

The School Plan for Student Achievement

School: Buri Buri Elementary School
CDS Code: 41690706045041
District: South San Francisco Unified School District
Principal: Cregg Ramich
Revision Date: 12.17.2018

The School 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:

Contact Person: Cregg Ramich
Position: Principal
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The District Governing Board approved this revision of the SPSA on May 9, 2019.

School Vision and Mission

Buri Buri Elementary School’s Vision and Mission Statements

At Buri Buri Elementary School, all members commit to ensuring high levels of learning in a caring community.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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	95	96	93	94	96	91	94	96	91	98.9	100	97.8
Grade 4	116	95	100	114	94	96	114	94	96	98.3	98.9	96
Grade 5	111	116	99	107	114	97	107	114	97	96.4	98.3	98
All Grades	322	307	292	315	304	284	315	304	284	97.8	99	97.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

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	2476.2	2463.4	2466.0	50	44.79	40.66	27	20.83	30.77	12	20.83	18.68	12	13.54	9.89
Grade 4	2472.0	2499.6	2484.7	25	44.68	33.33	31	19.15	22.92	20	15.96	19.79	25	20.21	23.96
Grade 5	2523.9	2506.2	2527.7	27	21.05	34.02	36	36.84	30.93	17	19.30	14.43	21	22.81	20.62
All Grades	N/A	N/A	N/A	33	35.86	35.92	31	26.32	28.17	17	18.75	17.61	19	19.08	18.31

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	43	36.46	38.46	44	42.71	54.95	14	20.83	6.59
Grade 4	26	37.63	33.33	48	49.46	47.31	25	12.90	19.35
Grade 5	33	30.09	41.24	44	49.56	40.21	23	20.35	18.56
All Grades	33	34.44	37.72	45	47.35	47.33	21	18.21	14.95

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	46	39.58	32.97	43	44.79	47.25	12	15.63	19.78
Grade 4	18	36.56	34.78	60	51.61	39.13	22	11.83	26.09
Grade 5	43	30.97	44.33	36	48.67	38.14	21	20.35	17.53
All Grades	35	35.43	37.50	46	48.34	41.43	19	16.23	21.07

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	23	28.13	28.57	71	63.54	60.44	5	8.33	10.99
Grade 4	14	29.35	24.21	82	57.61	69.47	4	13.04	6.32
Grade 5	29	20.35	14.43	59	64.60	72.16	12	15.04	13.40
All Grades	22	25.58	22.26	71	62.13	67.49	7	12.29	10.25

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	46	44.79	46.15	44	42.71	45.05	11	12.50	8.79
Grade 4	20	34.41	37.63	54	49.46	46.24	25	16.13	16.13
Grade 5	44	19.47	36.08	45	56.64	39.18	11	23.89	24.74
All Grades	36	32.12	39.86	48	50.00	43.42	16	17.88	16.73

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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	95	97	93	94	96	92	93	96	92	98.9	99	98.9
Grade 4	116	95	101	114	94	99	114	94	99	98.3	98.9	98
Grade 5	111	116	99	107	114	99	107	114	99	96.4	98.3	100
All Grades	322	308	293	315	304	290	314	304	290	97.8	98.7	99

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

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	2482.1	2482.5	2475.9	45	41.67	36.96	30	33.33	31.52	15	14.58	25.00	10	10.42	6.52
Grade 4	2486.8	2517.7	2513.6	18	40.43	36.36	35	28.72	24.24	31	21.28	26.26	17	9.57	13.13
Grade 5	2535.7	2517.1	2533.8	36	31.58	39.39	19	14.04	15.15	26	28.07	22.22	20	26.32	23.23
All Grades	N/A	N/A	N/A	32	37.50	37.59	28	24.67	23.45	25	21.71	24.48	16	16.12	14.48

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	55	58.33	50.00	33	30.21	39.13	12	11.46	10.87	
Grade 4	35	56.38	49.49	37	28.72	32.32	28	14.89	18.18	
Grade 5	45	38.05	44.44	27	22.12	24.24	28	39.82	31.31	
All Grades	44	50.17	47.93	32	26.73	31.72	23	23.10	20.34	

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	49	48.96	40.22	38	39.58	48.91	13	11.46	10.87
Grade 4	25	36.17	39.39	46	46.81	35.35	28	17.02	25.25
Grade 5	28	29.82	34.34	45	44.74	42.42	27	25.44	23.23
All Grades	33	37.83	37.93	43	43.75	42.07	23	18.42	20.00

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	46	55.21	46.74	45	35.42	45.65	9	9.38	7.61
Grade 4	26	48.94	40.40	52	34.04	39.39	22	17.02	20.20
Grade 5	26	25.89	31.31	50	50.00	41.41	24	24.11	27.27
All Grades	32	42.38	39.31	49	40.40	42.07	19	17.22	18.62

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
600	25.8%	10.0%	0.8%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	10.0%
Foster Youth	5	0.8%
Homeless	1	0.2%
Socioeconomically Disadvantaged	155	25.8%
Students with Disabilities	55	9.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0%
Asian	89	14.8%
Filipino	132	22.0%
Hispanic	250	41.7%
Two or More Races	36	6.0%
Pacific Islander	24	4.0%
White	62	10.3%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 411 453 436">English Language Arts</p>  <p data-bbox="298 489 365 514">Green</p>	<p data-bbox="695 411 927 436">Chronic Absenteeism</p>  <p data-bbox="771 489 850 514">Orange</p>	<p data-bbox="1198 411 1382 436">Suspension Rate</p>  <p data-bbox="1263 489 1317 514">Blue</p>
<p data-bbox="261 611 406 636">Mathematics</p>  <p data-bbox="298 688 365 714">Green</p>		
<p data-bbox="201 810 466 835">English Learner Progress</p>  <p data-bbox="212 888 454 913">No Performance Color</p>		

Conclusions based on this data:

- 1.

