

# The Single Plan for Student Achievement

**School:** Colfax Elementary School  
**CDS Code:** 31667956031066  
**District:** Colfax Elementary School District  
**Principal:** John Baggett  
**Revision Date:** June 4, 2016

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

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

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**The District Governing Board approved this revision of the SPSA on June 16, 2016.**

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## School Vision and Mission

### Colfax Elementary School's Vision and Mission Statements

The Colfax Elementary School District pledges to provide each student with the critical thinking skills and engaging levels of learning needed for success in high school and beyond. These skills include the following:

- \* Reading and comprehending fiction and non-fiction texts independently and proficiently
- \* Integrating and evaluating content using diverse media and formats
- \* Communicating, analyzing, and evaluating effectively through listening, speaking, and writing with a range of applications

## School Profile

The current facility of Colfax Elementary School opened in 1993. In the past six years, our Academic Performance Index (API) has steadily risen. As of the Spring 2008 STAR test, our school API passed the 800 mark at 802. Students taking the Spring 2010 STAR test continued to demonstrate overall increased learning evidenced by an API of 809. In Spring of 2013, the API increased to 828.

Using Renaissance Learning STAR assessment the end of the year data reveals 72.4% of all students are predicted to be at or above Benchmark in Reading by the end of the school year. In Mathematics, 67.2% of students are predicted to be at or above grade level by the end of the year.

Colfax Elementary School is currently serving 327 students in grades Transitional Kindergarten through Eight. Of those students, 52% are low-income and 11% receive Special Education services.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

Parent, student, and staff surveys were administered in the Spring of 2014 and 2015. 35% of parents responded to the survey while 86% of 3rd-8th grade students responded to the surveys. 75% of staff members responded. Questions focused on the 8 essential components in the local control accountability in our state.

A summary of survey results can be found in the appendix of the plan.

A school safety survey was administered to families in the Spring of 2016. A summary of survey results can be found in the appendix of the plan.

### Classroom Observations

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

Both formal and informal classroom observations occur throughout the school year. During these observations, teachers demonstrate a variety of methods for checking for understanding during lessons, as well as reteaching based on those checks. In some cases, the reteaching occurs in small groups by the teacher or paraprofessional. In others, the reteaching occurs with individual students during independent practice. Developing students' ability to monitor their own progress on essential concepts and increasing student engagement are current focuses for classroom teachers.

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

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

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

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

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

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

Through Professional Learning Communities, teachers analyze student assessment data and modify both classroom instruction and Response to Instruction groupings and topics.

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

Teachers use existing local assessments to modify RtI groups and topics. Teachers used program embedded assessments to monitor student growth. Data from these assessments was analyzed to determine areas of growth and need.

### **Staffing and Professional Development**

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

All teachers meet current “highly qualified” standards set forth at both the state and federal levels.

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

All teachers have either appropriate credentials for subjects taught and/or Board-approved resolution for Temporary Assignment Option for Departmentalized Classes. Teachers covered under the Temporary Assignment for Departmentalized Classes have met all conditions required under this option.

Professional Development opportunities are offered through Placer County Office of Education addressing a range of instruction-related topics. Teachers will attend these workshops in teams or groups in order to maximize implementation of new knowledge at Colfax Elementary.

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

Staff development this year focuses on implementing the Common Core standards through technology and the Google platform, Visible Learning, and explicit direct instructional practices, all aligned with improving delivery of our state adopted standards.

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

Professional collaboration, principal observation and support, and RtI support (Resource Teacher, Title I Teacher and Special Education support staff involvement) all support classroom instruction.

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

Each week throughout the school year students are dismissed one hour early in order to facilitate teacher groups meeting as a Professional Learning Community to review formative student assessment data and modify instruction based on findings from that review. This year teachers implement aligned common core mathematics curriculum in grades K-8.

### Teaching and Learning

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

All teachers used California State Adopted Curriculum for core instruction. Teachers are using new math programs aligned to the common core.

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

Our school wide “Response to Intervention” schedule allows 30-40 minutes four days per week for intervention as well as accelerated learning.

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

All students have a copy of each textbook and/or workbook for core curriculum

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

The school has adopted state approved common core math curricula in all grades. Intervention materials used for Tier Two intervention support and are research based focusing mainly on literacy. These programs include S.I.P.P.S. and Rewards.

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

Daily differentiated Response to Instruction period in addition to Intensive Targeted Instruction enable underperforming students to meet grade level standards.

