

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Blanche Sprentz Elementary School
Address	249 Flower Drive Folsom, CA 95630
County-District-School (CDS) Code	34673306033146
Principal	Andy Smith
District Name	Folsom Cordova Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	September 24, 2018
Local Board Approval Date	November 1, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The faculty and staff at Blanche Sprentz Elementary School believe that a child's education is a responsibility shared by school, students, family and community. Our vision is to prepare students to become responsible citizens and productive members of a culturally diverse society. Blanche Sprentz students are provided with an environment that is safe, kind, respectful and educationally inspiring. Our school climate encourages openness, trust, self-esteem, self-motivation, respect for self, and others. We provide every opportunity for maximum student achievement, and we recognize and stimulate special talents in all students.

Language arts, mathematics, social studies, science, technology, physical education and the fine arts are included in our school's integrated curriculum. All of these subjects are taught in the context of meaningful learning experiences that take advantage of children's natural curiosity. Learning in the classroom is extended with homework assignments that engage children intellectually. Special services are provided by a psychologist, speech pathologist, nurse, nurse assistant/health clerk, resource specialist, and library clerk. Students have access to a STEAM lab to enrich learning and increase exposure to science and technology.

Before and after school care is provided by our Student Care Center and Folsom STARS. We have a school social worker based at our site as well as a PBIS school wide program based upon clearly defined standards of student behavior, consequences and awards.

Emphasis is placed on developing intrinsic responsibility and a social conscience. We want our students to be part of a community of learners who support one another social, intellectual and emotional growth.

In an effort to help bond students to their school, we offer a variety of extra-curricular activities including Student Council, EDMO Science, Chorus, and extended day interventions.

A strong PTO further enhances positive parent/teacher/principal interactions and cooperation. Our PTO meets twice monthly and they play a key role at Blanche Sprentz providing supplemental instructional materials for each classroom, funding field trips and providing funding for after school clubs. In addition, they sponsor a variety of school wide activities for Blanche Sprentz students and families.

Our common vision with our Community Partners through the PC Pal/Intel program, Community Service Day, (Oak Hills Church) STARS, (Kaiser Permanente, Micron Corporation, Sacramento Rivercats, Folsom Hope, Folsom Parks and Recreation, Folsom Rotary, Folsom Lions Club, Folsom Police and Fire Departments and parents in the classroom enables our students to experience the meaning of responsibility, productivity, acceptance, respectfulness and uniqueness.

School & Community Profile

Blanche Sprentz enrollment is 391 students with 27% of our student population, 107 students socioeconomically disadvantaged. In addition, 13% or 51 students, are identified EL's. BSE's attendance percentage rate is 95.82% just under our district's average a 96%. Finally, BSE had 10 off site suspensions.

The faculty and staff at Blanche Sprentz Elementary School believe that a child's education is a responsibility shared by school, students, family and community. Our primary goal is to prepare students to become responsible citizens and productive members of a culturally diverse society. Blanche Sprentz students are provided with an environment that is safe, kind, respectful and educationally inspiring. Our school climate encourages openness, trust, self-esteem, self-motivation, respect for self, and respect for others. We provide every opportunity for maximum student achievement, and we recognize and stimulate special talents in all students.

Language arts, mathematics, social studies, science, technology, physical education and the fine arts are included in our school's integrated curriculum. All of these subjects are taught in the context of meaningful learning experiences that take advantage of children's natural curiosity. Learning in the classroom is extended with homework assignments that engage children intellectually. Special services are provided by a psychologist, school social worker, speech pathologist, nurse, nurse assistant/health clerk, resource specialist, and library clerk. Students have access to a STEAM lab, and every student has access Chromebooks which they use daily .

Library Clerk and Parent Coordinator contribute to the educational opportunities of all students in Transitional Kindergarten through fifth grade. Before and after school care is provided by our Student Care Center and STARS. We

have a PBIS school wide program based upon clearly defined standards of student behavior, consequences and awards. Emphasis is placed on developing intrinsic responsibility and a social conscience. We want our students to be part of a community of learners who support one another social, intellectual and emotional growth.

In an effort to help bond students to their school, we offer a variety of extra-curricular activities including Student Council, Chorus, Young Rembrandts and Edmo Science.