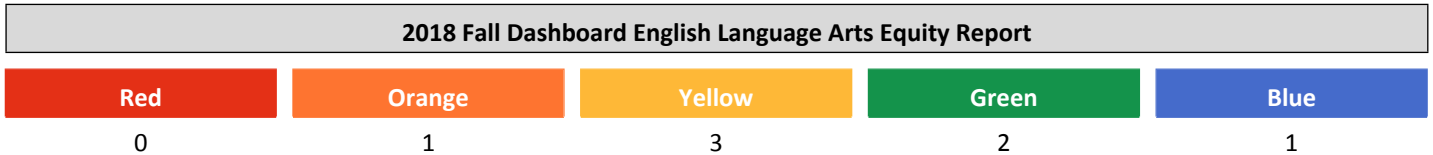
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>24.8 points above standard</p> <p>Maintained 2 points</p> <p>275 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>1.7 points above standard</p> <p>Maintained -1.9 points</p> <p>62 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>25.6 points below standard</p> <p>Increased 3.7 points</p> <p>70 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>36.2 points below standard</p> <p>Declined -7.1 points</p> <p>46 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Blue 87.7 points above standard Increased 17.4 points 38 students	 Green 36.3 points above standard Maintained -1.1 points 57 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5 points below standard Maintained 2.2 points 115 students	 No Performance Color 58.3 points above standard Increased 12.4 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 Green 39.4 points above standard Increased 7 points 31 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
28.7 points below standard Increased 12.5 points 47 students	97.1 points above standard Increased 34.9 points 15 students	29.5 points above standard Increased 5.4 points 202 students

Conclusions based on this data:

- 1.

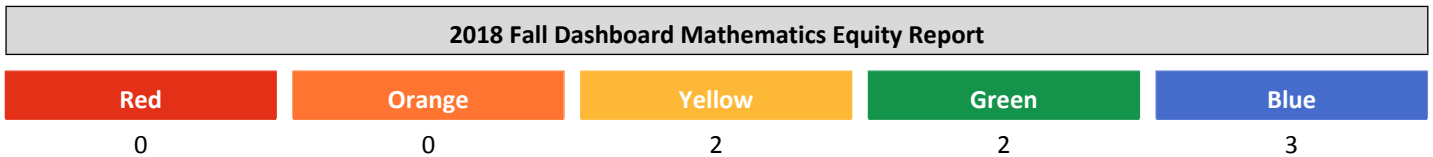
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>28.3 points above standard</p> <p>Increased 5 points</p> <p>275 students</p>	<p>English Learners</p> <p>Green</p> <p>11.2 points above standard</p> <p>Declined -4.4 points</p> <p>62 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>15.6 points below standard</p> <p>Increased 7.7 points</p> <p>70 students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>35.5 points below standard</p> <p>Increased 7.8 points</p> <p>46 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Blue 101.8 points above standard Increased 38 students	 Blue 47.1 points above standard Increased 4.3 points 57 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.5 points below standard Maintained 2.6 points 115 students	 No Performance Color 59 points above standard Increased 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 Blue 40.7 points above standard Increased 10 points 31 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
15.3 points below standard Increased 8.9 points 47 students	94.2 points above standard Increased 15 students	30.8 points above standard Increased 9.6 points 202 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
47	40.4%	36.2%	17%	6.4%

Conclusions based on this data:

1.

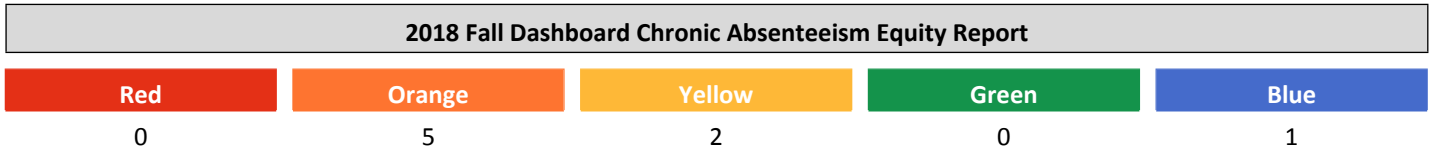
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>7.8% chronically absent</p> <p>Increased 1.8%</p> <p>627 students</p>	<p>English Learners</p>  <p>Orange</p> <p>8.5% chronically absent</p> <p>Increased 1.6%</p> <p>94 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>10.5% chronically absent</p> <p>Maintained 0.2%</p> <p>200 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>10.1% chronically absent</p> <p>Increased 1.8%</p> <p>79 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 1.1% chronically absent Maintained 0% 92 students	 Yellow 4.4% chronically absent Increased 2.1% 136 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.7% chronically absent Increased 1.9% 264 students	 Orange 7.7% chronically absent Increased 5.2% 39 students	 No Performance Color 12.5% chronically absent Increased 3% 24 students	 Yellow 6.3% chronically absent Maintained 0% 64 students

Conclusions based on this data:

- 1.

