

The Single Plan for Student Achievement

School: Pierce Elementary School
CDS Code: 15-73742-6009294
District: Sierra Sands Unified School District
Principal: Pam Barnes
Revision Date: November 16, 2015

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

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

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The District Governing Board approved this revision of the SPSA on December 10, 2015.

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School Vision and Mission

Pierce Elementary School's Vision and Mission Statements

VISION

We believe all students can learn to become successful life-long learners through meaningful and varied learning experiences. We believe that learning occurs by implementing a rigorous, balanced curriculum that engages and stimulates students. We believe that children learn best in a welcoming, safe, and clean environment that promotes school pride. We believe that the home-school connection is an important element in the development of successful, life-long learners. We believe in providing parents with educational opportunities and the support they may need to foster their child's development. We believe that all people are unique, valuable and need to feel safe and respected in our school environment.

MISSION

At Pierce School our mission is to assist staff and students with their efforts to:
Pursue Individual Excellence Relentlessly in a Caring Environment.

School Profile

Pierce Elementary School is a rural school serving 308 students in grades TK-5. We are a Title I school with about 74% of our students being designated as socioeconomically disadvantaged. In August 2013, we entered our 2nd year of Program Improvement despite having a very solid Academic Program Index of 856 (above the California target of 800). We offer our families a State Preschool, a Before School Program (7-9 am) and an After School Program (3:15-6:15 pm). Our population is diverse with representation from 8 different ethnic groups. Our two largest groups are Hispanic (38.6%) and White (52.2%). 19.3% of our students are English Learners. The predominate primary language of our English Learners is Spanish, although we currently have students who speak Cantonese, and Russian. One hundred percent of our teaching staff and paraprofessionals are Highly Qualified. We offer gifted and talented (GATE) students an enrichment class during their school day, taught by our GATE certified project teacher. Our students in grades 1-5 also receive Art Class once a week as part of their instructional day.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

We survey our parents every spring (April or May) with a comprehensive survey. Results of the survey are always shared with parents at our first School Site Council meeting in the fall. Survey results are also shared with parents at our ELAC (English Learners Advisory Committee) and with our Pierce PTO. Please see the attached survey for the results of our 2014-2015 Parent Survey.

Classroom Observations

Pierce teachers with more than 10 yrs. of seniority receive formal evaluations every five years. (12 out of 14 Pierce teachers have more than 10 yrs. seniority. The other two are just beginning their 10th year.) During formal evaluation years, teachers will have at least one formal observation that they schedule with the principal. The principal will then do multiple unannounced observations and walk throughs in order to complete the formal evaluation process. In our district, administrators are expected to visit each classroom at least once a week, looking for evidence of clear objectives linked to grade level standards, student engagement, utilization of ELD (English Language Development) strategies and involvement of English Learners, checking for understanding, and standards based instruction. One hundred percent of Pierce teachers are highly qualified, well trained, professional educators who work well in collaboration to meet the needs of our students.

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

Standards, Assessment, and Accountability

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

School-wide results of state and district assessments in math and language arts (CAASPP, CELDT, benchmarks) are reviewed in late September to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student subgroup, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as weekly formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Pierce teachers also use STAR Early Literacy, STAR Reading, STAR Math, and Moby Max assessments to modify instruction to meet the academic needs of individual students.

A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELD components were adopted for use K-5 and materials were purchased for all special education programs. A new K-8 Math adoption was purchased for 2014-2015 in response to ever increasing accountability targets, data analysis results, and staff input. This new Math adoption is aligned with Common Core State Standards and better meets the needs of our students.

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

Pierce teachers use a variety of assessments to monitor student progress and modify instruction. In April of 2015, California students including our Pierce students in grades 3-5 were assessed in English Language Arts and Math using the new SBAC assessments. (Smarter Balanced Assessment Consortium) Data from these assessments arrived in mid September 2015. Teachers met collectively and in grade level collaboration meetings to look at the SBAC data from last spring and use this data to begin planning to meet instructional needs of students. Throughout the school year, we use formative assessments, chapter, and end of unit tests to track student progress and modify instruction between benchmark exams. At the end of each trimester, we assess student progress with benchmarks and then modify instruction and/or reconfigure our intervention groups.

