involve students in their learning..
- There is ongoing analysis of student achievement data in grade level teams, as a whole staff, and with the principal and individual teachers.
- Students are assessed regularly to guide instruction and monitor progress towards benchmark goals as determined in the SPSA.

#### **2. Availability of standards-based instructional materials appropriate to all student groups**

- Full implementation of teacher collaborated and created Common Core State Standards math curriculum adapted from Georgia and New York.
- Implementation of the CCSS in ELA for 2014-15. Primary students in grades K-2 are assessed and homogenously grouped at their instructional level for a portion of the reading/language arts time block. District resources have enabled Plumas to purchase enough textbooks for all students, as well.

- The Houghton-Mifflin 60 ELD materials are used for K-5 English Language Learners for core instruction, and staff has been trained in the use of these materials.
- Materials for the state approved Pearson Science Program, including science kits and supplementary resources, were purchased and implemented in the spring of 2009; we replenish supplies annually. Zingy Learning computer software is used by 4<sup>th</sup> and 5<sup>th</sup> grade teachers to supplement the teaching of science.
- All teachers are using the “Being a Writer” program provided by a grant from the Northern California Writing Project for the teaching of writing.
- Additional intervention materials used in before and after school intervention programs include Step Up to Writing, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), Phonological Awareness Literacy Screening (PALS), and Read Naturally.
- The Accelerated Reader Program is used extensively to support independent reading, to improve reading comprehension, and as a resource for homework to support reading practice for grades K-5.
- IXL Computer Math Program is used to supplement the Common Core math program as needed per grade level.

### **3. Alignment of staff development to standards, assessed student performance and professional needs**

- Grade level teams meet often between September and May at Plumas Avenue and three-four times annually district-wide for instructional planning purposes and to analyze student data in reading/language arts and mathematics. The Instructional Planning Days are designed to allow teachers time to collaborate in order to delve deeper into data analysis, and instructional decisions and practices. Student placements and intervention groups are determined based on the results of these planning meetings.

### **4. Services provided by the regular program to enable underperforming students to meet standards**

- All K-2 students receive direct instruction at their instructional level in the area of reading and those who are underperforming receive additional support from the Reading Intervention Teacher.
- Teachers differentiate instruction based on students’ needs and some teachers share students, so as to more easily differentiate the learning.
- ELL students are provided ‘first tap’ of ELD instruction by the classroom teacher, and low-performing students receive additional help from the English Language Teacher and Bilingual Paraeducator.

### **5. Services provided by categorical funds to enable underperforming students to meet standards**

- TSAP – (Thermalito Student Assistance Program based on the Masonic Student Assistance Program, an approach to identifying, assessing and developing interventions for students having difficulty academically and/or behaviorally)
- Based on performance data in reading/language arts and math, our 70% Reading Intervention Teacher works with select students for targeted intervention groups for focused instruction. These groups are flexible, and change periodically according to assessment data and students’ needs. Small group instruction takes place throughout the school day.
- Through a federal Century 21 Grant, in collaboration with Butte County Office of Education, Plumas hosts a five day per week after school program that offers learning activities and extended day care are available for underperforming students.
- The Accelerated Reader Program, a supplemental program encouraging independent reading at increasingly higher instructional levels, is used throughout the grade levels. Quizzes are used to assess comprehension and vocabulary development. We currently use the web-based version called Renaissance Place.

- We have a 30% English Language Teacher who works with those EL students performing at the CELDT level 3 to help move them to the next level of proficiency.
- We have a Bilingual paraeducator who works with ELD students in the general education classrooms and who is able to work with small groups to support in these classrooms.
- The H-M 60 ELD Program is available for ELL students and is delivered by the general education classroom teachers.
- An arts program for grades 3-5 will be implemented that will incorporate the Common Core State Standards and will support the four “C’s”: collaboration, creativity, communication, and critical thinking.

## **6. Use of state and local assessments to modify instruction and improve student achievement**

Staff analyzes various state and local assessments to modify instruction and improve student achievement. Assessment instruments used at Plumas include:

- STAR – State Testing and Report’s California Standards Test for students in grades 2-5 are used to look at school wide growth as well as individual student progress from year to year.
- CELDT – California English Language Development Test is used as a yearly assessment to determine English language acquisition for second language students.
- ADEPT is administered twice a year to all EL students to assess English language acquisition growth.
- AR STAR – in addition to a multiple measures given at the end of each school year, the AR STAR is also used at the beginning of each school year to determine students’ instructional reading level to assign appropriate books for home reading and for the Accelerated Reader program. This assessment is also given midway through the year to assess student growth.
- District Multiple Measures – given at the end of each school year to measure student growth from year to year and also to provide evidence for program effectiveness. These measures are currently undergoing examination and possible revision.
  - Language Arts: District Writing Assessment, STAR/AR
  - Math: to be determined
- Houghton Mifflin baseline, theme tests, and summative tests monitor student progress in the reading/language arts program.
- Teacher-designed, standards-based assessments developed through the Data Director/Intell-Assess process in reading/language arts - given to students during and at the end of each trimester.

