

# The Single Plan for Student Achievement

**School:** Branch Elementary School  
**CDS Code:** 40-68759-6043012  
**District:** Lucia Mar Unified School District  
**Principal:** Hillery Dixon  
**Revision Date:** October 20, 2017

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

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

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**The District Governing Board approved this revision of the SPSA on November 15, 2016.**

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## School Vision and Mission

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

The mission of Branch Elementary School is to inspire learners through inquiry, investigation, and imagination in student-centered classrooms where collaboration, critical thinking, creativity, and communication are emphasized to promote student understanding and transfer of learning.

Our Vision for Branch Elementary is to provide a safe, supportive, engaging environment where school, family, and community collaborate to:

- Provide a rigorous, relevant, student-centered, standards-based curriculum with a climate of high expectations for success.
- Develop an overarching science focus to enhance student understanding and application of scientific principles in all core content areas.
- Allow students to “own their learning” and to “construct” meaning for themselves.
- Encourage teachers to be coaches of “understanding” and facilitators of projects, authentic assessments, and learning experiences in real-world contexts.
- Inspire students to begin thinking about and preparing for college and the world of work.
- Embed 21st Century Skills including: critical thinking, collaboration, creativity, and problem solving into the core curriculum.

## School Profile

Branch Elementary School serves students from the rural countryside near Arroyo Grande and is located along the picturesque coastline of San Luis Obispo County. Originally founded in 1889 by F.Z. Branch, the school maintains a sense of its rich history and close-knit family feeling while providing a rigorous academic program—punctuated by a school-wide science focus. Although the present school plant was constructed in 1962, the original Branch School was completed in 1889 by the Branch family. The school's roots go back to the original school house that is still in existence and is located about a quarter mile from the present school. Parent support for the school and its instructional programs has been a proud tradition and continues to play a major role in the current educational program. Over 800 hours of volunteer service are recorded annually. The Parent Teacher Organization (PTO) is very strong; its meetings pack our staff lounge with between 15 to 25 devoted and diligent parent and community members. School activities including Parent Picnic Days, Mexican Independence Day Celebration and the (often imitated—never duplicated) Branch Auction, are similarly well attended. The Branch community considers itself a family. The caring, dedicated, and experienced staff works collaboratively with parents and community members to ensure that all students at Branch Elementary School receive a premium education.

Branch Elementary has 321 students in grades K through 6. We have “early birds” and “late birds” in kindergarten with a 65 minute overlap in the middle of the day. Although we are a small school, we are fortunate to have only one combination class. In the 2017-18 school year, we have only one fifth/sixth grade combo. We have two certificated literacy support tutors who work with English Learners and at-risk learners. They also support our combo classroom during math. Overall, Branch has 16 teachers. This total includes one special education teacher, one part-time music teachers, and a half-time physical education teacher. We have a .40 psychologist, a .20 nurse, a .50 speech and language specialist, and a 3 days per week of contracted counseling time.

Enrollment By Grade Level 2017-18:

K=50	1=37	2=42	3=51	4=57	5=47	6=37
Total=321						

We have 169 boys and 152 girls.

Branch's school-wide focus on science, and its hands-on science lab activities provide one opportunity for teachers to implement “21st Century Skills” including communication, critical thinking, problem solving, and collaboration. At Branch, teachers use project-based approaches and learning centers and limit "lecture." Our science lab is staffed by a retired college science professor who, with the support of the science advisory committee (parents, teachers, and community members) designs and implements a variety of

science experiences (lab and field work) which are adjusted for each grade level.

Branch is one of the highest performing schools in the district and the county. In 2016-17, Branch did well again on the state test. 52.5% of our math students were "proficient." In language arts, 62.5% were proficient.

Branch is well known for its generous and supportive parent-teacher organization, and a longstanding tradition of parent involvement. Several area families have four generations who have attended Branch. Parents are involved in the education of Branch Elementary students by volunteering in the classroom, participating in the Parent Teacher Organization (PTO), serving on the science advisory committee, and by being members of the school site council and English Learner Advisory Committee. All volunteers go through the "Live Scan" process and are cleared for tuberculosis before working in the classroom.

Branch's PTO raises roughly \$90,000 each year. The PTO provides field trips, materials and supplies and supports the school-wide science focus. Annually, they fund two class size reduction teachers, and a portion of the computer tech's salary. The PTO contributed thousands of dollars to upgrade technology at Branch. In the last three years, the PTO funded, among other things, a new computer lab, Wi-Fi access in four areas of the campus, and 80 chromebooks and three chromebook carts. The PTO also provides generous funding for the Science Advisory Committee.