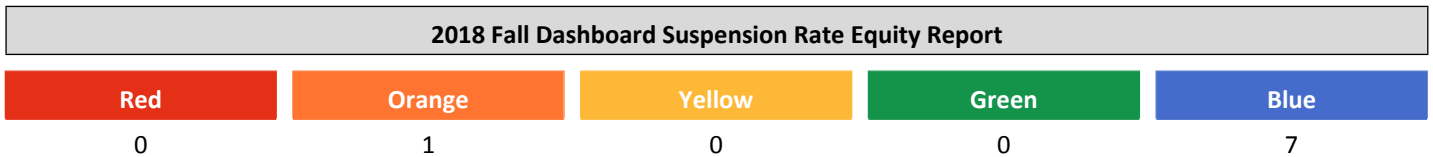
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.2% suspended at least once</p> <p>Maintained 0%</p> <p>638 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>97 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 6 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>207 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>1.3% suspended at least once</p> <p>Increased 1.3%</p> <p>80 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Maintained 0% 93 students	 Blue 0% suspended at least once Maintained 0% 137 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 272 students	 Blue 0% suspended at least once Declined -2.3% 40 students	 No Performance Color 0% suspended at least once Maintained 0% 24 students	 Blue 0% suspended at least once Maintained 0% 64 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0.2% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: Instructional Program: Reading / Language Arts (Including Interventions)
LEA/LCAP GOAL:
All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy. Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #1:
By June of 2019, SBAC data (grades 3-5), benchmark assessment data (grades K-5), and Fountas and Pinnell assessments (grades K-5) will reveal a 6% increase in the percentage of students meeting or exceeding standards in English Language Arts.
Data Used to Form this Goal:
Data for the 2017-18 school year revealed the following: Overall, in 2017-18 Buri Buri student performance in English Language Arts on the SBAC Summative assessment exceeded that of district and state peers, although performance varied based on the grade level. Specifically, 62% of Buri Buri students met or exceeded standards. Broken down by grade level, the percent of students meeting or exceeding standards is as follows: 3rd grade - 71 %, 4th grade - 56%, and 5th grade - 65%. Examination of claim data revealed the Subset Scores of Listening to be the claim of relative weakness overall inasmuch as the percent of students in each grade exceeding the standard was lower for that claim than the other areas. This was especially pronounced in Grade 5. Analysis of the CAASPP data revealed that for all students in grades 3rd -5th at Buri Buri Elementary, 64% met or exceeded the standard for ELA. The CAASPP data revealed that 39.6% of the sub-group of English Learner Students in grades 3rd -5th met or exceeded the ELA Standards. This Data also revealed for students in the sub-group of Economically Disadvantaged 3rd-5th, 40.3% of the met or exceeded the ELA standards. This Data also revealed for students in 3rd- 5th, 34.1% of the students in the sub-group of students receiving Special Education services met or exceeded the ELA standards.
Findings from the Analysis of this Data:
Student assessment data from the 2017-18 Smarter Balanced Assessment was analyzed to inform this goal. While students overall out-performed their district peers, gaps between sub-groups of students can be observed. Data gathered focused on grade levels and significant sub-groups, most of which exceeded the district average of students meeting or exceeding the standards. Significant sub-groups in English-Language Arts included: Hispanic or Latino, English Learners, socioeconomically disadvantaged, and two or more races.
How the School will Evaluate the Progress of this Goal:
We will monitor and evaluate student progress prior to students taking the Smarter Balanced Assessment with common embedded assessments given throughout the school year. Teachers will examine results, make changes, monitor, and re-evaluate their instruction throughout the school year. At least 2 times a year, each student will be given the

Literacy Screening by Fountas and Pinnell, called the Benchmark Assessment System (BAS) that reveals a student's accuracy, fluency, Reading level, comprehension levels, and explicit reading behaviors that are actionable by Intervention teachers, classroom teachers, and students themselves.

Most teachers instruct reading comprehension strategies using Reader's Workshop units of Study. Finally, teachers will collaboratively assess student writing after implementing the Writer's Workshop curriculum using a common rubric.

Teachers will use the adopted instructional materials (Wonders) to teach Common Core Standards and/or Reader's Workshop Units of Study. Additionally, teachers will use the Reader's/Writer's Workshop curriculum for reading and writing instruction. Student progress will be monitored with regular common embedded assessments and benchmark exams. Teachers will collaborate to analyze data from assessments and adjust instruction as necessary.

Accelerated Reader will augment classroom instruction to reinforce reading comprehension at each student's lexile level. A second tier of intervention, consisting of small-group in class instruction and before and after-school tutoring, that will serve students who are in need of more and targeted support . Students who require additional support beyond the second tier of intervention will receive Tier 3 support with a reading specialist using Fountas and Pinnell's Leveled Literacy Intervention program. Student progress will be monitored through the SST process. SST meetings will be scheduled at regular intervals throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1: Instruction and assessment: Tier 1</p> <p>Task:</p> <p>Teachers will implement the Common Core State Standards for their grade level using EDI instructional strategies, Wonders textbooks and additional fiction and non-fiction reading material. Additionally, teachers will utilize Reader's/Writer's Workshop curriculum to deliver regular instruction in reading comprehension and writing.</p> <p>Students in grades 3, 4, and 5 will participate in Accelerated Reader, completing CCSS-aligned reading objectives at their level. English Learners and at-risk students will also participate in Imagine Learning</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Classroom Teachers</p> <p>Administrators</p>	LCAP At Risk 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	12,331.17
			Instructional Materials and Supplies including technology to support reading and writing intervention			
			LCAP At Risk 180	4000-4999: Books And Supplies	LCAP At-Risk Student Support	3,221.00
			Renaissance Licence			
			Site Discretionary-070	1000-1999: Certificated Personnel Salaries	Site Discretionary	2,492.80
			Substitutes for Literacy assessment			
			Instructional Media-451	4000-4999: Books And Supplies	Instructional Media	553.00
			Purchase library books			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELA/ELD intervention software program. We will purchase Renaissance licenses and instructional materials for reading instruction support.</p> <p>Fountas and Pinnell assessments will be administered twice yearly to students in kindergarten through 5th grade. Additionally, phonics (BPST) and other early literacy assessments will be administered to kindergarten and first grade students. Teachers will be released in order to conduct one-on-one assessments. Students in grades 3-5 will be assessed using the STAR Reading Assessment three times a year. Teachers will collaboratively score student writing using a common rubric in order to calibrate grading.</p> <p>Measures:</p> <p>Common Embedded Assessments</p> <p>Walkthroughs</p> <p>Fountas and Pinnell Reading Assessments- BAS</p> <p>BPST</p> <p>STAR Reading</p> <p>Smarter Balanced Assessment</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 2: Response to intervention: Tier 2</p> <p>Task:</p> <p>Students not meeting grade-level standards in ELA/ELD will be provided Tier 2 support. The SST process will be used to identify struggling students, to set goals for their improvement, plan interventions, and track the success of the interventions. SSTs will be held monthly.</p> <p>After-school reading intervention in grades K, 1, 2, 3 : three times a week for 45 minutes each day, supplemental skill-based instruction provided to small groups of students. Grouping will be flexible based on regular assessment data.</p> <p>Supplemental instructional materials for intervention: Phonics Leveled books, Guided Reading Books</p> <p>Substitutes for SSTs and assessments</p> <p>Read Live lab held daily</p> <p>Measures:</p> <p>Common Embedded Assessments</p> <p>Fountas and Pinnell Reading Assessments- BAS</p> <p>BPST (Beginning Phonics Skill Test)</p> <p>STAR Reading</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Administrators and teachers	<p>Site Discretionary - 070</p> <p>Substitutes for SSTs</p> <p>LCAP 180</p> <p>Teacher Stipends - After-School Intervention</p> <p>Site Discretionary - 070</p> <p>Substitutes for Assessments</p> <p>Site discretionary -070</p> <p>Literacy materials to support Intervention and acceleration: Guided reading sets and lesson support</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p> <p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p> <p>Site Discretionary</p>	<p>1,760</p> <p>6,312.97</p> <p>1,648</p> <p>7102.85</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Smarter Balanced Assessment						
<p>Action 3: CCSS ELA Professional Development</p> <p>Task:</p> <p>Teachers will continue to receive professional development related to literacy support.</p> <p>Faculty, classroom aides and administrators will additionally have the opportunity to attend workshops related to literacy support implementation.</p> <p>Measures:</p> <p>CAASPP Summative Data Fountas and Pinnell BAS Common Formative assessments</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Teachers and Principal	<p>Literacy Workshops :Literacy and Intervention Training for Teachers- LCAP 180</p> <p>LCAP At risk -180</p> <p>Substitutes for workshop attendance</p> <p>Site Discretionary-n 070</p> <p>Substitutes for class observation</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p>	<p>6,000</p> <p>1500</p> <p>608</p>
<p>Action 4: Reading intervention: Tier 3</p> <p>Task:</p> <p>A full-time Reading Specialist will provide Daily Leveled Literacy Intervention with Reading Specialist for students over one grade level behind as assessed by F & P. This intervention will be systematic, explicit and will allow for multiple opportunities for response. Students will be referred to the reading</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Classroom teachers</p> <p>Intervention teacher</p> <p>Administration</p>	<p>LCAP 180</p> <p>Intervention Materials</p>	<p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p>	<p>3,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
specialist through the SST process. Measures: Fountas and Pinnell assessments- BAS LLI data and reading behaviors shared between Intervention and Home room teacher STAR Reading						
Action 5: Professional Learning Communities Task: Teachers will collaborate around central PLC questions on a weekly basis. The questions the grade-level teams will address are: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students don't learn? 4. How can we extend and enrich the learning for students who already know it? Teachers will also address: What other school community factors need to be addressed to facilitate whole child learning?	Start Date: 08/15/2018 Completion Date: 05/30/2019	Teachers Administrators	LCAP 180 Stipends for PLC Facilitators	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	8,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Additionally, teachers will meet with grade-level colleagues from across the district two times during the school year to foster professional growth.</p> <p>Measures:</p> <p>Collaboration planning products and student assessment data will be collected and acted upon for each cycle.</p>						