GATE students are clustered in fourth and fifth grades. Each GATE student's parent conference with the teacher to discuss differentiated instruction. At-risk students receive assistance through an intervention programs, were students receive specialized instruction for targeted groups during the day by our site intervention specialist. In addition, our English language learners also receive assistance from a bilingual instructional assistant.

A strong PTO further enhances positive parent/teacher/principal interactions and cooperation. Our PTO meets twice monthly and they play a key role at Blanche Sprentz. They provide supplemental instructional materials for each classroom, fund classroom field trips and provide funding for after school clubs. In addition, they sponsor a variety of school wide activities for Blanche Sprentz students and families.

We also encourage connections to our community through the PC Pal/Intel program, BAM (mentoring program), Sacramento Rivercats, B Street Theater, Folsom Rotary, Folsom Lions Club, Kaiser Permanente, , STARS, Discovery Museum and DaVinci Days as well as partnerships with community businesses.

Stakeholder Engagement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Blanche Sprentz utilized a variety of outreach efforts for input and feedback on the development of the SPSA and LCAP .Our site SPSA plan are discussed, early in the school year, in both September and October at staff meetings, along with student achievement data , family engagement strategies and suspensions rates . In addition, BSE holds three Site Council meetings in September, October and April were the principal receives additional feedback on LCAP goals and SPSA plan. Finally, both the LCAP goals,SPSA along with family engagement and school climate are discussed at PTO meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	%	%	0		
African American	1.4%	%	%	5		
Asian	8.3%	%	%	30		
Filipino	1.9%	%	%	7		
Hispanic/Latino	18.2%	%	%	66		
Pacific Islander	0.6%	%	%	2		
White	63.5%	%	%	230		
Multiple/No Response	6.1%	%	%	22		
Total Enrollment				362		

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	158		
Grade 1	48		
Grade 2	36		
Grade3	49		
Grade 4	32		
Grade 5	39		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
Total Enrollment	362		

Conclusions based on this data:

1. 50% of total enrollment at BSE is under the age of 7. (FCUSD Demographics at a glance)

2. BSE's current enrollment of 422 is the highest in eight years
3. 107 BSE students or 27% are low income. (FCUSD Demographic at a glance)

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners				14.4%		
Fluent English Proficient	11			3.0%		
Reclassified Fluent English Proficient	6			11.1%		

Conclusions based on this data:

1. BSE had a 10% gain in the number of EL students proficient (significant increase- CDE Dashboard)
2. 60% of BSE's EL students are proficient (CDE Dashboard)
3. 21 of BSE 's EL students are level 4 (well developed - ELPAC summary report card)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	39	46	48	39	46	48	39	46	100	100	100
Grade 4	30	43	42	30	43	42	30	43	42	96.8	100	100
Grade 5	33	31	41	32	31	41	32	31	41	97	100	100
All Grades	111	113	129	110	113	129	110	113	129	98.2	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2432.	2428.	2459.	25	23.08	34.78	25	25.64	28.26	29	28.21	28.26	21	23.08	8.70
Grade 4	2470.	2467.	2483.	20	18.60	28.57	27	30.23	26.19	30	30.23	26.19	23	20.93	19.05
Grade 5	2499.	2526.	2534.	19	29.03	26.83	38	19.35	43.90	13	38.71	14.63	31	12.90	14.63
All Grades	N/A	N/A	N/A	22	23.01	30.23	29	25.66	32.56	25	31.86	23.26	25	19.47	13.95

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	23	15.38	26.09	50	46.15	60.87	27	38.46	13.04	
Grade 4	27	25.58	26.19	50	53.49	54.76	23	20.93	19.05	
Grade 5	22	29.03	36.59	53	61.29	46.34	25	9.68	17.07	
All Grades	24	23.01	29.46	51	53.10	54.26	25	23.89	16.28	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	33.33	23.91	54	43.59	67.39	31	23.08	8.70
Grade 4	17	23.26	26.19	70	55.81	50.00	13	20.93	23.81
Grade 5	16	32.26	37.50	63	54.84	47.50	22	12.90	15.00
All Grades	15	29.20	28.91	61	51.33	55.47	24	19.47	15.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	15.38	21.74	73	71.79	67.39	13	12.82	10.87
Grade 4	23	11.63	11.90	70	67.44	80.95	7	20.93	7.14
Grade 5	19	19.35	17.07	69	77.42	75.61	13	3.23	7.32
All Grades	18	15.04	17.05	71	71.68	74.42	11	13.27	8.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	25.64	34.78	42	53.85	60.87	25	20.51	4.35
Grade 4	13	11.63	26.19	63	79.07	59.52	23	9.30	14.29
Grade 5	31	29.03	39.02	50	58.06	51.22	19	12.90	9.76
All Grades	27	21.24	33.33	50	64.60	57.36	23	14.16	9.30