A positive school climate is and has always been a strength of Branch Elementary School; nevertheless, the school is taking a proactive approach, developing its anti-bullying and positive character programs during the past three school years. A special assembly to promote character education is held in October to address bullying and to promote a respectful campus, and the principal meets with all students each trimester to review school and district rules and policies. A second assembly will likely be held in February or March to reinforce positive character and to promote school-wide support for all students. A student character education program will continue this year, known as Bronco PRIDE. This initiative focuses on five qualities: Perseverance, Respect, Integrity, Drive, and Enthusiasm. These qualities are recognized in postcards home for students, and school-wide events to showcase these qualities.

With parental participation and involvement a hallmark of Branch Elementary School, we have been overwhelmed by the strong showing of parent volunteers and supports and by the incredible attendance at all parent and family oriented school events including the following:

- Back to School Night
- Mexican Independence Day Celebration
- No Place for Hate: Kindness and Pledge Assembly with Anne-Louise Sterry (storyteller and songstress)
- Bronco PRIDE: Perseverance Event
- World Famous Branch BBQ & Auction
- Branch Pumpkin Patch Field Trips
- Minimum Day Costume Parade & Family Picnic Day
- Bronco PRIDE: Respect Event
- Book Fair & Family Story Night
- Bronco PRIDE: Integrity Event
- Branch Talent Show at Clark Center
- Father/Daughter Dance
- Mother/Son Dance
- Bronco PRIDE: Drive Event
- Campus Improvement Service Day
- Open House
- Volunteer Breakfast
- Bronco PRIDE: Enthusiasm Event
- Faculty & Alumni vs. 6th Grade Softball Game

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

## Surveys

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

In October of 2017, the principal will meet with the Instructional Leadership Team, the PTO, and the School Site Council to conduct a needs assessment for the Branch Elementary School campus. In 2015, three stakeholder groups provided input on maintenance and facilities needs regarding "health and safety" and "educational specifications." Following is a summary of the recommendations of all three groups, with details on what has been done so far.

### Health & Safety

Drinking Water—filling stations & filter for well system. Facilities and Maintenance department is working on a long term fix for this. Resurface parking area; create a possible second pedestrian gate; construct a possible adjunct parking lot. The main parking lot was resurfaced in Summer 2017. Plans are in place to evaluate all parking with Measure I construction.

Install a new bell and broadcast system. A new bell system was installed in Summer 2017.

Install air conditioning in the main building (office, work room, nurse's station and rooms 1-4). Portable A/C has been added to Rooms 1-4.

### Education Specifications

Rip and replace the campus electrical system. The entire electrical system was ripped and replaced in Summer 2017.

Install campus-wide Wi-Fi (it is currently in the library, and rooms 16-18). Campus WiFi was completed in Summer 2017.

Add a classroom so we can extend our kindergarten days (We are currently in an AM/PM kinder model where kinder teachers share a classroom). Measure I bond construction includes installation of two new kinder classrooms.

Completely replace or bolster the MPR. Measure I bond construction will replace the MPR.

Build new work spaces for our speech and language pathologist & school counselor and a meeting room for visiting authorities. Measure I bond construction will include work space for counselors and SLP, as well as a meeting room.

Additional space for tutoring groups and/or a "Chill Out" room for students who are severely acting out. A "calm room" in Room 12 was added in April 2017. Intervention space was redesigned and the intervention teacher is now working out of Room 6.

Additional Storage. In place for Measure I bond construction.

Replace older portable classrooms with "permanent" modular classrooms. Measure I bond construction will replace portable classrooms with permanent modulars.

It is clearly evident that Lucia Mar has deeply invested in Branch Elementary via the Measure I bond and other funding sources. Within the next few years, Branch will be thoroughly updated and modernized to meet the changing needs of our students today.

As part of a continuing effort to provide a quality education for students and families at Branch Elementary School, we will ask parents and students to complete a survey focused on teaching and learning at the school. The survey will be completed twice, once in December, and once in June. Survey results will be shared with the School Site Council, ELAC, PTO, and staff, and will be reported in the Single Plan next year.