## **7. Number and percentage of teachers in academic areas experiencing low student performance**

We assign students to regular classrooms heterogeneously; all teachers have at-risk students in their classrooms.

## **8. Family, school, district and community resources available to assist these students**

Resources available to assist students experiencing low academic performance include:

- A District Child Attendance & Welfare Officer supports our efforts at increasing student attendance.
- The School Attendance Review Board, made up of law enforcement, child welfare, social services and school personnel, meet with parents of students with poor attendance to help resolve the issues leading to poor attendance.
- A Bilingual Paraeducator supports ELD student learning in general education classrooms.
- Volunteer Tutors, ROP students, parents/family members and sometimes young people interested in careers in education, assist in classrooms with clerical or supervisory tasks.

- Butte County Office of Education’s After-School Program provides a place for children between the end of school and 6 p.m. every day. They conduct homework activities and lead the children in various art, craft, and games.
- Victor Counseling Services, which provide counseling for students and families on a referral basis.
- Children’s Services supports families in crisis as well as investigates child-abuse and neglect reports.
- Academic Tutoring via the Butte County Office of Education’s Safe Schools/Healthy Students Grant helps us provide additional instruction to academically needy students.
- Butte County Office of Education’s After-School Program provides a place for children between the end of school and 6 p.m. every day. They conduct homework activities and lead the children in various art, craft, and games.
- The Thermalito Student Assistance Team (TSAP) meets ongoing throughout the month to problem solve student behavioral, social and academic issues, under the leadership of the principal.
- The English Learner Advisory Council meets four times per year to inform and elicit input from families of our English Learners, both Hmong and Spanish.
- School Site Council meets monthly and consists of 5 parents, 3 teachers, one classified staff member and the principal to oversee categorical programs and budgets.
- A supplemental English Language Development class is on site that supports English Learners by providing them a ‘second or third tap’ of exposure to English.

### **9. School, district and community barriers to improvements in student achievement**

- Combination classes create challenging learning in standards-based environments.
- Some students, due to low socioeconomic status, do not have materials, parental support, computer access, or a learning environment at home to assist with homework completion.
- Some parents feel they do not have the academic skills necessary to assist students with homework and feel it is the school’s responsibility to educate their children.
- Students and families in financial, social, and/or emotional crisis make it difficult for children to focus on learning.
- Some parents do not speak, read, or write English.
- Due to the rural location of the school community, access to multiple support services and resources is limited.
- Many students have limited background experiences and vocabulary development.

### **10. Limitations of the current program to enable underperforming students to meet standards and professional development needs**

- Transition to Common Core State Standards is challenging as there is not yet State Board of Education curriculum available to meet district/site needs.
- Inconsistent implementation of supplemental writing resources and opportunities beyond the Houghton Mifflin Reading/Language Arts Program (such as Step Up to Writing).
- Inconsistent implementation of a strong, research-based vocabulary instruction program.
- Too few instructional and bilingual Para educators in the classrooms.

**Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

**LCAP GOAL 1.0** Conditions of Learning High Quality Instruction: *All students will receive high quality instruction that incorporates 21<sup>st</sup> century instruction skills, various levels of technology, and infused with best practices in Common Core State Standards (CCSS) through a broad course of study.*

**LCAP GOAL 3.0** Pupil Outcomes: *All students will attain proficiency in CCSS content area standards with a firm foundation in 21<sup>st</sup> century skills.*

**SCHOOL GOAL #1:** To provide a CCSS academic program so that all students and student subgroups will read at grade level by the end of 3<sup>rd</sup> trimester as measured by the percent of:

- 3<sup>rd</sup>-5<sup>th</sup> grade students scoring 3 and 4 on the SBAC assessment will increase each year.
- K-2<sup>nd</sup> grade students will meet or exceed district ELA benchmarks.