Planned Improvements in Student Performance

School Goal #2

SUBJECT: Instructional Program: Mathematics (Including Interventions)
LEA/LCAP GOAL:
All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics. Not Aligned
SCHOOL GOAL #2:
By June of 2019, SBAC data (grades 3-5) and benchmark assessment data (grades K-5) will reveal a 10% increase in the percentage of students meeting or exceeding standards in mathematics. The gap between overall student performance and lower-achieving subgroups will lessen.
Data Used to Form this Goal:
Student assessment data from the 2017-18 Smarter Balanced Assessment was analyzed to inform this goal. While students overall out-performed their district peers and growth from 2017-18 scores was made, gaps between sub-groups of students can be observed. Data gathered focused on grade levels and significant sub-groups, both of which exceeded the district average of students meeting or exceeding the standards. Significant sub-groups in mathematics included: Latino/Hispanic, English Learners, socioeconomically disadvantaged, and two or more races.
Findings from the Analysis of this Data:
Overall, in 2017-18 Buri Buri student performance in Math on the SBAC summative assessment exceeded that of district and state peers, although performance varied based on the grade level. Specifically, 61% of Buri Buri students met or exceeded standards. Broken down by grade level, the percent of student meeting or exceeding standards is as follows: 3rd grade - 68.5%, 4th grade - 60.6%, and 5th grade - 55%. Examining claim and target data revealed the area (claim) of Problem Solving, Modeling, and Data Analysis to be the claim of relative weakness overall inasmuch as the percent of students exceeding the standard was lower for that claim than the claims/areas of concepts/procedures and communicating reasoning. Analysis of the CAASPP data revealed that for all students in grades 3rd -5th at Buri Buri Elementary, 61% met or exceeded the standard for Mathematics. The CAASPP data revealed that 41.7% of the sub-group of English Learner Students in grades 3rd -5th met or exceeded the ELA Standards. This Data also revealed for students in the sub-group of Economically Disadvantaged 3rd-5th, 34.6% met or exceeded the Math standard. This Data also revealed for students in 3rd- 5th, 31.20% of the students in the sub-group of students receiving Special Education services met or exceeded the Math standards.
How the School will Evaluate the Progress of this Goal:
Teachers will analyze 2017-18 SBAC data, looking for trends within dis-aggregated scores and claim data. We will monitor and evaluate student progress using district-adopted

common embedded assessments throughout the year. Teachers will examine results, make changes, monitor, and re-evaluate their instruction throughout the year. Additionally, benchmark assessments aligned with Common Core State Standards will be administered as well as Teacher team created Common Formative assessments.