## Classroom Observations

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

Temporary and probationary teachers receive two formal observations each school year. Tenured teachers are evaluated once every year, but may receive an evaluation waiver every other year. The principal's goal is to spend roughly six hours per week observing in classrooms. The principal regularly observes all teachers and classrooms--not just those instructors who are slated for a formal observation. In short, Branch is blessed with a strong teaching staff and a good mix of new, veteran, and senior teachers. Observers will notice that much of the instruction is delivered through "centers" where students have opportunities to work in small groups to receive individualized instruction and help and where they may interact with classmates.

### Analysis of Current Instructional Program

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

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

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

#### Standards, Assessment, and Accountability

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

Meeting Performance Goals: We are participating in the California Assessment of Student of Performance and Progress (CAASPP) and have participated in district level benchmark assessments. We are presently using the Measures of Academic Progress (MAP) assessment and are administering it three times per year. Data from MAP assessments is used to inform instruction and to form intervention groups. Instructors use formative and summative local assessments to check for mastery of key concepts.

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

Meeting Performance Goals: Teachers use formative assessment data constantly when forming strategic cooperative learning groups, intervention groups, and to inform instruction. Units of instruction are adjusted (more time/less time/ re-teach with a different instructional strategy or approach) based on student performance data.

#### Staffing and Professional Development

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

All teachers at Branch Elementary School are highly qualified.

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

Branch Elementary School has structured its academic calendar and bell schedule to allow for weekly late start days every Monday. Professional Development occurs on roughly two-thirds of those Mondays. Teachers have access to our new math adoption and appropriate language arts materials. Teachers use categorical funds to attend mostly district and locally sponsored workshops and in-services. When financially possible, teachers will attend seminars and workshops out of the area. In 2016-17 teachers attended a Writer's Workshop Seminar in Northern California and a GATE conference in Southern California. The district provided training to staff for Thinking Maps Writing and for the new math adoption. Four Branch teachers attended a LMUSD sponsored summer institute as well.

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

Staff and professional development is aligned to common core language arts and math and professional needs.

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

Branch Elementary partners with the Education Department at Cal Poly State University San Luis Obispo. We take many of their student teachers and many of the professors provide training for the Branch faculty. For 2017-18, Branch Elementary hired a full-time teacher to coordinate professional development and to intervene with struggling students. This instructor is open to "coaching" any teacher who asks for feedback. The principal provides teachers with feedback based on walk-throughs and formal and informal observations.

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

Branch's site Instructional Leadership Team features a first grade teacher, a second grade teacher, and a fourth grade teacher. During weekly professional development, teachers receive ample development time to work with grade level partners on lessons, strategies, and structures that will be implemented in their classrooms. Grade level teams meet regularly during common prep periods to coordinate instruction and assessment. Additionally, the school provides release time for grade level partners to collaborate and plan, especially with regard to the new math adoption.

### Teaching and Learning

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

Decisions on instructional materials purchased by the site and by the district center on their effectiveness in helping teachers adjust their instructional styles and strategies to fit the common core standards and on what will help students to best understand and apply common core concepts and principles. A commitment for the principal to be in classrooms six hours per week and data tracking of common formative test results helps ensure teachers are evolving and adapting to their new roles as common core "teacher facilitators."

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

Although Branch Elementary School's focus is on science, language arts and mathematics instruction receive more than the minimum recommended minutes. Science is often integrated into language arts and occasionally into mathematics instruction.

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

Branch instructors collaborate with grade level partners to develop year-long plans to ensure key common core standards are provided sufficient time and attention. In addition to a full-time Professional Development Coordinator/Intervention teacher, Branch Elementary hires two credentialed teachers for 130 days each school year to either "push in" to classrooms to provide small group instruction or to "pull-out" for re-teaching in an alternate setting. Tutoring is also offered before school beginning in late October or early November. Homework Clubs are offered through Arroyo Grande Recreation Department after school each day.

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

All teachers have sufficient standards-based materials to meet the needs of their diverse groups of learners.

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

Branch's language arts adoption, "Wonders," features intervention materials and supports for English Learners. The district adopted "Investigations" as the new math curriculum for K-5. "Big Ideas" is the math adoption for grades 6-12. We have an ELD instructional program as well.

## Opportunity and Equal Educational Access

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

Our systematic intervention program helps Branch Elementary School meet the needs of all its students. Growth for students accessing interventions is measured in the CAASPP and NWEA MAP assessments.