<b>Data used to form this goal:</b>  Grades K-2: BPST, Text Level and comprehension 3 <sup>rd</sup> -5 <sup>th</sup> —STAR/AR Report, Classroom formative/summative assessments	<b>Findings from our analysis:</b>  All students are not proficient in reading as shown by the data used.  Baseline data will be established in 2014-15	<b>How will progress be monitored?</b>  Grades 3-5: District defined assessments – three times a year Grades 1-2: District, BPST and/or Text Level – three to four times a year Grade K: BPST and/or Text Level – End of year assessment
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**STRATEGY:** During the 2014-2015 school year, all teachers will fully implement the Common Core State Standards in English Language Arts by 3<sup>rd</sup> Trimester and will use the *Thermalito Best Practices For Instruction* (as established by the District Data Team), focusing on the four areas of student engagement, checking for understanding, clear lesson objectives and critical thinking skills as measured by the implementation level on the “Stages of Implementation of CCSS” rubric. We will continue to implement SIPPS, a reading intervention program focusing on early reading skills and supporting struggling readers school wide as measured by BPST and/or Text Level.

Actions to be Taken to Reach These Goals	Implementation Dates	Proposed Expenditures	Estimated Cost	Funding Source/ LCAP Goal
<b>TEACHING AND LEARNING</b> 1. Utilize technology as a tool to increase student learning. Provide a computer lab to enhance classroom ELA and Math instruction. Provide a Computer lab Tech as a resource to teachers and students to support/ trouble shoot computer issues both in the lab and in the classrooms..	August 2014-June 2015	Computer Lab Technician <b>.25 FTE</b>	\$ 12,108	LCFF (LCAP Goal: 3.2a)

2. Provide in-class Tier I/II support for all K and first 1 <sup>st</sup> grade classrooms to assist with acquisition of early literacy skills.	August 2014-June 2015	5 three hour para-educators, 3 hours each <b>.375 FTE Each</b>	\$67,095.34	District Title I Centralized Services-(see form B)
3. To support our teachers and students in the implementation of our academic programs, we will provide extra hours for our classified staff as needed.	August 2014-June 2015	Classified hours to include additional classroom support, evening support for after hours programs, etc.	\$ 2,000	LCFF (LCAP Goal-3.1.b)
4. Purchase supplemental ELA curricula for the purpose of supporting teachers in meeting the needs of all students--below, at, and above grade level and to support teachers in teaching/implementing the new California Common Core State Standards (CCSS).	August 2014-June 2015	<ul style="list-style-type: none"> <li>CCSS Curriculum and other support materials, such as "Standard's Plus" (including those for after school tutoring)</li> <li>Classroom/library books (text sets) to support CCSS, especially non-fiction</li> </ul>	\$7000	Title I
5. For the purpose of supporting all classroom teachers in following the TUSD Best Practices, in addition to equipping them to implement the new CA Common Core Standards, tools and materials will be funded, as needed.	August 2014-June 2015	Items may include wipe off boards, Mimio voters, software. misc. tools/supplies to support student learning	\$3,000	Title I
6. Purchase non-fiction publications such as National Geographic for Kids , Scholastic News, etc.. for all classroom teachers to support reading in the content areas and to help with developing the 4 "C's"-Critical Thinking, Collaboration, Communication and Creativity.	August 2014-June 2015	Individual Student copies	\$4,000	LCFF (LCAP Goal-3.2.d)
7. To assist teachers with: lesson planning, engaging their students, supporting reading literacy/comprehension, science in 4 <sup>th</sup> and 5 <sup>th</sup> grades, AND to support the smooth operations of our library, we will fund a variety of technology programs.	Ongoing	Annual Subscription of: <ul style="list-style-type: none"> <li>Discovery Learning</li> <li>Accelerated Reader</li> <li>Type to Learn</li> <li>Zingy Learning</li> <li>Misc. programs to support ELA/Math Common Core</li> </ul>	\$4,000	Title I
8. To support smooth and efficient running of technology equipment and computer programs aimed at increasing student learning, we will maintain, service and purchase/replace technology components	August 2014-June 2015	Expenditures may include: replacing student and teacher work stations, replacing printer cartridges, purchasing/installing digital projectors, digital projector bulbs, document cameras, and purchasing/maintain other miscellaneous computer equipment as needed	\$12,000	LCFF (LCAP Goal-3.2.a)
9. To allow students to connect "real life" experiences with the curriculum and the Common Core Standards taught	August 2014-June 2015	<ul style="list-style-type: none"> <li>Field trips to local parks, science museums, farms, etc...</li> </ul>	\$5,000	LCFF (LCAP Goal-