Conclusions based on this data:

1. 62% of 3rd -5th grade students meet or exceed achievement standards (8% increase ELA CASSP)
2. 34.5% of 3rd-5th grade students exceed standards(5 % increase from last year's CASSP)
3. 14.3% of 3rd-5th grade students are level 1 standards not met (7% decrease from last year's CASSP)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	39	46	48	39	46	48	39	46	100	100	100
Grade 4	30	43	42	30	43	42	30	43	42	96.8	100	100
Grade 5	33	31	41	32	31	41	30	31	41	97	100	100
All Grades	111	113	129	110	113	129	108	113	129	98.2	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2443.	2440.	2451.	21	23.08	21.74	40	30.77	39.13	27	28.21	26.09	13	17.95	13.04
Grade 4	2465.	2477.	2476.	3	13.95	16.67	40	30.23	33.33	37	44.19	26.19	20	11.63	23.81
Grade 5	2496.	2526.	2501.	10	25.81	12.20	30	19.35	26.83	33	38.71	41.46	27	16.13	19.51
All Grades	N/A	N/A	N/A	13	20.35	17.05	37	27.43	33.33	31	37.17	31.01	19	15.04	18.60

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	41.03	30.43	44	33.33	45.65	23	25.64	23.91	
Grade 4	20	20.93	30.95	60	46.51	38.10	20	32.56	30.95	
Grade 5	23	29.03	19.51	40	41.94	39.02	37	29.03	41.46	
All Grades	27	30.09	27.13	47	40.71	41.09	26	29.20	31.78	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	30.77	32.61	46	41.03	52.17	25	28.21	15.22
Grade 4	23	16.28	23.81	47	58.14	42.86	30	25.58	33.33
Grade 5	10	32.26	9.76	53	38.71	60.98	37	29.03	29.27
All Grades	22	25.66	22.48	48	46.90	51.94	30	27.43	25.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	30.77	28.26	60	53.85	60.87	8	15.38	10.87
Grade 4	7	25.58	23.81	73	58.14	40.48	20	16.28	35.71
Grade 5	13	22.58	9.76	53	58.06	58.54	33	19.35	31.71
All Grades	19	26.55	20.93	62	56.64	53.49	19	16.81	25.58

Conclusions based on this data:

1. 4.3% of 3rd-5th grade students level 1 standards not met (7% decrease)
2. 36.9% of 3rd -5th grade students level 3,standards meet (9% increase)
3. 25% of 3rd-5th grade students level 2, standard nearly meet (4.7% decrease)

School and Student Performance Data

CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1. 48% , or 21 EL students, are level 4. In addition, 36% , or EL16 students are level 3 . (ELPAC performance report card)
2. 14% or 6 El students are at level 2, and only 1 EL student is at Level 1.(ELPAC performance report card)
3. 37 of BSE 's EL students are at developed or well developed in listening , speaking and reading skills. (ELPAC performance report card)

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		11		14	44		43	22		43	11			11	
1	40			20	44		40	56							
2				17			33	25		50	75				
3					14		50	43		25	14		25	29	
4					40		***	40						20	
5							67	***					33		
Total	6	3		9	31		48	40		24	14		12	11	

Conclusions based on this data:

1. High concentration of EL students in 2nd, 4th and 5th grades
2. Large range in 2nd, 4th and 5th between Early advance and Intermediate EL students

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		3		7	16		45	29		28	16		21	35	
1	33			17	44		33	56		17					
2				14			43	25		43	75				
3	9			9	14		36	43		27	14		18	29	
4					33		***	33						33	
5							67	***					33	***	
Total	5	2		8	20		45	36		25	15		17	27	