### 14. Research-based educational practices to raise student achievement

Most Branch teachers use a "Constructivist" approach to teaching and learning. Teachers emphasize the importance of group work and developing independent learners and thinkers. Guided Reading and Literature Circles are utilized to help students improve literacy skills and the Writer's Workshop approach is emphasized in encouraging clear, concise, and detail-oriented writers. In order to stimulate and teach "thinking," Branch instructors are using "Thinking Maps" liberally during instruction.

## Parental Involvement

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

The Branch PTO raises thousands of dollars each year--approximately \$90,000. The PTO supports Branch by paying for additional hours for our computer technician and by spending roughly \$19,000 dollars for a credentialed class size reduction tutor (also referred to as a literacy support tutor). Observers will find parent volunteers in most Branch classrooms; generally parents supervise and instruct at various classroom learning "centers." The district supplies a professional development coordinator/intervention teacher, a librarian, and part-time computer lab technician.

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

Branch uses parent committees (School Site Council) to determine how categorical funding will be spent.

## Funding

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

We have limited categorical funds; however, we use them to pay for intervention tutoring and materials and guided reading books.

### 18. Fiscal support (EPC)

The district provides additional funding (\$2,000 dollars) to combat bullying and to promote character education; similarly, Branch Elementary receives approximately \$5,000 dollars to promote programs for gifted and talented students.

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

While students and teachers are performing strongly, gaps remain between "White" and other significant subgroups. In language arts, "white" students were 68% proficient while socioeconomically disadvantaged (grades 3 and 6 were the only grades with statistically significant numbers), only 39% were proficient. In math, "white" students were 55% proficient while socioeconomically disadvantaged (again, grades 3 and 6 were the only grades with statistically significant numbers), only 34% were proficient. In last year's assessment, neither English Learners nor students with disabilities were considered statistically significant enough to be measured by the state. In order to be considered statistically significant, a group has to have at least 10 members. While we are confident that our significant subgroups have improved their performances over the years, so have our "white" students; therefore, the gap continues to exist.

One of the most significant barriers with our subgroups continues to be that they are quite small, and spread across all grade levels. This makes group students for intervention or tutoring challenging, however, many strategies are planned to address this need.



Branch Elementary will continue to address the performance gap by placing emphasis on key school-wide goals and sub-goals including:

- 1) The Instructional Leadership Team will meet weekly to plan professional development (Late Start Mondays) and to coordinate and evaluate school-wide intervention efforts which utilize the intervention teacher, two literacy support tutors and other support personnel and materials to promote student achievement.
- 2) With the support of the 16-17 ELAC, Branch is implementing a new intervention program for English Language Learners called Imagine Learning. This intervention program is individualized to meet students where they are, and can also be done at home. So far students seem to be enjoying it and making good strides to improve.
- 3) Teachers are working together to implement a new, more rigorous and more aligned mathematics program which should equate to higher performance in math over the course of this year.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	53	57	43	53	56	43	53	56	97.7	100	98.2
Grade 4	44	43	52	43	41	51	43	41	51	97.7	95.3	98.1
Grade 5	42	48	38	38	46	37	38	46	37	90.5	95.8	97.4
Grade 6	60	50	42	60	49	41	60	49	41	100.0	98	97.6
All Grades	190	194	189	184	189	185	184	189	185	96.8	97.4	97.9

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2448.4	2442.9	2440.4	26	28	32.14	37	26	21.43	23	28	21.43	14	17	25.00
Grade 4	2474.2	2509.2	2513.4	23	39	43.14	28	34	25.49	26	12	13.73	23	15	17.65
Grade 5	2538.1	2522.2	2556.3	32	28	40.54	42	30	32.43	16	20	16.22	11	22	10.81
Grade 6	2557.6	2575.7	2544.8	20	22	19.51	43	49	41.46	27	27	17.07	10	2	21.95
All Grades	N/A	N/A	N/A	24	29	34.05	38	35	29.19	23	22	17.30	14	14	19.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	26	26.79	60	45	48.21	16	28	25.00
Grade 4	19	37	47.06	49	44	37.25	33	20	15.69
Grade 5	32	33	51.35	53	46	32.43	16	22	16.22
Grade 6	20	20	26.83	57	61	48.78	23	18	24.39
All Grades	23	29	37.30	55	49	42.16	22	22	20.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	32	32.14	47	47	46.43	23	21	21.43
Grade 4	28	46	43.14	58	37	37.25	12	17	19.61
Grade 5	45	33	48.65	37	42	40.54	18	24	10.81
Grade 6	42	55	24.39	45	41	56.10	13	4	19.51
All Grades	36	41	36.76	47	42	44.86	16	16	18.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	15	37.50	56	72	50.00	12	13	12.50
Grade 4	19	27	37.25	60	68	56.86	21	5	5.88
Grade 5	21	26	32.43	71	59	62.16	8	15	5.41
Grade 6	18	24	17.07	78	76	70.73	3	0	12.20
All Grades	22	23	31.89	67	69	58.92	10	8	9.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	25	23.21	49	62	46.43	16	13	30.36
Grade 4	23	32	47.06	40	56	41.18	16	12	11.76
Grade 5	39	37	45.95	55	50	48.65	5	13	5.41
Grade 6	30	43	29.27	60	51	56.10	10	6	14.63
All Grades	32	34	35.68	52	55	47.57	12	11	16.76