Staffing and Professional Development

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

One hundred percent of Pierce teachers and paraprofessionals meet the requirements to be highly qualified staff.

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

The Sierra Sands Unified School District offers all classroom teachers grade level specific ELA and Math professional development three full days each school year. Pierce teachers attend every available training day. Our teachers work collaboratively at these grade level training sessions to improve alignment to common core state standards and learn about research based teaching strategies that will improve student achievement in their classrooms. Whenever our district adopts new instructional materials, the district provides training in order to implement these materials appropriately so as to provide universal access to all our students. Almost 100% of Pierce teachers have attended conferences for Professional Learning

Communities.

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

Staff development is based on district initiatives and individual school and teacher needs. Currently staff development at the district and school level is geared to implementation of Common Core State Standards. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Pierce school's staff development has been predominantly in the area of English/Language Arts and English Language Development. Pierce teachers are professionally developed through grade level ELA and Math training sessions offered at the district level.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. These coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coaches, district Math Coach, ELD Teacher Coordinator, Special Education Program Support Teachers, a district math/technology coach is also working with our 4th and 5th grade teachers according to a grant the district received to improve math and technology, and a Title I Project Teacher. They support site teachers by assisting with reading/language arts instruction, assisting with math instruction, assisting and coaching technology related to Chromebooks, offering model lessons, Step Up To Writing, Academic Language Development, and provide lessons/activities for gifted students. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, and benchmark test analysis, in order to assist teachers in planning instruction. In 2013 all teachers also received three days IMBT (Instructional Materials Based Training) for their Treasures ELA adoption. In the summer of 2014 all teachers received a one day training in their new Go Math! Math adoption.

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

For the 2015-2016 school year, SSUSD has adopted a Late Start Wednesday schedule to allow teachers a guaranteed 45 minute collaboration meeting each week. These meetings provide teachers with time to lesson plan, review data and analyze results, form intervention groups, attend professional reading groups, and monitor student progress. Also at Pierce, teachers at each grade level have a scheduled weekly planning/collaboration time during the school day. In these meetings they do their lesson planning, review benchmark and classroom assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate across grade levels at monthly staff meetings.

Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California Common Core State standards, grade level expectations, the district pacing calendar and CDE claims and targets to prepare for weekly lesson plans and guide instruction in Language Arts, Math, and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, STAR EL, STAR Reading, and STAR Math assessments, as well as formative assessments to analyze student performance and adjust instruction accordingly.

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

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

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

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and Math to more closely address identified needs and match our current adoptions. Report cards have also been adjusted. Our school gives 3 math and 3 ELA benchmarks during the school year in order to assess mastery of standards after they are taught.

Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student progresses at an appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) and new Math adoption are aligned to maximize student success. Outside resources are also utilized as necessary or appropriate.

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

We currently have standards based instructional materials for all English Language Arts/English Language Development and Math aligned with current California Common Core State Standards.

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

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed frequently, and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student academic needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Assistance Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

A variety of research-based educational practices are used to raise student achievement at Pierce. We extend the school day through our Before School and After School Programs. We offer targeted intervention before the school day begins. We offer interventions during the school day for students needing strategic intervention in ELA and/or Math. Our teachers are trained to use Comprehensive Early Learning and/or Extended Literacy Learning research-based teaching strategies. All staff use UNRAAVEL strategies for ELA and Math, follow the District Instructional Norms, and use the Explicit Direct Instruction strategies they have been taught during their local professional development. We also work collaboratively in a Professional Learning Community. Close and critical reading strategies are being implemented in all classrooms.

Parental Involvement

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

District, community, family and school resources available to assist underachieving students:

- District Nurse
- Resource Teachers: Special Education (RSP, Speech, Adaptive P.E., Kern County Itinerant Vision Specialist), Literacy Coaches, Project Teacher, ELD coordinator, and Math/Technology Coach.
- Intervention Teachers for before and within school intervention classes for grades 1-5.
- Instructional aides: classroom paraprofessional, before and after school program instructors and tutors, and special education paraprofessional.
- School Counselor (3 days a week)
- Translators
- School Resource Officers
- School Attendance Review Board (SARB)
- After School Education and Safety (ASES) Program (both before and after school)
- State Preschool