Teachers will implement the math curriculum, Math Expressions, using EDI and Productive talk teaching strategies. Student progress will be monitored with SBAC Interim Assessment Blocks, regular embedded assessments and benchmark exams, including MARS Tasks. With support, teachers will use the PLC process to collaborate to analyze data from assessments and adjust instruction as necessary. Accelerated Math and Imagine Learning will augment classroom instruction to reinforce mathematical concepts and provide practice and intervention at each student's level. A second tier of intervention, consisting of small-group instruction and before and after-school support sessions will serve students who are unsuccessful with the school's base instructional program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1: Instruction and Assessment: Tier 1</p> <p>Task:</p> <p>Teachers at all grade levels will implement the Math Expressions curriculum. Students will be assessed using local formative and summative assessments (end-of-module assessments).</p> <p>Students in grades 2, 3, 4, and 5 will participate in Accelerated Math. Students will complete math objectives at their level. English Learners and at-risk students will also use Imagine Math/Math Facts as a form of intervention and practice. In order to complete this action, we will purchase a site license for Renaissance and Imagine Learning, and buy instructional materials to support the implementation of math curriculum.</p> <p>Measures:</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Teachers & administrators	<p>Site Discretionary- 070 Instructional materials and supplies</p> <p>Site Allocation-070 AM/AR Materials</p> <p>Site Discretionary Renaissance License</p> <p>EL Support 123, Imagine Math/Math Facts Software License</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p> <p>Site Allocation</p> <p>Site Discretionary</p> <p>El Support</p>	<p>3,791.16</p> <p>215.82</p> <p>3,220.00</p> <p>2,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Common Formative and embedded Assessments</p> <p>Informal and formal local assessments</p> <p>Walk-throughs</p> <p>STAR Math</p> <p>Smarter Balanced Assessment</p>						
<p>Action 2: Response to Intervention: Tier 2</p> <p>Task:</p> <p>Students not meeting grade-level standards in math will be provided Tier 2 support. The SST process will be used to identify struggling students, to set goals for their improvement, plan interventions, and track the success of the interventions.</p> <p>After-school math intervention in grades 3, 4 & 5: two times a week for 45 minutes each day, supplemental skill-based instruction provided to groups of 10-15 students. Grouping will be flexible based on regular assessment data.</p> <p>Measures:</p> <p>CAASPP Summative/Interim Scores</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Teachers and administrators	<p>Site Discretionary 070</p> <p>Substitutes for SSTs</p> <p>LCAP 180 Teacher Stipends - After-School Intervention</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p> <p>LCAP At-Risk Student Support</p>	<p>628</p> <p>3,414.86</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Benchmark assessments (including MARS tasks) SST Reports PLC created CFA Data						
<p>Action 3: CCSS Professional Development</p> <p>Task: An instructional leadership team will meet regularly to assess needs and plan professional learning experiences for faculty. Sub coverage will be provided for teachers to observe one another according to their professional growth needs.</p> <p>Measures: Walkthrough data CFAs Feedback forms/surveys from professional development Smarter Balanced Assessment Teacher collaboration products PLC Notes</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Teachers, administrators	<p>Site Discretionary 070 Substitutes for class observation</p> <p>Site Allocation LCAP 180 Math Intervention Extended hours pay</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p> <p>LCAP At-Risk Student Support</p>	<p>608</p> <p>2,750</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 4: Professional Learning Communities</p> <p>Task:</p> <p>Teachers will receive professional development regarding effective PLCs. Teachers will collaborate around central PLC questions on a weekly basis. Each graded level team will have a facilitator to plan for and lead the team through the cycle. The facilitator is part of the Instructional leadership team and will be provided with training, and resources to support their leadership. The questions the grade-level teams will address are:</p> <ol style="list-style-type: none"> 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students don't learn it? 4. How can we extend and enrich the learning for students who already know it? <p>Teachers will also address: What other school community factors need to be addressed to facilitate whole child learning?</p> <p>Teachers at all grade levels will engage in at least three PLC cycles to analyze student performance data for a commonly created,</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Teachers</p> <p>Administrators</p>	<p>PLC Training costs LCAP 180</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCAP At-Risk Student Support</p>	<p>4,181</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>administered, and analyzed assessment.</p> <p>Additionally, teachers will meet with grade-level colleagues from across the district three times during the school year to foster professional growth, particularly in relation to the CCSS math practices and the math curriculum adoption, Math Expressions.</p> <p>Measures:</p> <p>Collaboration planning reports will be completed for each meeting.</p>						

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Improving the performance of English learners, and socio-economically disadvantaged students
LEA/LCAP GOAL:
All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the CELDT and an increase in the number of ELs being reclassified at least one performance band each year on the English Language Proficiency Assessments for California (ELPAC) Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #3:
Goal Statement By June, 2019 the percentage of all students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 5%. By June, 2019 the percentage of English Learners students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 9%. By June, 2019 the percentage of all Special Education students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 10%. By June, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 8%. By June, 2019 the percentage of all students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 5%. By June, 2019 the percentage of English Learners students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 9%. By June, 2019 the percentage of all Special Education students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 10%. By June, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 8%.
Data Used to Form this Goal:
We used the State Assessments (SBAC), Fountas and Pinnell reading Assessments, Writing Assessment, Curriculum Embedded Unit Assessments, and ELPAC Data.
Findings from the Analysis of this Data:
SPSA DATA Analysis Analysis of the CAASPP data revealed that for all students in grades 3rd -5th at Buri Buri Elementary, 61.04% met or exceeded the standard for Math. The CAASPP data

revealed that 41.7% of the sub-group of English Learner Students in grades 3rd -5th met or exceeded the Math Standards. This Data also revealed for students in the sub-group of Economically Disadvantaged 3rd- 5th, 34.6% of them met or exceeded the Math standards. This Data also revealed for students in 3rd- 5th, 31.2% of the students in the sub-group of students receiving Special Education services met or exceeded the Math standards.

Analysis of the CAASPP data revealed that for all students in grades 3rd -5th at Buri Buri Elementary, 64.09% met or exceeded the standard for ELA. The CAASPP data revealed that 39.6% of the sub-group of English Learner Students in grades 3rd -5th met or exceeded the ELA Standards. This Data also revealed for students in the sub-group of Economically Disadvantaged 3rd-5th, 40.3% met or exceeded the ELA standard. This Data also revealed for students in 3rd- 5th, 34.1% of the students in the sub-group of students receiving Special Education services met or exceeded the ELA standards. Thus there exists a substantial achievement gap in both ELA and Math between our significant sub-groups and total population.