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Overall suspension rate decline by 0.9 % . 10 total suspensions last school year.
2. Only three BSE students received all 10 off site suspensions
3. 60% of EL students proficient (10% increase)

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. BSE chronic absenteeism rate 6.4 %
2. BSE's Hispanic students chronic absenteeism rate was 9.4 % - The highest of any of our student subgroups.
3. BSE will continue with monthly attendance meetings as well as continue with the following school wide incentive programs , perfect attendance awards and our shining stars. These programs celebrate BSE's students who have made improved their attendance.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Overall suspension rate declined .09%
2. BSE had 10 off site suspensions .
3. Three students accounted for all 10 of BSE's off site suspensions

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. 10% gain in the number of EL student proficient (significant increase (CDE Dashboard))
2. 60% of BSE's EL students are proficient (CDE Dashboard)
3. 7 of BSE 's EL students are developing in listening , speaking and reading skills. (ELPAC performance report card)

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 62% of 3rd -5th grade students meet or exceed achievement standards (8% increase)
- 34.5% of 3rd-5th grade students exceed standards(5 % increase)

3. 4.3% of 3rd-5th grade students level are 1 ,standards not met (7% decrease)

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 4.3% of 3rd-5th grade students level 1 standards not met (7% decrease)
- 58% of 3rd-5th grade students meet or exceed standards (4% increase)

3. 36.9% of 3rd -5th grade students level 3,standards meet (9% increase)

Goals, Strategies, & Proposed Expenditures

Goal 1

Statement

Student will Improve overall ELA scores

Goal Description

Students to show at least one year growth ELA based on i- ready scores .

LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Basis for this Goal

District CASSAP, I Ready assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASSP and i-ready assessments	62% of BSE students , grades 3-5, meet or exceed standards on CASSP assessments	65% of BSE students meet or exceed standards on CASSP assessments

Planned Strategies/Activities

Strategy/Activity 1

Grade level development of ELA SMART goals , with re-evaluation every six weeks.

Weekly student centered 4/5th grade collaboration

Monthly student center meetings between principal and special

Students to be Served by this Strategy/Activity

EL's low income and special education students.

Timeline

2018-2019 School Year

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified

Strategy/Activity 2

Implement school wide English learner and special education curriculum
Consistency with k-2 SIPPS implementation
Offer more intervention program and credit recovery programs
Provide additional programs and support to EL's and high need students. Also ,take part in the district Program 4 pilots this school year.

Students to be Served by this Strategy/Activity

ECBN meeting three times a school year Bi weekly meeting with intervention teacher

Timeline

2017-2018 School Year

Person(s) Responsible

FCUSD/Principal

Proposed Expenditures for this Strategy/Activity

Amount	11347
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide additional interventions and services during the school year as student academic needs are determined
Amount	4340
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 3

Extended Day Interventions and release time for collaborations

Students to be Served by this Strategy/Activity

EL's , low income and special ed students

Timeline

2018-2019

Person(s) Responsible

Elena Cabrera, Teacher and Admin

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Summer School interventions

Goals, Strategies, & Proposed Expenditures

Goal 2

Statement

Improve EL proficiency and engagement

Goal Description

Support all student engagement and school connectedness through a positive school environment.

LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Basis for this Goal

CASSPP , ELPAC , I Ready,assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC, CASSP and i-ready assessments	60% of BSE EL students are proficient .	63% of EL's are proficient

Planned Strategies/Activities

Strategy/Activity 1

BIA to support student needs in the classroom as well as support parent engagement, translations, and parent conferences.

Students to be Served by this Strategy/Activity

EL Students, low income and special education students

Timeline

2018-2019 school year

Person(s) Responsible

Elena Cabrera, Principal and Staff

Proposed Expenditures for this Strategy/Activity

Amount	4104
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aides for direct student support and intervention
Amount	204
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Program monitoring & collaboration
Amount	471
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 2

Provide release time for grade level collaboration and PD.