and learned in the classroom, funds will be budgeting for classroom field trips.				3.2.d)
10. To support the teaching of VAPA (Visual and Performing Arts) throughout the curriculum, equipment and materials will be purchased.	August 2014-June 2015	• , Items may include a kiln, musical scores, art materials, instruments, etc...	\$5,000	LCFF (LCAP Goal-3.4.b)
<b>PROFESSIONAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Continue to receive ongoing training on the Common Core State Standards to support the District and Site goals of Early Literacy</li> <li>Collaborate on curriculum and instruction.</li> <li>Provide professional resources/books for teachers and parents in areas of identified need, focusing on areas such as lesson planning, Common Core, and classroom management.</li> <li>Identify training and purchase support materials for professional growth in the such areas as the Common Core, ELL, and the “Arts” that are embedded throughout the curriculum</li> <li>Ongoing training on use of MimioTeach, MimioPad and MimioVotes to maximize their use and to engage students and to further integrate technology use throughout the curriculum</li> <li>For the purpose of creating/improving our educational programs and the teaching of the CCSS, teachers will have the opportunity to collaborate throughout the year and to focus on areas such as curriculum and student assessments (including data chats/CST talks), in addition to having opportunities to observe other teachers, programs, etc...</li> </ul>	August 2014-June 2015	<ul style="list-style-type: none"> <li>May include BCOE training, training outside the county, observation/collaboration opportunities, support materials, etc...</li> <li>Equivalent of 30 days (Substitute Days)</li> </ul>	\$3,000 \$2,000 \$2,000  \$3000	Title I LCFF (LCAP Goal-3.4.a) Title III, LEP  Title I
<b>OPPORTUNITY AND EQUAL ACCESS:</b> <ol style="list-style-type: none"> <li>Operate a site-based library to facilitate students’ independent reading, research skills, etc. This included a large percentage of books from the BCOE library as well as supplemental services from them as well.</li> </ol>	August 2014-June 2015	Library Clerk, includes Salaries and Benefits <b>.4375 FTE</b>  Follett Destiny & BCOE-library services	\$10,700 \$1,780	Title I LCFF (LCAP Goal-3.2.g)  Title I See #7 “Teaching and Learning”)
<ol style="list-style-type: none"> <li>For the purpose of supporting students in meeting grade level standards, school interventions will be provided for students performing below grade level in ELA and/or scoring in the CELDT 1-3 range <ul style="list-style-type: none"> <li>K-3—Early Literacy Intervention</li> <li>4-5—Content Area Reading Instruction</li> </ul> </li> </ol>	August 2014-June 2015	<ul style="list-style-type: none"> <li>Intervention Teacher</li> </ul>	\$95,568	Title I
3. In collaboration with BCOE SPARK, continue to	August 2014-June	BCOE After School Program	BCOE	

implement a 5-day per week extended day program to provide students with homework assistance.	2015			
4. To provide EI students additional support in accessing the core ELA curriculum and in meeting grade level standards, a bilingual para-educator will be funded.	August 2014-June 2015	Salaries and Benefits for Para Professional III ELD <b>.37 FTE</b>	\$17,749	LCFF(LCAP Goal-3.1.b)
5. For the purpose of assessing students' on the CELDT, (in addition to assisting with other EL assessments, creating catch-up plans, files, etc..), and to provide for a continuous program of EL services focused on creating proficient EL learners, additional teacher support in EL will be funded.	August 2014-June 2015	Certificated Substitute pay Classified Extra Time	\$1,000 \$1,000	LCFF(LCAP Goal-3.2.c)
6. In order to facilitate parent/family involvement to include positive communication & education with our Plumas families, 2 hr/day Bilingual Secretary will be funded.		Secretary, bilingual preferred <b>.25FTE</b>	\$7,405	LCFF (LCAP-4.1.a)
7. Provide before, during and after -school interventions for students performing below grade level	August 2014-June 2015	Hourly Compensation for before/After-school Interventions	\$4,000	Title I
<b>INVOLVEMENT OF STAFF, PARENTS, AND COMMUNITY:</b>				
1. For the purpose of educating families in supporting their students' success and to support positive communication, involvement and school culture, a variety events including Reader Mornings and family nights, such as a Common Core educational night, storytelling night, reading night, family movie night, etc.. will be hosted.		Supporting materials/snacks	\$1,392	Title I Parent Involvement
2. Establish evening/after school opportunities for parents/families interested in learning about technology and how to use a computer	August 2014-June 2015	Utilize Computer Lab Certificated Extra Time	\$4,000	Title I
3. To facilitate keeping families informed about curriculum, intervention programs, grading practices, and ways to assist their children, the following will be shared and distributed: school and classrooms newsletters, flyers, student progress reports, bulletin boards, and informational communications including a Plumas parent handbook.	August 2014-June 2015	Copy costs Writing Supplies	\$750	Title I
4. Kindergarten Orientation	August 2014	Materials/snacks	\$200	Title I