How the School will Evaluate the Progress of this Goal:

Student progress on District Benchmark assessments will be evaluated. We will use the State SBAC website to access and analyze growth of student achievement, ELPAC data, as well as District Benchmark Test scores. In addition we will start looking at common formative assessments (CFAs) to intervene as the student are learning new material and analyze this data during PLC time in order to intervene appropriately.

Each student will be screened at least 2 times a year with the Fountas and Pinnell, BAS that reveals a student's accuracy, fluency, Reading level, comprehension levels and explicit reading behaviors that are actionable by Intervention teachers, classroom teachers and students. Students will be screened three times a year with the STAR Reading program.

Teachers will be trained to implement the new ELA/ELD curriculum, Teacher Created Materials. After being assessed for current levels of English Language Proficiency using the ELPAC, English Language Learners will receive support from a bilingual Instructional Assistant both in the classroom and in a pull-out setting. Additionally, English learners will be supported through afternoon intervention in which students switch classes and receive instruction tailored to their levels. Before and after school tutoring will also be made available at all levels. EL students will also benefit from the use of Renaissance programs; Accelerated Reader and Math, Imagine Learning ELA/ELD and Math allow students to practice skills at their pace.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1: ELD Para-Educator Task: 1. Test all English Learners to determine preliminary CELDT levels. 2. Supplement classroom ELD instruction for CELDT 1,2, and 3 students using a pull out model. 3. Reinforce reading fluency skills using Read Naturally Live, for which we purchase 30 site licenses 3. Focus on Oral Language Development and	Start Date: 08/15/2018 Completion Date: 05/30/2019	Teachers Administrators ELD Para-educator	EL SUPPORT 123 Read Naturally Live	4000-4999: Books And Supplies	El Support	1100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>academic language to support core academic achievement. 4. Provide English Language Learner progress information to teachers and district 5. Complete district ELL reports.</p> <p>Measures:</p> <p>ELPAC data</p> <p>STAR Reading data</p> <p>SBAC data</p> <p>Curriculum embedded assessments</p>						
<p>Action 2: Response to Intervention - Tier 2</p> <p>Task:</p> <p>In addition to all other ELA Tier 2 interventions, CELDT levels 1 and 2 (if needed Level 3) EL students will receive additional, targeted Tier 2 support. Teachers will provide additional instructional time for students at least three times a week for 30 minutes during the school day.</p> <p>Teachers and paraprofessionals will use newly-adopted ELA/ELD curriculum, Teacher Created Materials and AVT resources. Certificated staff and classified bilingual aide will be trained to implement curriculum. ELD Support will be supplemented with computer-based interventions. A</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Bilingual Aide</p> <p>Teachers</p> <p>Administrators</p>	<p>EL SUPPORT 123</p> <p>EL Intervention</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>El Support</p>	<p>1,055.20</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>daily reading support lab for English Learners will take place using the Read Naturally/ReadLive software systems.</p> <p>Measures:</p> <p>Weekly Common Formative assessments</p> <p>District CEA's</p> <p>ELPAC</p>						
<p>Action 3: Computer-Based Interventions</p> <p>Task:</p> <p>Purchase licenses for Accelerated Reader, Accelerated Math, and Read Naturally Live. Provide teachers with training and equipment to implement programs. Purchase licenses for Imagine Learning for adaptive math, Math Facts, and ELA/ELD support.</p> <p>Measures:</p> <p>CELDT</p> <p>CEA's</p> <p>Accelerated Reader scores</p> <p>Accelerated math scores</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Teachers</p> <p>Administration</p>	<p>Site Discretionary 070 Renaissance Licence</p> <p>EL SUPPORT 123 Read Naturally Live Site Licenses</p> <p>EL SUPPORT 123 Imagine Learning Software Licenses</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p> <p>El Support</p> <p>El Support</p>	<p>1,611</p> <p>1,000</p> <p>1,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Imagine Learning Math, Math Facts and ELA/ELD student tracking data.						
<p>Action 4: Grade Level Collaboration</p> <p>Task:</p> <p>Use grade level collaboration days to focus on improving achievement through differentiating instruction to meet the needs of all students.</p> <p>Measures:</p> <p>Collaborative planning reports</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Teachers</p> <p>Administrators</p>				
<p>Action 5: Support homework completion and reinforcement by hosting an after-school homework club</p>	<p>Start Date: 02/04/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Teachers</p> <p>Administrators</p>	<p>LCAP 180</p> <p>Pay for staffing of Homework club</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p>	<p>3,000</p>
<p>Action 6: Provide High Interest Books</p> <p>Task:</p> <p>Purchase high interest books, leveled books for library, some in student primary language (Spanish). Students will have access to fiction and non-fiction books within their zone of proximal development.</p> <p>Measures:</p> <p>Additional library books</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>Library Media Technician</p> <p>Teachers</p> <p>Administrators</p>	<p>EL SUPPORT - 123</p> <p>Library Books</p>	<p>4000-4999: Books And Supplies</p>	<p>El Support</p>	<p>300</p>