Students to be Served by this Strategy/Activity

EI's low income and special education students

Timeline

2018-2019

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Amount	2053
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Coordinator: 2.5 Increase family engagement and parent input and the utilization of volunteers. 2.6 Increase community partnerships that support student learning. 2.7 Increase the efficiency, timeliness and accessibility of district communications.
Amount	732
Source	LCFF - Supplemental

Budget Reference

3000-3999: Employee Benefits

Strategy/Activity 3

Offer intervention program along with consistent implementation of LEXIA, SIPPS and SIPPS Plus for 3rd -5th graders
 Provide additional programs and support to EL'S and high need students

Students to be Served by this Strategy/Activity

El students, low income and special education students

Timeline

2018-2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity**Amount**

11347

Source

LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Provide additional interventions and services during the school year as student academic needs are determined

Amount

4340

Source

LCFF - Supplemental

Budget Reference

3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Statement

Students will make one years growth in math based on i-ready assessments.

Goal Description

Teachers and support staff will focus instruction using PD time and training to improve student achievement.

LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

Basis for this Goal

District I Ready, CASSP assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CASSP and i-ready math assessments	58% of 3-5 grade student meet or exceed standards	61% percent of 3-5th grade student will meet or exceed standards

Planned Strategies/Activities

Strategy/Activity 1

Offer math intervention programs.Before and after school.
Daily grade level math fact practice tests
Grade level SMART goals re-evaluated in six weeks.
Provide grade level collaboration time

Students to be Served by this Strategy/Activity

EI, low income and special education students

Timeline

2018-2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	11347
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide additional interventions and services during the school year as student academic needs are determined
Amount	4340
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 4

Statement

One years growth

Goal Description

Student achievement and Success

School Goals: High quality direct instruction following the Common Core standards, as well as targeted MTSS and extended day interventions. (LCAP 1.3)

LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Basis for this Goal

District I Ready ,Benchmark CASSP SIPPS's assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CASSP i-Ready and SIPPS assessments	ELA 62% meet or exceeds standards. Math 58% meet or exceed standards.	ELA 66% meet or exceed standards and Math 61% meet or exceed standards.

Planned Strategies/Activities

Strategy/Activity 1

BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.

ECBN meetings three times a year to discuss at risk students

SIPPS PLC for primary grades

Provide use site funds to provide additional release time for grade level collaboration. and PD.

Students to be Served by this Strategy/Activity

EL, Socioeconomically Disadvantage, and Special Ed

Timeline

2018-2019

Person(s) Responsible

Elena Cabrera, Principal and Staff

Proposed Expenditures for this Strategy/Activity

Amount	7966
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aides for direct student support and intervention
Amount	396
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Program monitoring & collaboration
Amount	913
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 2

Parent outreach and school communication

Students to be Served by this Strategy/Activity

EL, Socioeconomically Disadvantage, and Special Ed

Timeline

2018-2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Amount	3985
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications
Amount	1422

Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 3

Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities

Students to be Served by this Strategy/Activity

EL, Socioeconomically Disadvantage, and Special Ed

Timeline

2018-2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Amount	1185
Source	LCFF - Supplemental
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Student scholarships for instructional activities

Strategy/Activity 4

Offer intervention programs before and after school
 Provide additional programs and support to EL'S and high need students. Also taking part in the District's Program 4 pilot program.

Students to be Served by this Strategy/Activity

EL, Socioeconomically Disadvantage, and Special Ed

Timeline

2081-2019

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Amount	11348
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide additional interventions and services during the school year as student academic needs are determined

Amount	4340
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

School Goals Improve overall ELA scores

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SIPPs assessments, CASSP and i-ready scores	3% Improvement in ELA scores from 62% to 65% - CASSP	62% of 3rd -5th students are meet or exceed standards

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Release time for grade level collaboration.</p> <p>Increase before and after school interventions. Intervention teacher , Principal an mental social worker meetings biweekly to discuss At Risk students. Consistency in K-2 SIPPS programl</p>	<p>Grade level collaboration Before and after school interventions. Intervention teacher , Principal meeting to discuss At risk students K-2 SIPPS program</p>	<p>Classified 2000-2999: Classified Personnel Salaries LCFF - Supplemental</p>	
		<p>Provide additional interventions and services during the school year as student academic needs are determined 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 11347</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 4340</p>	
		<p>Summer School interventions 1000-1999: Certificated Personnel Salaries LCFF - Supplemental</p>	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Continued grade level smart goals in sight words in sight words, fluency, vocabulary and comprehension with reevaluation of SMART goals every 6 weeks. In addition ,continue with ECBN meetings three times a year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our strategies have been effective . BSE's ELA CASSP scores increased by 8%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There have no changes made.Continuing with ELA goals.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