### Opportunity and Equal Educational Access

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

Daily differentiated Response to Instruction period in addition to Intensive Targeted Instruction enable underperforming students to meet grade level standards.

14. Research-based educational practices to raise student achievement

At Colfax Elementary School, we have a Response to Intervention schedule integrated into the school day. This RtI schedule applies four days a week in most grade levels. In addition, 60 minutes per week is allocated for teacher collaboration both within and across grade levels. In addition, the district supports multiple professional development opportunities with a specific focus on student engagement and the Common Core State Standards.

### Parental Involvement

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

Teachers meet frequently with parents of underperforming students to keep parents informed as well as offer suggestions for at-home help. Colfax Elementary School is participating for a second year in a program called Positive Behavior Interventions and Support (PBIS) through the Placer County Office of Education to positively impact student behavior and school climate. Data is collected and monitored.

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

School Site Council is our primary vehicle for involving families and community representatives in the planning, implementation, and evaluation of these programs. A parent survey also provides data for the development of this plan.

#### Funding

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

Title I and Local Control funds are used to support a certificated Title I teacher to provide targeted instruction to struggling learners. Local Control funds are used to support the After School Homework Help Program and professional development.

18. Fiscal support (EPC)

General funds are used to support a certificated Physical Education teacher serving all CES students, a Student Study Team coordinator stipend, and a Remediation/Enrichment paraprofessional.

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

Math continues to be an area of continuous improvement as well as using research based intervention tools to support tier 2 students who need additional instruction. School goals focus on improving student engagement, enrichment, and achievement.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

#### Conclusions based on this data:

1. There are no English Language Learners at CES.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

#### Conclusions based on this data:

1. There are no English Language Learners at Colfax.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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						
Number Met						
Percent Met						
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
<b>Mathematics</b>			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

#### Conclusions based on this data:

1. N/A

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			0
Percent with Prior Year Data			0.0
Number in Cohort			0
Number Met			0
Percent Met			0.0
NCLB Target	57.5	59.0	59.0
Met Target			No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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					0	0
Number Met					0	0
Percent Met					0.0	0.0
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target					No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate			0
Met Percent Proficient or Above			N/A
<b>Mathematics</b>			
Met Participation Rate			0
Met Percent Proficient or Above			N/A
<b>Met Target for AMAO 3</b>			

#### Conclusions based on this data:

1. N/A

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English Language Arts and Math</b>
<b>LEA GOAL:</b>
To annually increase the achievement of all students in language arts and mathematics ensuring proficiency with the common core standards in these key content areas.
<b>SCHOOL GOAL #1:</b>
1.0 Students will improve their median language arts and math proficiency by 10% per grade level as measured by Renaissance Learning STAR assessments in ELA and math and DIBELS assessments to determine growth in reading skills.
<b>Data Used to Form this Goal:</b>
Renaissance Learning STAR assessments, DIBELS benchmark assessments
<b>Findings from the Analysis of this Data:</b>
CES is not making adequate yearly progress in math but is making adequate yearly progress in language arts.
<b>How the School will Evaluate the Progress of this Goal:</b>
Three times a year all students will be assessed. Data will be reviewed with the teachers and improvement plans will be developed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a structure and culture for continuous improvement by implementing best instructional practices through the Professional Development Plan.	16/17 school year	Superintendent/Principal	Library and Classroom Library Leveled Books	4000-4999: Books And Supplies	General Fund	2000.00
			Professional Development on Accelerated Reader program	5800: Professional/Consulting Services And Operating Expenditures	General Fund	3000.00
			Jiji Math Program	4000-4999: Books And Supplies	General Fund	8500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of common assessment protocol for use in professional learning communities for the authentic and timely assessment of student performance to strengthen Tier 1 instruction and to identify students in need of additional intervention in the classroom.	16/17 school year	All Faculty Administration				
Identify focus students for mentoring and increased positive adult-student relationships to improve student achievement. Use book Connecting with Students for specific strategies.	16/17 school year	All Faculty Administration		4000-4999: Books And Supplies	Lottery: Instructional Materials	500.00
Align fiscal resources to ensure prioritization based on greatest need as indicated by student achievement data and stakeholder surveys.	16/17 school year	Administration				