- Kern County Children’s Dental Health Network
- Parent and Community Volunteers
- Indian Wells Family Resource Center
- Kern Regional Center
- College Community Services

Our school communicates with parents through:

- School - Parent Compact
- Parent informational meetings and visitations
- Back To School Barbecue, Back-To- School Night, Lights on After School, and Open House
- Superintendent’s Council
- Parent /Teacher Conferences twice a year
- Family Nights
- School Site Council
- Title 1 Parent Meetings
- Gifted and Talented Education (GATE) Parent Meetings
- English Language Advisory Committee (ELAC) Meetings
- PTO
- Home School Connection newsletter sent home each month
- Monthly School Activity Calendar sent home each month
- District and school web pages
- Automated phone system
- Annual Parent Surveys (Title I and ELAC)

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC.

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)

Pierce School has a Parent Involvement Policy that is shared with parents each year and revised by the School Site Council each year. Our School Site Council reviews our Single Plan for Student Achievement, all budgets, and our Safe Schools Plan. The Single Plan is also shared with parents attending our English Learner Advisory Committee meetings and the PTO. Pierce parents are encouraged to volunteer in classrooms, and the library. They are also informed about district meetings such as the bimonthly Superintendent's Council and monthly School Board meetings. Parents are actively recruited to serve on district committees for textbook adoptions, calendar development, and school safety.

Funding

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

Categorical services focused on the underperforming student at this school include: flex reading groups, Title 1 intervention, paraprofessional support, before school intervention, and before and after school programs. Teachers work with struggling students to set goals, check progress, and celebrate successes. Categorical funds are used to purchase intervention materials, pay intervention teachers, and provide staff development. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Reading teachers are provided for struggling students to re-teach lessons in small groups. Instructional

paraprofessionals provide small group support in reading and writing. Our counselor provides support through Friendship Circles, Parenting classes, and classroom instruction on conflict resolution and bully prevention strategies.

18. Fiscal support (EPC)

District provides fiscal support through LCFF decentralized (general fund) allocation. We also receive funding through the Title I Program (categorical).

Description of Barriers and Related School Goals

At Pierce we are constantly working to eliminate barriers to student learning even though many of these barriers are beyond our abilities to solve. We constantly work to minimize the effects these barriers have on our students . With 74% of our students being designated as socioeconomically disadvantaged, poverty is one of our biggest hurdles to overcome. Many of our families are in distress due to recent economic downturns both nationally and locally. Some of our parents are working 2-3 jobs just to feed and clothe their families. We have students who are living in shelters, or sharing accommodations with other families. 19% of our students are English Learners. Some of their parents may be illegal in our country. This makes them reluctant to come to school or be more than minimally involved in their child's education. Many of our families have no health or dental insurance and students have to go weeks without glasses, or medical/dental appointments. Making the switch from county provided to district provided mental health services also affects our families dealing with mental health issues. Another barrier that is affecting our students is the reduced funding for schools.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	59	59	100.0	59	2390.6	12	20	31	37
Grade 4	57	57	100.0	57	2453.2	21	28	14	37
Grade 5	62	61	98.4	61	2517.2	25	31	26	18
All Grades	178	177	99.4	177		19	27	24	31

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	14	36	51	10	47	42	15	61	24	8	54	37
Grade 4	30	42	28	11	56	33	26	47	26	12	49	39
Grade 5	28	44	28	28	49	23	28	56	16	41	49	10
All Grades	24	41	36	16	51	33	23	55	22	21	51	28

Conclusions based on this data:

1. 3rd grade has the lowest percentage of students exceeding or meeting standards in all areas of ELA. Perhaps due to 3rd grade being earliest grade to use Chromebooks?
2. 51% of 3rd graders are Below Standard in Reading - we need to provide more reading intervention in grades K-3 to improve this situation.
3. In all grades the majority of students are scoring At or Near Standard for all ELA claims. We need to identify and target those students who are "Near" standard and move them up one band to "At Standard".