5. To facilitate effective communication with our EL families, interpreters will be provided for parent-teacher conferences and meetings, as needed.(including Hmong, Spanish, and sign-language interpreters)	August 2014-June 2015	Substitute Classified Hours	\$1,000	Title III, LEP
6. Schedule flexible TSAP (SST) meetings with parents for students who do not respond to intervention.		Secretary, bilingual preferred	(See #6-Equal Access)	LCFF (LCAP Goal-4.1.a)
7. To support ELAC, Site Council, and other programs both within and outside of the regular school day additional classified hours will be funded to help as needed with preparations, child supervision, etc...		Extra duty hours from classified staff	\$ 2,000	Title I

**LCAP GOAL 1.0 Conditions of Learning High Quality Instruction: All students will receive high quality instruction that incorporates 21st century instruction skills, various levels of technology, and infused with best practices in Common Core State Standards (CCSS) through a broad course of study.**

**LCAP GOAL 3.0 Pupil Outcomes: All students will attain proficiency in CCSS content area standards with a firm foundation in 21st century skills.**

**SCHOOL GOAL #2: To provide a CCSS academic program in mathematics so that all students and student subgroups will perform at grade level by the end of 3rd trimester as measured by the percent of:**

- **3rd-5th grade students scoring 3 and 4 on the SBAC assessment will increase each year.**
- **K-5th grade students will meet or exceed district determined benchmarks.**

<b>Data Used to Form this Goal:</b> Current assessments, both formative and Summative, utilized by classroom teachers from both Georgia and New York Common Core Materials, as well as teacher created	<b>Findings from our Analysis:</b> All students are not proficient in mathematics as shown on assessments teachers utilized from the Common Core math units from Georgia and New York.  Baseline data will be established in 2014-15	<b>How will progress be monitored?</b> Grades K-5: District defined assessments – three times a year
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**Strategy: During the 2014-2015 school year, all teachers will fully implement the Common Core State Standards in math and will use the Thermalito Best Practices For Instruction (as established by the District Data Team), focusing on the four areas of student engagement, checking for understanding, clear lesson objectives and critical thinking skills.**

<b>Actions to be Taken to Reach These Goals</b>	<b>Implementation Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
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<p><b>TEACHING AND LEARNING</b></p> <p>1. Utilize technology as a tool to increase student learning. Provide a computer lab to enhance classroom ELA and Math instruction. Provide a Computer lab Tech as a resource to teachers and students to support/trouble shoot computer issues both in the lab and in the classrooms..</p>	August 2014-June 2015	Computer Lab Technician <b>.25 FTE</b>	( See Goal 1, #1)	LCFF (LCAP Goal: 3.2a)
<p>2. To support smooth and efficient running of technology equipment and computer programs aimed at increasing student learning, we will maintain, service and purchase/replace technology components</p>	July 2014-August 2015	Expenditures may include: replacing student and teacher work stations, replacing printer cartridges, purchasing/installing digital projectors, digital projector bulbs, document cameras, and purchasing/maintain other miscellaneous computer equipment as needed	(See goal 1-teaching and learning #8)	LCFF (LCAP Goal-3.2.a)
<p>3. Provide extended learning time in the school day for students requiring additional math help for the purpose of helping the students meet grade level standards.</p>	July 2014-August 2015	<b>Utilize existing personnel</b>	\$0	
<p>4. For the purpose of supporting all classroom teachers in following the TUSD Best Practices, in addition to equipping them to implement the new CA Common Core Standards, tools and materials will be funded, as needed.</p>	August 2014-June 2015	Items may include wipe off boards, Mimio voters, software. misc. tools/supplies to support student learning	(See Goal 1-Teaching and Learning #5)	Title I
<p>5. To engage the students and to support and supplement the Common Core Math Standards and the math program, IXL on-line math resource will be purchased for students grades 1-5 to use both at school and at home. Other math software may also be purchased, as needed, to further help support student learning and supplement the existing math program.</p>	July 2014-August 2015	Annual Subscription, additional math software to support the Common Core Math Program	(See Goal 1-Teaching and Learning #7)	Title I
<p>6. To allow students to connect “real life” experiences with the curriculum and the Common Core Standards taught and learned in the classroom, funds will be budgeting for classroom field trips.</p>	August 2014-June 2015	• Field trips to local parks, science museums, farms, etc...	(See Goal 1-Teaching and Learning #9)	Title I
<p>7. To support the teaching of VAPA (Visual and Performing Arts) throughout the curriculum, equipment and materials will be purchased.</p>	August 2014-June 2015	• , Items may include a kiln, musical scores, art materials, instruments, etc...	(See Goal 1-Teaching and Learning #10)	LCFF (LCAP Goal-3.4.b)