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Enrichment</b>
<b>LEA GOAL:</b>
To increase student access and participation in enrichment offerings centered on the arts and sciences before, during, and after school
<b>SCHOOL GOAL #2:</b>
The number of enrichment offerings for students and attendance in enrichment courses in the arts, athletics, and sciences will increase by 10%.
<b>Data Used to Form this Goal:</b>
STAR test scores Stakeholder surveys
<b>Findings from the Analysis of this Data:</b>
Stakeholders would like an increase in enrichment offerings before/after school and during the school day.
<b>How the School will Evaluate the Progress of this Goal:</b>
Stakeholder surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish opportunities for innovative and authentic learning that supports the common core standards.	16/17 school year	Administration, grant writers	After school enrichment teachers	1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	3200.00
			Consumable materials and supplies	4000-4999: Books And Supplies	Local Categorical	3000.00
			Athletic programs	1000-1999: Certificated Personnel Salaries	General Fund	3100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access for students to a broad course of study.	16/17 school year	Administration, school staff				
Identify extracurricular programs that enhance 21st Century Learning Skills.	16/17 school year	Administration, school staff	Extracurricular enrichment	1000-1999: Certificated Personnel Salaries	General Fund	3200.00
Balance direct instruction with project oriented teaching methods.	16/17 school year	Administration, school staff	Books and Supplies	4000-4999: Books And Supplies	General Fund	3600.00
Collaborate with Colfax High School to offer enrichment before/after school or during the school day.	16/17 school year	Administration, school staff				

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Student Engagement</b>
<b>LEA GOAL:</b>
To improve student engagement and ownership of the educational experience through innovation, critical thinking, problem solving, communication, and collaboration
<b>SCHOOL GOAL #3:</b>
The implementation of explicit direct instruction and engagement strategies will increase by 5%. Maintain 100% highly qualified staff and access to standards aligned instructional materials.
<b>Data Used to Form this Goal:</b>
Walkthrough data
<b>Findings from the Analysis of this Data:</b>
Engagement strategies are evident 70% of the time
<b>How the School will Evaluate the Progress of this Goal:</b>
Walkthrough data and staff input and sharing of strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule common core lesson design staff development with lesson coaching rounds.	16/17 school year	Administration	Common core professional development, Substitute Costs for Professional Development and Coaching	5000-5999: Services And Other Operating Expenditures	General Fund	10500.00
Use walkthrough data to improve the implementation of targeted engagement strategies in all classrooms.	16/17 school year	Administration				

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: 21st Century Skills</b>
<b>LEA GOAL:</b>
To ensure all students and staff exhibit a range of functional and critical thinking skills related to information, digital based tools, media, and technology
<b>SCHOOL GOAL #4:</b>
100% of 4th, 5th, and 6th grade students will have access to a Chromebook at school and use Google Documents for class assignments, project based learning, and diverse presentations.
<b>Data Used to Form this Goal:</b>
Technology inventory Purchase orders
<b>Findings from the Analysis of this Data:</b>
June 2016: All 4th - 8th grade students have Chromebooks. This goal has been met and new administration will need to determine how they will to proceed.
<b>How the School will Evaluate the Progress of this Goal:</b>
Technology inventory Purchase orders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to Implement technology in the classrooms.	16/17 school year	Admin, technology support staff		None Specified	None Specified	
				None Specified	None Specified	
			Computer Technician	None Specified	None Specified	
				None Specified	None Specified	
Train additional staff on Google Classroom and their effective use with students.	16/17 school year	Admin,	Professional Development	5000-5999: Services And Other Operating Expenditures	General Fund	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for teachers on integrating 21st century technology skills and teaching strategies into classroom practice.	16/17 school year	Admin,				
Ensure access to digital materials that are aligned to the Common Core standards.	16/17 school year	Admin, teaching staff				

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: Positive School Environment</b>
<b>LEA GOAL:</b>
To maintain a welcoming and safe school environment
<b>SCHOOL GOAL #5:</b>
Annual decrease in major and minor referrals as documented in the SWIS system by 3%.
<b>Data Used to Form this Goal:</b>
PBIS implementation surveys
<b>Findings from the Analysis of this Data:</b>
We have implemented tier 1 and tier 2 programs and need to improve our responses to individual student discipline challenges (Tier 3).
<b>How the School will Evaluate the Progress of this Goal:</b>
Report of data from surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify programs that support the emotional and physical well-being of staff and students.	16/17 school year	Administration	Purchase life skills/cross age buddies curriculum for K-6.	None Specified	None Specified	
			Attendance Incentives	None Specified	None Specified	
			Positive Behavior Interventions and Support	5800: Professional/Consulting Services And Operating Expenditures	General Fund	4000.00
Continue to improve communication of behavior expectations to students and parents/guardians	16/17 school year	Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Discuss and action plan school safety with the school site council monthly and incorporate actions into comprehensive safety plan.	16/17 school year	Administration				
Satisfaction survey results analyzed and reported to Board, parents/guardians, teachers, and students	Spring 2017	Site Council/ Administration				
Develop Action Plan based on survey results	Spring 2017	Site Council/ Administration/ Faculty/ Board of Trustees				
Implement Action Plan	2017/18	All members of the CES community, led by Administration				