Planned Improvements in Student Performance

School Goal #4

SUBJECT: Environments Conducive to Learning, Parent Engagement, and Prevention of at Risk Behaviors
LEA/LCAP GOAL:
All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.
SCHOOL GOAL #4:
A safe campus will be maintained and an atmosphere conducive to learning will be reinforced with parent engagement encouraged and supported.
Data Used to Form this Goal:
School discipline reports, monthly suspensions, attendance reports, student and parent feedback.
Findings from the Analysis of this Data:
There was a total of 4 suspensions in the 2017-18 school year involving 3 students. The offenses for which students were suspended was a violation of California Education Codes 48900 fight or threat. This was a increase from 1 suspension in the 2016-17 school year. In 2017-8, there were at total of 52 disciplinary incidents over the course of the school year involving 24 students. In 2016-17, there were at total of 79 disciplinary incidents over the course of the school year involving 41 students. In 2015-16 there were at total of 117 disciplinary incidents over the course of the school year involving 63 students. The average daily attendance was 96% in 2017-18 which represents no significant change from the previous two school years.
How the School will Evaluate the Progress of this Goal:
School discipline reports, monthly suspensions, attendance reports, parent surveys. A safe and positive school climate will be reinforced through parent outreach, student recognition and service learning. An office staff member will coordinate parent volunteer clearance, field trip coordination and parent outreach. Teachers and administration collaborate around weekly and monthly recognition and community service projects. Buri Buri will begin implementing several new programs as well: Positive Behavior Intervention and Support (PBIS), PAX classroom behavior supports, Soul Shoppe character education and Peacemakers Student leadership program, Playworks Team up and Jr. Coaches program, Girls on the Run, Mouse Squad and others. We will work to create a safe, clean and inviting school environment. We will contract with our own Noon Supervisor to provide crossing guard services. We will maintain and update the school Custodial equipment and supplies will be purchased as well as other equipment to contribute to the comfort and pleasant appearance of the school, including playground benches and landscaping material.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1: Positive Environment</p> <p>Task:</p> <p>We will continue the school-wide PBIS tier II implementation. A group of teachers representing all grade levels will participate in PBIS tier II training. A committee of stakeholders from each level-- teachers, classified staff, administration and parents-- along with a coach from the SMCOE, will implement PBIS principles. Common rules and behavioral expectations will be identified, taught and positively reinforced following the research-based system. Data will be collected and analyzed by the PBIS team in order to monitor progress.</p> <p>Additionally, we will conduct four Soul Shoppe student workshop days, one teacher workshop and one parent workshop. The program will focus on bullying education, peer relations and conflict mediation. All students will receive instruction with the organization.</p> <p>In addition, a team of students will be selected and trained as Peacemakers. The Peacemakers will assist students in conflict in productive and restorative problem solving and conflict resolution.</p> <p>All of our teachers will receive professional development and implement the PAX/Good Behavior Game curriculum to teach self-</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>School staff, Principal and Teachers</p>	Site Discretionary - 070	5000-5999: Services And Other Operating Expenditures	Site Discretionary	2,500
			Playworks Professional Development			
			Site Discretionary - 070	1000-1999: Certificated	Site Discretionary	4,675.32
			PBIS Team Extra Hours Pay	Personnel Salaries		
			Site Discretionary - 070	5800: Professional/Consulti ng Services And Operating Expenditures	Site Discretionary	2,000
			PBIS Training			
			Site Discretionary - 070	0000: Unrestricted	Site Discretionary	300
			Positive Attendance Incentives			
			Site Discretionary - 070	1000-1999: Certificated	Site Discretionary	2,600
Extra Hours Pay for Playworks Recess Leads	Personnel Salaries					
Gift Fund - 356	5000-5999: Services And Other Operating Expenditures	Gift Fund	10,200			
Soul Shoppe Team Up Contract - 1 yr-						
Gift Fund - 356	4000-4999: Books And Supplies	Gift Fund	1,000			
Soul Shoppe Parent Night childcare and Learning materials support						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>regulation skills and to contribute to a positive school climate, on-task behavior, and a productive class environment.</p> <p>The school will also participate in the Playworks Team Up program to reduce peer conflict and behavior management issues. All students in grades 2-5 will participate in class game time to learn common game rules, norms and sportsmanship practices. Noon supervisor staff will be trained in running recess games. Finally, fifteen 4th and 5th grade junior coaches will be provided leadership training and will support same-age and younger peers in positive game time.</p> <p>All students will take part in our Health-a-thon that serves as Health education, fitness training, and a school wide fund raiser.</p> <p>An after-school running club for girls (Girls on the Run) will be established to promote health, self-confidence and pro-social skills.</p> <p>We will continue to use a monthly positive recognition (Character trait of the month using Tootles and Bobcat Bucks for student to student and Staff to student recognition) and positive attendance recognition.</p> <p>Measures:</p> <p>Decrease in discipline issues. Increase in attendance.Increase in on</p>			<p>Gift Fund 356 Parent Education Night to support accessing Curricular and Instructional supports at home: Childcare costs and materials to support the training</p>	<p>4000-4999: Books And Supplies</p>	<p>Gift Fund</p>	<p>350</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
task classroom behavior as reported/measured by teacher (for all and for targeted students in need of more support.						
<p>Action 2: Student Safety</p> <p>Task:</p> <p>The school will fund a crossing guard in order to increase safe passage to school.</p> <p>Measures:</p> <p>Student safety, traffic flow</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Administration, staff	<p>Site Discretionary - 070</p> <p>Crossing Guard Contract</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	Site Discretionary	1,747.67
<p>Action 3: Enrichment Experiences</p> <p>Task:</p> <p>Enrichment activities which provide real-life experience with core content will be provided to students at all grade levels. These will include guest teachers presenting in the areas of art, science and social science. Field trips include experiential learning related to the performing arts, social science, and environmental science.</p> <p>An after-school technology class, Mouse Squad, will be offered to 25 fourth and fifth grade students. Students will learn basics of computer repair, computer science, web page design, and video editing.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Teachers, administrators	<p>Site Discretionary - 070</p> <p>Mouse Squad Workshop - Sub pay for teacher release</p> <p>Site Discretionary -070</p> <p>Mouse Squad Extra Hours Pay</p> <p>Gift Fund - 356</p> <p>Guest teachers and field trips</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>0000: Unrestricted</p>	<p>Site Discretionary</p> <p>Site Discretionary</p> <p>Gift Fund</p>	<p>187.20</p> <p>1,600</p> <p>10,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All students will participate in Hour of Code enrichment activities.</p> <p>An after-school Girls on the Run club will be established to support the development of healthy habits, confidence and positive peer relations. Sixteen fourth and fifth grade girls will participate.</p> <p>Students will be offered leadership and community service opportunities including: Peer Tutors, Peace Makers, Eco Squad, Junior Coaches, Mouse Squad, Second Harvest Food Bank and others.</p> <p>Measures:</p> <p>Grades</p> <p>Teacher reports</p>			<p>Gift Fund -356</p> <p>Materials and Supplies - Week of Code</p>	<p>4000-4999: Books And Supplies</p>	<p>Gift Fund</p>	<p>500</p>
<p>Action 4: Maintain a safe and clean campus</p> <p>Task:</p> <p>School staff will maintain a clean, safe environment conducive to learning.</p> <p>Measures:</p> <p>Observation</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	Staff and principal	<p>Site Allocation 759</p> <p>Custodial supplies and equipment</p> <p>Site Discretionary 070</p> <p>Landscaping materials</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Allocation</p> <p>Site Discretionary</p>	<p>11,784.18</p> <p>910</p>