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	59	59	100.0	59	2423.9	7	42	27	24
Grade 4	57	57	100.0	57	2477.2	21	32	25	23
Grade 5	62	61	98.4	61	2505.1	16	26	28	30
All Grades	178	177	99.4	177		15	33	27	25

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	14	58	29	17	51	32	19	54	27
Grade 4	32	37	32	21	51	28	35	42	23
Grade 5	25	36	39	20	43	38	21	46	33
All Grades	23	44	33	19	48	33	25	47	28

Conclusions based on this data:

1. In all grades we need to identify and target intervention for those students who are "nearly" meeting their standards.
2. Under all claims the majority of students are scoring "At" or "Near" Standard. We need to identify and target for intervention students who are "Near" and move them up to "At".
3. Almost one third of our students are not meeting their math standards in all three claims.

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
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	***** *	***	0	0	0	0	*****
1	0	0	2	18	7	64	2	18	0	0	11
2	0	0	1	10	6	60	3	30	0	0	10
3	0	0	3	25	7	58	0	0	2	17	12
4	2	22	4	44	2	22	1	11	0	0	9
5	0	0	4	67	2	33	0	0	0	0	6
Total	2	4	14	28	26	52	6	12	2	4	50

Conclusions based on this data:

1. Too many of our students are progressing to the intermediate level (52%) and then getting stuck there. We need to strengthen our designated ELD program to help these students move up to Early Advanced levels at least by 4th grade.
2. If we want students to exit the ELD program by the end of 5th grade, we need to specifically target those students in third and fourth grade who are still stuck at Intermediate.

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
	#	%	#	%	#	%	#	%	#	%	#
K					4	24	6	35	7	41	17
1			2	18	7	64	2	18			11
2			2	18	6	55	3	27			11
3			3	25	7	58			2	17	12
4	2	22	4	44	2	22	1	11			9
5			4	67	2	33					6
Total	2	3	15	23	28	42	12	18	9	14	66

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	58	53	50
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	58	53	50
Number Met	28	29	29
Percent Met	48.3%	54.7%	58.0%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	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	58	10	50	14	57	8
Number Met	12	--	9	--	9	--
Percent Met	20.7%	--	18.0%	--	15.8%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	*	No	--	No	--

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

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	321	306	307
Percent with Prior Year Data	100.0	100.0	100
Number in Cohort	321	306	307
Number Met	173	178	164
Percent Met	53.9	58.2	53.4%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	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	231	145	213	146	225	144
Number Met	51	71	42	69	49	54
Percent Met	22.1	49.0	19.7	47.3	21.8%	37.5%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	Yes	Yes	

Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

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:

SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards. We will continue to implement CCSS in ELA/ELD and Math utilizing Treasures (ELA/ELD) and Go Math! (new Math adoption). Provide staff with professional development that will enable them to fully implement CCSS.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adopt/Purchase Common Core instructional materials	September - November	Principal	Purchase Standards Plus English Language Arts Materials for grades 3-5	4000-4999: Books And Supplies	Title I Part A: Allocation	3481.02