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Arts and Math Achievement</b>
<b>SCHOOL GOAL #1:</b>
Students will improve their median language arts and math proficiency by 10% per grade level as measured by grade level benchmark common core assessments in ELA (STAR Reading, DIBELS) and STAR math post test baseline score from Fall 2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue Tier 2 reading and math interventions	16/17 school year	Administration, staff	Title One Tier 2 support	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	
Continue Tier 2 reading and math interventions	16/17 school year	Administration, support staff	Title One Tier 2 support	2000-2999: Classified Personnel Salaries	General Fund	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in the arts and sciences.</b>
<b>SCHOOL GOAL #2:</b>
The number of enrichment offerings and attendance in enrichment courses for students in the arts and sciences will increase by 10%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire after school enrichment teachers	16/17 school year	Admin.	After school enrichment teachers	1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	3200.00
Purchase consumables for after school programs	16/17 school year	Admin., office staff	Consumables for after school programs	4000-4999: Books And Supplies	Local Categorical	3000.00
Support stipends for athletic programs	16/17 school year	Admin.	Stipends for coaching positions	1000-1999: Certificated Personnel Salaries	General Fund	3100.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in critical thinking, problem solving, communication, and collaboration.</b>
<b>SCHOOL GOAL #3:</b>
To improve student engagement and ownership of the educational experience through innovation, critical thinking, problem solving, communication, and collaboration

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule common core lesson design staff development with lesson coaching rounds	16/17 school year	Admin	Common core staff development with Visible Learning focus on student driven and differentiated instructional practices	None Specified	None Specified	
Schedule substitute teachers to release certificated staff for professional development and coaching rounds	16/17 school year	Admin	Substitutes are needed to cover classrooms since there are no teacher in service days	1000-1999: Certificated Personnel Salaries	None Specified	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in technology</b>
<b>SCHOOL GOAL #4:</b>
Increase the use of one to one devices and technology by 20%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Determine a comprehensive technology plan	16/17 school year	Admin, staff, Site Council		None Specified	None Specified	
Upgrade networks for increased connectivity	16/17 school year	Admin, technology support staff	Purchase network and connectivity upgrades	4000-4999: Books And Supplies	Common Core	646.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in safe school climate</b>
<b>SCHOOL GOAL #5:</b>
Increase the score on PBIS implementation by 10%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and purchase programs that support the emotional and physical well-being of staff and students	16/17 school year	Admin., Coordinator of Student Services	Positive Behavior Interventions and Support	5800: Professional/Consulting Services And Operating Expenditures	General Fund	
Purchase safety materials and supplies and attendance incentives	16/17 school year	Admin.	Safety materials and supplies and attendance incentives	None Specified	None Specified	



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Common Core		
General Fund		
Local Categorical		
Lottery: Instructional Materials		
Rural Education Achievement Program		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	37,900.00
Local Categorical	3,000.00
Lottery: Instructional Materials	500.00
Rural Education Achievement Program (REAP)	3,200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	9,500.00
4000-4999: Books And Supplies	17,600.00
5000-5999: Services And Other Operating Expenditures	10,500.00
5800: Professional/Consulting Services And Operating	7,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	6,300.00
4000-4999: Books And Supplies	General Fund	14,100.00
5000-5999: Services And Other Operating	General Fund	10,500.00
5800: Professional/Consulting Services And	General Fund	7,000.00
4000-4999: Books And Supplies	Local Categorical	3,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	500.00
1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program	3,200.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	14,000.00
<b>Goal 2</b>	16,100.00
<b>Goal 3</b>	10,500.00
<b>Goal 5</b>	4,000.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Carolyn Nichols	X				
Craig McAtee		X	X		
Alicia Mista		X			
David Ackerman				X	
Jennifer Ludford				X	
Gary Howard				X	
Ashley Neumann				X	
Deborah Lindh				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

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

\_\_\_\_\_

Signature

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

Attested:

John Baggett

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

David Ackerman

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date