<p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Continue to receive ongoing training on the Common Core State Standards to support the District and Site goals of Early Literacy</li> <li>Collaborate on curriculum and instruction.</li> <li>Provide professional resources/books for teachers and parents in areas of identified need, focusing on areas such as lesson planning, Common Core, and classroom management.</li> <li>Identify training and purchase support materials for professional growth in the such areas as the Common Core, ELL, and the “Arts” that are embedded throughout the curriculum</li> <li>Ongoing training on use of MimioTeach, MimioPad and MimioVotes to maximize their use and to engage students and to further integrate technology use throughout the curriculum</li> <li>For the purpose of creating/improving our educational programs and the teaching of the CCSS, teachers will have the opportunity to collaborate throughout the year and to focus on areas such as curriculum and student assessments (including data chats/CST talks), in addition to having opportunities to observe other teachers, programs, etc...</li> </ul>	<p>August 2014-June 2015</p>	<ul style="list-style-type: none"> <li>May include BCOE training, training outside the county, observation/collaboration opportunities, support materials, etc...</li> <li>Equivalent of 30 days</li> </ul>	<p>(See Goal 1- Professional Development)</p> <p>\$3,000 \$2,000 \$2,000</p> <p>\$3000</p>	<p>Title I LCFF(LCAP Goal-3.4.a) Title III, LEP</p> <p>Title I</p>
<p><b>OPPORTUNITY FOR EQUQL ACCESS:</b></p> <p>1. In collaboration with BCOE SPARK, continue to implement a 5-day per week extended day program to provide students with homework assistance.</p>	<p>July 2014-August 2015</p>	<p>BCOE After School Program</p>	<p>BCOE</p>	
<p>2. Provide before, during and after -school interventions for students performing below grade level</p>	<p>August 2014-June 2015</p>	<p>Hourly Compensation for before/After-school Interventions</p>	<p>See Goal 1- Opportunity and equal access # 7</p>	<p>Title I</p>
<p>3. Provide in-class ELD support in assisting EL students in accessing the core Math curriculum.</p>	<p>July 2014-August 2015</p>	<p>Salaries and Benefits</p>	<p>See Goal 1- Opportunity and equal access # 4</p>	
<p>3 In order to facilitate parent/family involvement to include positive communication &amp; education with our Plumas families, 2 hr/day Bilingual Secretary will be funded.</p>		<p>Bilingual Secretary .25</p>	<p>See Goal 1- Opportunity and equal access # 6</p>	<p>LCFF (LCAP-4.1.a)</p>
<p><b>INVOLVEMENT OF STAFF, PARENTS, AND COMMUNITY:</b></p> <ul style="list-style-type: none"> <li>See Goal #1</li> </ul>				

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***LCAP GOAL 1.0 Conditions of Learning High Quality Instruction: All students will receive high quality instruction that incorporates 21<sup>st</sup> century instruction skills, various levels of technology, and infused with best practices in Common Core State Standards (CCSS) through a broad course of study.***

***LCAP GOAL 3.0 Pupil Outcomes: All students will attain proficiency in CCSS content area standards with a firm foundation in 21<sup>st</sup> century skills.***

***SCHOOL GOAL #3: All K-5 English Learner students will increase one performance level on the CELDT annually; they will be proficient in English by the end of 5<sup>th</sup> grade.***

<b>Data Used to Form this Goal:</b> CELDT results, ADEPT testing 2-3X/year, H-M 60,	<b>Findings from our Analysis:</b> Students are not meeting the goal of making 1 year of growth as well as gaining one CELDT performance level each year and are thus at risk of becoming LTELL, Long Term English Language Learners.	<b>How will progress be monitored?</b> CELDT testing in September/October, ADEPT testing 2X/year. Ongoing Formative and Summative Assessments,
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**Strategy: Strategy: During the 2014-2014 school year, we will use the *Thermalito Best Practices For Instruction* (as established by the District Data Team), and will focus on four areas: student engagement: checking for understanding, clear lesson objectives and critical thinking skills. All teachers will teach 30 minutes of ELD (English Language Development) during their regular instructional day with fidelity. The reading specialist/ELD intervention teacher will identify and work with students at the intermediate CELDT levels needing additional support to make the 1 year required CELDT growth in order to become English proficient.**

<b>Actions to be Taken to Reach These Goals</b>	<b>Implementation Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>TEACHING AND LEARNING:</b> 1. Provide in-class Tier I/II support for all K and first 1 <sup>st</sup> grade classrooms to assist with acquisition of early literacy skills.	July 2014-August 2015	5 three hour para-educators, 3 hours each	See goal 1-teaching and learning #2	Centralized Services
2. Purchase supplemental ELA curricula for the purpose of supporting teachers in meeting the needs of all students--below, at, and above grade level and to support teachers in teaching/implementing the new California Common Core State Standards (CCSS).	August 2014-June 2015	<ul style="list-style-type: none"> <li>CCSS Curriculum and other support materials, such as "Standard's Plus" (including those for after school tutoring)</li> <li>Classroom books (text sets) to support CCSS, especially non-fiction</li> </ul>	See goal 1-teaching and learning #4	Title I
3. For the purpose of supporting all classroom teachers in following the TUSD Best Practices, in addition to equipping them to implement the new CA Common Core Standards, tools and materials will be funded, as needed.	August 2014-June 2015	Items may include wipe off boards, Mimio voters, software. misc. tools/supplies to support student learning	See goal 1-teaching and learning #5	Title I