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement Common Core common assessments	September-May	Staff and principal working with district trainers.	Staff and principal will attend district and site grade level collaborative meetings. There is no site cost associated with this action item other than subs for when teachers attend training. See that action item listed later in this section.	None Specified	District Funded	
Identify best practices of CCSS	September-May	Staff and principal working with district trainers.	Staff and principal will attend district and site collaborative meetings.	None Specified	District Funded	
Identify and roll out CCSS resources and technological tools as needed	September - May	Principal and staff	Purchase Mathseeds computer subscription to support math instruction in grades K-2. (Purchased 2 year subscription to insure continuity of program.)	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1918.40
			Purchase one year ESGI computer program to assist kindergarten teachers with assessing and monitoring student progress.	5000-5999: Services And Other Operating Expenditures	General Unrestricted	358
			Purchase Core Clicks - Close Reading computer subscription to support ELA instruction for grades	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2249.00
			Staff is currently researching keyboarding programs for students and training for staff. This is an estimated cost.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Illuminate training/coaching support	August - May	Julie Frisbee	Offer Illuminate training and support in after school training sessions.	None Specified	District Funded	
			Teachers receive stipends to attend training sessions. \$20 per hour salary and \$22 per hour benefits.	None Specified	District Funded	
Project Teacher will provide math/technology support to classroom teachers, instruct GATE students, provide a Moby Max intervention program, facilitate family nights, student enrichment activities, and provide math intervention.	August - May	Project Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	45706.00
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	19271.77
Provide Moby Max training/coaching support.	August-May	Project Teacher	Offer Moby Max training and support in after school training sessions and during staff meetings.	None Specified	District Funded	
			Teachers receive stipends for attending after school training sessions for Moby Max. \$20 per hour salary and \$22 per hour benefits.	None Specified	District Funded	
			Purchase district license for Moby Max Computer Program, which is used at Pierce for reading, language arts, and math intervention. Moby Max is aligned with Common Core.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide substitutes so that Pierce classroom and special education teachers can attend district training about common core state standards and ELA/ELD standards.	3 days each for 12 classroom teachers.	Office manager Classroom teachers	Pay for certificated substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	4100
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	400
Provide opportunities for staff members to attend a workshop or conference about Common Core instructional strategies. We are currently looking for opportunities.	Ongoing	Principal Classroom Teachers Sp. Ed. Teacher Project Teacher	Pay for substitute for staff members	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	600
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	79
			Materials	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	500
			Travel Costs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	1000
Purchase books or DVDs to use for professional reading group during staff meetings or collaboration.	Ongoing	Principal Classroom Teachers Sp. Ed. Teacher Project Teacher	Purchase 14 copies of Teaching the Critical Vocabulary of the Common Core.	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	313.32
			Staff is currently researching online learning modules that support teachers as they implement Common Core Standards in ELA and Math.	4000-4999: Books And Supplies	Title I Part A: Allocation	3000.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2015 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 45% of 3rd grade students, 44% of 4th grade students, and 47% of 5th grade students met or exceeded standards. In math, district wide, 43% of 3rd grade students, 41% of 4th grade students, and 30% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom paraprofessional will provide classroom assistance for struggling students through the SIPPS program, and will provide art instruction for students so that teachers have collaboration time each week.	August-May	Paraprofessional	Personnel Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15374.34
			Personnel Benefits	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12541.10

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention teacher will provide additional reading tutoring for struggling students in grades 1-3. (2 hrs. per day, 4 days per week- during the school day.)	November - April	Intervention Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2920
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	385
Intervention teacher will provide homework support for the After School Program. (1 hr. per day, 4 days per week.)	August-May	Classroom Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5180
			Personnel Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	686
Intervention teacher will provide homework support for the After School Program. (1 hr. per day, 4 days per week.)	August-May	Classroom Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	5180
			Personnel Benefits	3000-3999: Employee Benefits	After School and Education Safety (ASES)	686
Intervention teacher will provide additional reading or math intervention for struggling students as determined by classroom teachers. (Before school hours)	October-May	Classroom teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500
			Personnel Benefits	3000-3999: Employee Benefits	Intervention (BS/AS)	500
Purchase technology tools that upgrade programs already at use in the computer lab, and to support intervention programs for struggling students.	November - May	Principal	Purchase 3 year subscription to Fasttmath (Scholastic) in order to provide materials for math intervention.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5200.00

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:

SUBJECT: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. We will continue to work closely with the maintenance department to keep our campus clean and well maintained. We will update all safety plans and safety/emergency equipment as required.
Data Used to Form this Goal:
Spring 2015 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August - May	Principal	Principal will notify district immediately if staffing changes. There is no site cost associated with this action item unless new staff needs to be hired.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend all District Safety Committee meetings for 2015-2016 school year.	August - May	Principal	Principal will attend district meetings and report back to site staff. There is no site cost associated with this action item.			
Replace all emergency water supplies that are expiring in April 2016	March	District Office	District Safety Office will provide new cases of emergency water. 64 cases of water in total. (32 for general emergency use and 32 cases in classrooms in case of lockdown.)	None Specified	District Funded	
Provide snacks to be kept with emergency supplies in each classroom in case of a lockdown. (I estimated the cost of this item based on a 96 count box of Nature Valley Granola Bars at Amazon for \$24 a box.)	August-September	Pierce PTO	Purchase granola type bars for each student and adult in classrooms.	None Specified	Parent Teacher Association	100
Provide custodial supplies.	August-May	Principal and custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	3800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Adequately staff and support the Before School Program and the ASES After School Program.	August - May	BSP and ASES Personnel	Personnel Salaries - After School Program	None Specified	After School and Education Safety (ASES)		
			Personnel Benefits - After School Program	None Specified			After School and Education Safety (ASES)
			Supplies	None Specified			After School and Education Safety (ASES)
			Custodial Supplies - for BSP and ASP.	None Specified			After School and Education Safety (ASES)
			Personnel Salaries - Before School Program	None Specified			After School and Education Safety (ASES)
			Personnel Benefits - Before School Program	None Specified			After School and Education Safety (ASES)
Purchase P.E. equipment and supplies to support the teaching of P.E. Replacing old, worn out or broken equipment.	August - May	Principal	Playground equipment and/or supplies. (Balls, hoops, jump ropes, etc.)	4000-4999: Books And Supplies	General Unrestricted	2000	
Support staff use of Eno Boards, projectors, computers, computer lab, ELMOs, etc. with replacement of tech items as necessary due to wear and tear in classrooms or the computer lab.	August - May	Principal Tech Dept.	Technology Equipment	4000-4999: Books And Supplies	General Unrestricted	3000	
Office and instructional supplies to support instruction	Ongoing	Principal and teachers	Office and classroom materials	4000-4999: Books And Supplies	General Unrestricted	16914.92	
			Printshop costs	5000-5999: Services And Other Operating Expenditures	General Unrestricted	700	
			Classroom books and materials to support ELA and Math instruction.	4000-4999: Books And Supplies	Title I Part A: Allocation	2295.77	

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:

SUBJECT: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	August - September	Principal Staff Counselor	There is no cost associated to this action item.			
Develop and implement strategies to improve school connectedness	August - September	Principal PBIS Team Staff Counselor	There is no cost associated with this action item.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain and improve our PBIS program. Staff is currently looking for PBIS training for staff to do together.	August - May	Principal PBIS Team Staff Counselor	Purchase supplies and materials for student recognition throughout the year. (Brag tags, attendance tags, medals, and other student awards.)	4000-4999: Books And Supplies	General Unrestricted	2549.68
			PBIS Training for entire staff.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2249.68
Purchase a chapter book for each family at Pierce (in English or Spanish). We want to do a school wide family read aloud of a chapter book to encourage families to read together. Then we will have some sort of culminating activity at school when everyone has finished the book.	.Purchase books and supplies.	Librarian - Lina Bartels Principal.	Books	4000-4999: Books And Supplies	Donations	500
			Supplies for culminating activity	4000-4999: Books And Supplies	Donations	50
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies. Counselor will serve on PBIS team and help implement PBIS and Bucket Filling at Pierce School.	August - May	Counselor	Personnel Salaries - District paid.	None Specified	District Funded	
			Personnel Benefits - District paid.			
			Supplies for counselor	4000-4999: Books And Supplies	General Unrestricted	100
			Supplies for counselor	4000-4999: Books And Supplies	Title I Part A: Allocation	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent communication and involvement will be encouraged through the use of Homework Folders, monthly school activity calendars, flyers sent home about school events, family night programs, and a monthly newsletter.	August - May	Principal Clerk Project Teacher	Supplies for family nights.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100
			Homework Folders for home/school communication.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	806
			Home-School Connection Newsletter in Spanish and English	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	323
			Purchase blue paper for all parent communications that go home with students.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	347
Purchase art supplies to continue our art program for students in grades 1-5. This program provides enrichment for students who may not otherwise have a chance to excel at school and helps us identify those students who might be gifted in fine arts for the GATE program.	As necessary for projects and lessons.	Art Instructor - Cheryl Bockhahn Principal	Supplies	4000-4999: Books And Supplies	Donations	500
Purchase birthday books so each child receives a free book for their birthday (or a welcome to school book if the child doesn't celebrate birthdays)	As necessary to replenish supply of books for appropriate grade levels.	Librarian - Lina Bartels Principal	Books	4000-4999: Books And Supplies	Donations	250
Purchase light refreshments for parents who attend parent meetings and/or family nights.	August - May	Principal	Refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100
Purchase supplies/materials to be used at Family Nights.	August - May	Principal	Supplies/Materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English. Insure that all English Learners are getting both integrated and designated instruction at their appropriate level daily. Also provide access to ELA and Math intervention programs to English Learners.
Data Used to Form this Goal:
2014 -2015 Annual AMAO 1 Results
Findings from the Analysis of this Data:
2014-15 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2014 - 2015: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	September-May	Jennifer Williams	During district grade level collaborative meetings, staff and principal will receive professional development on ELA/ELD instructional model. There is no site cost associated with Pierce principal and staff - just for the trainer which is provided by the district.	None Specified	District Funded	
Create and implement a school wide ELD plan for designated and integrated instruction.	September	Principal and staff	During staff meetings, principal and staff will develop a school wide ELD Instructional Plan and schedule. There is no site cost associated with this action item.			
In conjunction with Adult School - provide an evening ESL class at Pierce. While parents attend ESL class our staff provide childcare for preschooler and a paraprofessional to help school age English learners do their homework.	September - May	2 Adult School Teachers 2 Child Care Providers 1 Homework Paraprofessional.	Personnel Salaries for 2 teachers.	None Specified	District Funded	
			Personnel Benefits for 2 teachers.	None Specified	District Funded	
			Personnel Salaries for 2 childcare providers.	None Specified	District Funded	
			Personnel Benefits for 2 childcare providers.	None Specified	District Funded	
			Personnel Salaries for 1 paraprofessional.	None Specified	District Funded	
			Personnel Benefits for 1 paraprofessional.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support English learners and their families by providing information and support through English Learner Advisory Committees.	Twice a year.	Principal	There is no site cost associated with this action item. The district provides funding for this.	None Specified	District Funded	