District Goal 1: Student achievement and Success
 School Goals: High quality direct instruction following the Common Core standards, as well as targeted extended day interventions Early late SIPPS and Benchmark ELD curriculum use of Daily 5 centers . (LCAP 1.3)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC I-ready and CASSP scores	3 % percent improvement EPLAC proficiency	60% of EL students are proficient

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.	BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.	Instructional Aides for direct student support and intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4104	
Monthly program evaluation and collaboration Provide additional programs and support to EL's and high need students.	Implementation of SIPPS K-2. Grade level collaboration.	Program monitoring & collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 204	
Consistency in the implementation of SIPPS K-2		3000-3999: Employee Benefits LCFF - Supplemental 471	
Parent out reach and communication	Parent Coordinator Increase family engagement and parent input and the utilization of volunteers. Community partnerships that support student learning.	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		district communications 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2053	
		3000-3999: Employee Benefits LCFF - Supplemental 732	
Offer more intervention program and credit recovery programs Provide additional programs and support to EL'S and high need students .	Intervention program	Provide additional interventions and services during the school year as student academic needs are determined. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 11347	
		3000-3999: Employee Benefits LCFF - Supplemental 4340	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Continued grade level smart goals in sight words in sight words, fluency, vocabulary and comprehension with reevaluation of SMART goals every 6 weeks. In addition continue with ECBN meetings three times a year. In addition, offering before and after school interventions ans as well as a PTO homework club.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our strategy has been effective 60% of our EL student are proficient which is a 10% increase. (CDE Dashboard)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There have no changes made. Continuing with ELA goals.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

District Goal 1: Student achievement and Success
 School Goals: Improvement in overall Math score

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
i-ready and CASSP assessments	3% percent increase in CASSP math from 58% to 61%	58% of 3-5th grade students meet or exceed standard.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Offer more intervention program and credit recovery programs	intervention programs ECBN three time a school year to identify At Risk students grade level collaboration.	Provide additional interventions and services during the school year as student academic needs are determined	
Provide additional programs and support to EL's and high need students		1000-1999: Certificated Personnel Salaries LCFF - Supplemental 11347	
Release time for grade level collaboration.		3000-3999: Employee Benefits LCFF - Supplemental 4340	
ECBN three time a school year to identify At Risk students.			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 Daily math fact practice by grade level. Also, each grade level develop SMART goals from the i-Ready Math needs assessment. r-evaluate SMART goals after 6 weeks. Offer extended day interventions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 Our overall strategy has been effective . Our over CASSP Math score increased at 4%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 N/ A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes made. Continuing goals

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Student achievement and Success
 School Goals: High quality direct instruction following the Common Core standards, as well as targeted MTSS and extended day interventions. (LCAP 1.3)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CASSP , i-ready scores and SIPPS , and ELPAC assessments	one years growth of EL 's and special ed. subgroups	60% proficiency on ELPAC assessment

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.	BIA to support student needs in the classroom and support parent engagement, translations. Grade level collaboration.	Instructional Aides for direct student support and intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7966	
		Program monitoring & collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 396	
		3000-3999: Employee Benefits LCFF - Supplemental 913	
Parent outreach and school communication	Parent Coordinator increase family engagement and parent input	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications 2000-2999: Classified Personnel Salaries	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 3985	
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities	Provide students in low income subgroup equal access to learning opportunities	3000-3999: Employee Benefits LCFF - Supplemental 1422	
Offer more intervention programs Provide additional programs and support to EL'S and high need students.	intervention programs	Student scholarships for instructional activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 1185	
		Provide additional interventions and services during the school year as student academic needs are determined 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 11348	
		3000-3999: Employee Benefits LCFF - Supplemental 4340	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Grade level develop SMART goals from the i-Ready Math and ELA needs assessment. r -evaluate SMART goals after 6 weeks. Offer extended day interventions especially in kinder and 1st grades.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our overall strategy has been effective. 10% increase to 60% EI proficient as well increases in Math and ELA CASSP scores.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes made. Continuing goals