4. Purchase non-fiction publications such as National Geographic for Kids , Scholastic News, etc.. for all classroom teachers to support reading in the content areas and to help with developing the 4 “C’s”-Critical Thinking, Collaboration, Communication and Creativity.	August 2014-June 2015	Individual Student copies	See goal 1-teaching and learning #6	LCFF (LCAP Goal-3.2.d)
5. To allow students to connect “real life” experiences with the curriculum and the Common Core Standards taught and learned in the classroom, funds will be budgeting for classroom field trips.	August 2014-June 2015	• Field trips to local parks, science museums, farms, etc...	See goal 1-teaching and learning #9	LCFF (LCAP Goal-3.2.d)
<b>PROFESSIONAL DEVELOPMENT</b> • See Goal 1	July 2014-August 2015			
<b>OPPORTUNITY AND EQUAL ACCESS</b> • See Goal 1	July 2014-August 2015			
<b>INVOLVEMENT OF STAFF, PARENTS, AND COMMUNITY:</b> • See Goal 1	July 2014-August 2015			

: Provide a school climate that connects our teachers, students, and their families to the school and provide access to external resources for the school, students and families in order to build a responsible, respectful and safe community.

***LCAP GOAL 4.0 Engagement: All departments and sites will provide an emotionally safe and caring environment that is welcoming for all stakeholders.***

***SCHOOL GOAL #4: All students will be provided a safe, positive, nurturing school climate in which they can learn and grow socially and academically. We will Improve and strengthen parent/community involvement and support that connects teachers, students, and their families to the school and provides access to external resources for the school.***

<b>Data used to form this goal:</b>  Trimester reviews of Aeries reports summarizing the # of office referrals and suspensions; parent surveys, student surveys, attendance	<b>Findings from our Analysis:</b>  The number of referrals has greatly decreased in the last two years; yet, we still have students referred to the office for misbehaviors. We will continue to focus on empowering the students to monitor their own behaviors and to be able to solve their own conflicts before they escalate into an office referral situation. Although the majority of students and parents feel they are safe at school, there is a small percentage of	<b>How will progress be monitored?</b>  Trimester reviews of Aeries reports summarizing the number of office referrals and suspensions, parent/student surveys.  Increase number of parents participating in family events as measured by sign-in sheets.  Parent and student safety surveys.
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student/parents who do not feel safe.

Strategy: We will focus on monthly positive character traits to empower our students into being their own monitor of good/bad behavior. These traits will be reinforced in classrooms and at the weekly assemblies. Attendance incentives for individual and classroom attendance are in place to encourage and reward students for regular attendance. School programs/events will be held to encourage parent involvement, to educate parents on updates in education (Common CoreA comment box is in the office for parents/families to anonymously share concerns/questions, and a bully box will be established for students to do the same. .

Actions to be Taken to Reach These Goals	Implementation Dates	Proposed Expenditures	Estimated Cost	Funding Source
<b>Staffing and Professional Development</b> <ul style="list-style-type: none"> <li>BCOE and Community Resources (Mental Health, etc..) to support staff on student issues and classroom management</li> </ul>	August, 2014-June, 2015	Presentations at staff meetings		
<b>Access</b> <ul style="list-style-type: none"> <li>Supply teachers/administration with student incentives to encourage positive behavior in and out of class; institute school-wide discipline procedures</li> <li>Implement a Weekly Recognition Program to recognize students for positive behaviors in both the academic and social realm. Encourage family participation.</li> </ul>	August, 2014-June, 2015	Student incentives, materials	\$ 1,000	Title I
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>Provide before, during and after -school interventions for students performing below grade level in math</li> <li>Hold weekly assemblies to honor students and to teach a monthly positive behavior trait (Megaskill).</li> <li>Hold trimester awards assembly after 1<sup>st</sup> and 2<sup>nd</sup> trimesters to honor students with outstanding academics, citizenship and improvement.</li> <li>Hire a consultant/Trainer, to do school assemblies, classroom visits and storytelling night to help build a positive school culture and community.</li> <li>Bring consultants/trainers/assemblies to Plumas to help support a positive school culture</li> <li>Purchase anti-bully/character trait curriculum/materials to empower students and to develop resilience and coping skills</li> </ul>	August, 2014-June, 2015	Hourly Compensation for before/After-school Interventions  No additional cost  No additional cost  Michael Katz, Storyteller and Trainer  assemblies/presentations  To be researched/determined	See goal 1, opportunity and equal access #7    \$1,000  \$ 3,000  \$500	Title I    Title I  LCFF(LCAP Goal-4.3.c)  LCFF(LCAP Goal-4.3.c)
<b>Involvement</b> <ol style="list-style-type: none"> <li>Complimentary reports sent by teachers to principal who calls families to share the "positives"</li> </ol>	August, 2014-June, 2015	Pencils	See equal access above, goal 4	Title I Student Incentives