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 Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.
SCHOOL GOAL #1:
To support goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2015-16	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4725.38
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	1696.42

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	31,341	0.00
Title I Part A: Allocation	121,790	0.00
Title I Part A: Parent Involvement	1,776	0.00
Title I Part A: Professional Development	9,242	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	5,866.00
Donations	1,300.00
General Unrestricted	31,341.00
Intervention (BS/AS)	5,000.00
Parent Teacher Association	100.00
Title I Part A: Allocation	121,790.00
Title I Part A: Parent Involvement	1,776.00
Title I Part A: Professional Development (PI Schools)	9,242.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	6,421.80

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	68,186.00
2000-2999: Classified Personnel Salaries	27,915.44
3000-3999: Employee Benefits	22,007.77
4000-4999: Books And Supplies	41,130.71
5000-5999: Services And Other Operating Expenditures	17,075.08
None Specified	100.00

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	After School and Education Safety (ASES)	5,180.00
3000-3999: Employee Benefits	After School and Education Safety (ASES)	686.00
4000-4999: Books And Supplies	Donations	1,300.00
4000-4999: Books And Supplies	General Unrestricted	28,364.60
5000-5999: Services And Other Operating	General Unrestricted	2,976.40
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
None Specified	Parent Teacher Association	100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	53,806.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	27,915.44
3000-3999: Employee Benefits	Title I Part A: Allocation	20,342.77
4000-4999: Books And Supplies	Title I Part A: Allocation	8,876.79
5000-5999: Services And Other Operating	Title I Part A: Allocation	10,849.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,776.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	4,700.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	479.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	813.32
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	3,249.68

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,376.51
Goal 2	53,152.44
Goal 3	28,810.69
Goal 4	8,075.36

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
Mrs. Pam Barnes	X				
Mrs. Samantha Mascher				X	
Mr. Garrett Bruce				X	
Mr. Felipe Jauregui				X	
Mrs. Tammy Dunkin				X	
Mrs. Emily McArtor				X	
Mrs. Robyn Loftis		X			
Mrs. Sara Olson		X			
Ms. Kim St. George		X			
Ms. Judy Williamson			X		
Numbers of members of each category:	1	3	1	5	

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
Jarmin Castro

Signature

X English Learner Advisory Committee

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)

X Other committees established by the school or district (list):
PTO Board and interested PTO Members

Signature
Blind Bay

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 November 16, 2015.

Attested:

<p>_____ Pam Barnes Typed Name of School Principal</p>	<p>_____ <i>Pam Barnes</i> Signature of School Principal</p>	<p>_____ 11/16/15 Date</p>
<p>_____ Emily McArtor Typed Name of SSC Chairperson</p>	<p>_____ <i>Emily McArtor</i> Signature of SSC Chairperson</p>	<p>_____ 11/16/15 Date</p>