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	86,180	0.00
Donations	3,000	3,000.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	86,180.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	45,989.00
2000-2999: Classified Personnel Salaries	18,108.00
3000-3999: Employee Benefits	20,898.00
5700-5799: Transfers Of Direct Costs	1,185.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	45,989.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18,108.00
3000-3999: Employee Benefits	LCFF - Supplemental	20,898.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,185.00

Expenditures by Goal

Goal Number	Amount
Goal 1	15,687.00
Goal 2	23,251.00
Goal 3	15,687.00
Goal 4	31,555.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Andrew Smith	Principal
Ashliegh Alhstrom	Classroom Teacher
Eileen Lusardi	Classroom Teacher
Julie Smith	Classroom Teacher
Nancy Gibson	Other School Staff
Tona Johnson	Parent or Community Member
Samantha Poore	Parent or Community Member
Donna Burton	Classroom Teacher
Mary Romero	Parent or Community Member
Tony Truppa	Parent or Community Member
Katie Salcone	Parent or Community Member

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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Andrew Smith	Principal
Donna Burton	Classroom Teacher
Kim Smith	Classroom Teacher
Eileen Lusardi	Classroom Teacher
Juile Smith	Classroom Teacher
Sheila Ayers	Other School Staff
Silpa Patel	Parent or Community Member
Tona Johnson	Parent or Community Member
Jenny Brown	Parent or Community Member
Michelle Pettengill	Parent or Community Member
Tony Truppa	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: - School Site Chairperson

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.

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.

This SPSA was adopted by the SSC at a public meeting on Spetember 24,2018.

Attested:

Principal, Andy Smith on

BSE Site Council meeting September 24, 2018 @ 3p.m. in the library

1 Welcome - Andy

2. Review of BSE School Site Plan

3. Approval of ESE school Site Plan

4. Good of the order

BSE Site Council Meeting September 24, 2018 in the Library

Called to order at 3:07 PM

Attendance:

- Parents: Samantha Poore, Mary Romero, Katie Salcone, Tony Truppa
- Staff: Nancy Gibson, Eileen Lusardi, Sheila Ayres, Ashleigh Ahlstrom, Julie Smith, Donna Burton, Andy Smith

Minutes Approval - Ashleigh motion to approve, all approved

Site Plan- located in the office

Before School Interventions – 1st taught by Ashleigh Ahlstrom, 1st grade, SIIPS, frontloading curriculum, Kindergarten taught by Johnson using Alpha friends

Homework Club for 4th and 5th graders – PTO willing to pay for a stipend, goal is for students to reflect and set goals for progress and take ownership

Carryover budget –

- provide release time for teachers to plan, this will help with our focused subgroups (EL, low SES, SPED), also promotes district PLC goals and cross curricular planning
- teacher training - outside resources or attend conferences
- library funds – replenish the classics

Testing is showing that we are making gains. Next step is to keep our programs going and add to it.

Technology – each classroom is getting an iPad, what other needs do we need?

October Safety Month – site council meetings 10/22 and 10/29, lock down drill coming 10/25 during primary recess (come and watch), fire drill, Th. and Fri. Andy attending safety training, parent and teacher questions regarding lock down strategies, strategies/plan will be discussed at next meeting 10/22, 10/3 at 2:18 national disaster call coming (good time to discuss with children why there are school protocols in place and create a home plan), should every teacher have a walkie talkie, high school and middle school kids interruption on campus

Meeting ends at 3:46 PM

	<input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee
	<input checked="" type="checkbox"/> District/School Liaison Team for schools in Program Improvement
	<input checked="" type="checkbox"/> Compensatory Education Advisory Committee
	<input type="checkbox"/> Departmental Advisory Committee
<i>Samantha Poore</i>	<input checked="" type="checkbox"/> Other: - School Site Chairperson <i>Samantha Poore</i>

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.

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.

This SPSA was adopted by the SSC at a public meeting on September 26, 2011.

Attested:

Clear

Principal, Andy Smith

on