2. Hold awards assembly to acknowledge students who have made progress, achieved proficient and above and perfect scores	August, 2014-June, 2015	Medals/trophies	See equal access above, goal 4	Title I Student Incentives
3. Provide rewards for students who exemplify good test taking skills and behaviors as learned all year in the classroom.	August, 2014-June, 2015	Instructional incentives/supplies	See equal access above, goal 4	Title I Student Incentives
4. Hold CELDT awards assembly to acknowledge students who have made progress in learning the English Language—moved over a level or increased their scores	August, 2014-June, 2015	Medals/trophies	\$300	Title III, LEP
5. Provide rewards for students who exemplify good character traits (Mega Skills) learned throughout the year.	August, 2014-June, 2015	Pizza with the principal, variety of awards	See equal access above, goal 4	Title I Student Incentives
6. Provide incentives for students to have perfect attendance by class and by individuals	Ongoing	Healthy treats, PE and Art with Principal, bicycles for top 2 winners	See equal access above, goal 4	Title I Student Incentives
7. Encourage and seek parent involvement in classrooms, school activities, and special events, and provide before and after-school family events when possible.	Ongoing	Reader's Corner, ELAC, Site Council, Common Core Family Night, etc...	\$1,392	Title I Parent Involvement
8. Find and apply strategies to assist parents as partners to complete homework expectations	Ongoing		See equal access above, goal 4	Title I Parent Involvement

**Notes:**

All funding with a superscript notation is repeated in subsequent sections, identified by the same numerical notation. The allocations and activities are designed to meet the goals in ELA, Math, and EL (where appropriate). The allocations are repeated in each section but the funding is not new to each section.

**Form B: 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 Form B must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Elementary Music Instruction	August 2014- June 2015		\$14,023.20	District Title I Centralized Services
K-1 Para Educators			\$67,095.45	District Title I Centralized Services
School Choice for PI Schools 1% reservation and Supplemental Educational Services for PI schools 5% reservation.			\$24,690.47	District Title I Centralized Services
Professional Development		Professional development day in August, and District-wide 10% Title I reserve for PD (CC collaboration, etc.)	\$27,631.03	District Title I Centralized Services
Parent Involvement 1%		District Newsletter/ blackboard connect.	\$3,855.49	District Title I Centralized Services
Homeless Transportation			\$642.58	District Title I Centralized Services
<b>Total Centralized Service</b>			<b>\$137,938.22</b>	

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.



Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

### Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fq/aa/co/ca12sguiappcatprog.asp>.

**Of the four following options, please select the one that describes this school site:**

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools		<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$ 77,746	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	*Supplemental and Concentration are combined – see above.	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school		\$77,910	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$139,174	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,392	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	*This reserve is done district wide – see centralized services.	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$6,345	Title III funds may not be consolidated as part of a SWP <sup>3</sup>

<sup>3</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Total amount of federal categorical funds allocated to this school	\$145,519
Total amount of state and federal categorical funds allocated to this school	\$223,429

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

### School Site Council Membership

Education Code Section 64001(g) 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 school site council is as follows:

<i>Names of Members</i>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other School Staff</b>	<b>Parent or Community Member</b>	<b>Secondary Student</b>
Ms. Stacie Schuman	X				
Mrs. Eme Moua		X			
Mrs. Gina Newsom-Wang		X			
Mr. Jeff Smith		X			
Mrs. Teresa Charmley			X		
Mrs. Linda Green				X	
Mrs. Tabitha Pedrini				X	
Mrs. Carole Spangler				X	
Mrs. Leanne Rice				X	
Mrs. Amanda Christensen				X	
<b>TOTALS</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

### Form E: Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: May 22, 2014.

Attested:

Ms. Stacie Schuman

Typed name of school principal

Signature of school principal

Date

Mrs. Eme Moua

Typed Name of SSC Chairperson

Signature of SSC chairperson

Date