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Instructional Program: Efforts regarding improving the performance of ELLS-Centralized Services
LEA/LCAP GOAL:
All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the ELPAC and an increase in the number of ELs being reclassified at least one performance band each year on the English Language Proficiency Assessments for California (ELPAC) Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #5:
Includes: Target group(s) participating in this goal; Performance gains expected for these students; Means of monitoring program implementation and results; Means of evaluating progress toward this goal; Group data needed to measure academic gains. We will use the State SBAC website to access and analyze growth of student achievement, ELPAC, as well as District and CAASPP Interim Test scores. In addition we will start looking at common formative assessments to intervene as the student are learning new material and to analyze this data during PLC time in order that the teachers might respond collectively to the needs of the students.
Data Used to Form this Goal:
ELPAC results, Fountas and Pinnell BAS assessments given at least 2 times during the year, CFA's, teacher observations.
Findings from the Analysis of this Data:
All English Language Learners will achieve one year of growth per year as measured by the ELPAC until they are re-designated English Proficient.
How the School will Evaluate the Progress of this Goal:
Student achievement data will be collected from the annual ELPAC and SBAC assessments. Teachers will receive professional development around teaching to the ELA/ ELD priority standards and how to use the PLC process to appropriately intervene to meet the needs of each student. Teachers will also make use of Collaboration cycles to examine common formative assessment results of EL students closely. Buri Buri will employ a Response to Intervention (RTI) model for serving English learners. Parents of English Learners will be encouraged to participate in ELAC and DELAC meetings in order to steer the program for English Learners at Buri Buri.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3B. Action 2: Personnel support for the continued achievement of English learners</p> <p>Task:</p> <p>1. Staff will support the implementation of a high-quality instructional program for ELs as well as providing direct instructional support in the classroom to ELs.</p> <ul style="list-style-type: none"> 2. Sites will also ensure that parents of ELs have opportunities to receive training delivered in the parents' primary language and to participate in ELAC activities: Home connections/parent support/translations Primary language support and tutoring <p>3. Analyze assessment results and make recommendations for the EL program and activities</p> <p>Measures:</p> <p>EL student grades and attendance data, walkthrough visit data</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>English Language Learner students.</p> <p>All Staff</p>	<p>Site Discretionary 070</p> <p>Extra Hours Pay - bilingual aide</p> <p>EL SUPPORT - 123</p> <p>Sub support for CELDT Testing</p> <p>EL SUPPORT - 123</p> <p>Translation Services</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Site Discretionary</p> <p>El Support</p> <p>El Support</p>	<p>1,250</p> <p>748.80</p> <p>460</p>
<p>3B. Action 4: Curriculum, Instruction, and Intervention Support</p> <p>Task:</p> <p>1. Staff will support English Learners through professional development on the Response to Instruction and</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/30/2019</p>	<p>District office and site staff</p>	<p>Site Discretionary - 070</p> <p>Substitutes for Assessments/SSTs/Meetings</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p>	<p>760</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Intervention model. 2. EL-related professional development will occur for teachers, administrators, and other school support staff to improve and implement high quality ELD and access to core instruction for EL students. 3. Staff will engage in professional learning community meetings, with a focus on EL student performance and learning. 4. Staff will review essential standards and assessment and site data to evaluate the needs of their students, align instruction with ELD standards, and determine specific ways to effectively deliver content in a coherent way.</p> <p>Measures:</p> <p>Collaboration notes, walk-through data, reflection forms, assessment results.</p>			<p>EL SUPPORT - 123</p> <p>Extended hours pay for ELD PD</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>El Support</p>	<p>835</p>

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	42000.	0.00
Instructional Media	553.	0.00
Site Allocation	12000.	0.00
El Support	9499.	0.00
LCAP At-Risk Student Support	54211.	0.00
Gift Fund	22,050	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	9,499.00
Gift Fund	22,050.00
Instructional Media	553.00
LCAP At-Risk Student Support	54,211.00
Site Allocation	12,000.00
Site Discretionary	42,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	10,300.00
1000-1999: Certificated Personnel Salaries	42,628.95
2000-2999: Classified Personnel Salaries	2,765.20
4000-4999: Books And Supplies	56,490.18
5000-5999: Services And Other Operating Expenditures	12,700.00
5800: Professional/Consulting Services And Operating	15,428.67

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	El Support	1,583.80
2000-2999: Classified Personnel Salaries	El Support	1,515.20
4000-4999: Books And Supplies	El Support	6,400.00
0000: Unrestricted	Gift Fund	10,000.00
4000-4999: Books And Supplies	Gift Fund	1,850.00
5000-5999: Services And Other Operating	Gift Fund	10,200.00
4000-4999: Books And Supplies	Instructional Media	553.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	23,477.83
4000-4999: Books And Supplies	LCAP At-Risk Student Support	19,052.17
5800: Professional/Consulting Services	LCAP At-Risk Student Support	11,681.00
4000-4999: Books And Supplies	Site Allocation	12,000.00
0000: Unrestricted	Site Discretionary	300.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	17,567.32
2000-2999: Classified Personnel Salaries	Site Discretionary	1,250.00
4000-4999: Books And Supplies	Site Discretionary	16,635.01
5000-5999: Services And Other Operating	Site Discretionary	2,500.00
5800: Professional/Consulting Services	Site Discretionary	3,747.67

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,029.79
Goal 2	21,308.84
Goal 3	9,566.20
Goal 4	50,354.37
Goal 5	4,053.80

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
David Luna			X		
Tracey Neblett		X			
Cregg Ramich	X				
Nina Camozzi		X			
Jennifer Char		X			
Amy Hong Lau				X	
Angela Toy Soriano				X	
Michelle Shannon				X	
Numbers of members of each category:	1	3	1	3	

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.