**Conclusions based on this data:**

1. Relative Strengths--90.81% of all students tested are above, at or near standard for "Listening" while 83.72% are similarly categorized in "Research & Inquiry." 81.62% are above, at or near standard in writing. 5th graders had the top percentage proficient in ELA across the district at 73%.
2. Relative Weakness--Schoolwide, 20.54% of students are "Below Standard" in "Reading." 46.43% of third graders are not yet proficient in ELA.
3. 5th graders excel in writing as 48.65% are "Above Standard." All grade levels at Branch were among the top four in percent proficient among the eleven elementary schools in the district.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	53	57	43	53	56	43	53	56	97.7	100	98.2
Grade 4	44	43	52	43	41	51	43	41	51	97.7	95.3	98.1
Grade 5	42	48	38	38	46	37	38	45	37	90.5	95.8	97.4
Grade 6	60	50	42	60	49	41	60	49	41	100.0	98	97.6
All Grades	190	194	189	184	189	185	184	188	185	96.8	97.4	97.9

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2467.4	2448.7	2442.7	26	26	21.43	44	36	30.36	14	15	30.36	16	23	17.86
Grade 4	2480.1	2510.6	2501.3	9	22	27.45	47	46	23.53	30	20	39.22	14	12	9.80
Grade 5	2535.1	2498.0	2525.7	26	16	27.03	32	31	24.32	29	18	35.14	13	36	13.51
Grade 6	2539.5	2560.4	2527.4	22	39	17.07	28	18	29.27	32	27	24.39	18	16	29.27
All Grades	N/A	N/A	N/A	21	26	23.24	37	32	27.03	27	20	32.43	16	22	17.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	38	41.07	35	36	33.93	23	26	25.00
Grade 4	23	44	35.29	49	41	43.14	28	15	21.57
Grade 5	32	16	27.03	42	42	40.54	26	42	32.43
Grade 6	27	39	26.83	43	41	34.15	30	20	39.02
All Grades	30	34	33.51	42	40	37.84	27	26	28.65

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	42	32.14	33	40	44.64	16	19	23.21
Grade 4	26	29	35.29	53	49	49.02	21	22	15.69
Grade 5	34	22	35.14	53	42	51.35	13	36	13.51
Grade 6	22	41	19.51	53	39	53.66	25	20	26.83
All Grades	32	34	30.81	48	42	49.19	20	24	20.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40	32	28.57	51	51	55.36	9	17	16.07
Grade 4	28	46	39.22	49	44	37.25	23	10	23.53
Grade 5	37	24	21.62	50	36	64.86	13	40	13.51
Grade 6	20	31	29.27	62	59	36.59	18	10	34.15
All Grades	30	33	30.27	54	48	48.11	16	19	21.62

**Conclusions based on this data:**

1. Relative Strengths: 90.2% of fourth graders exceed, met, or nearly met the grade level standards in math. 86.49% of all fifth graders tested above, at or near standard in "Communicating Reasoning." 83.93% of third graders tested above, at or near standard in Communicating Reasoning and 86.49% of fifth graders tested above, at or near standard in Problem Solving & Modeling.
2. Relative Weaknesses: Only 17% of 6th graders exceeded the standard in math and only, 29.37% met the standard. School-wide, 28.65% of students are "Below Standard" in "Concepts & Procedures."
3. Branch was in the top four schools for all grade levels in the district in math, once again keeping pace with other schools.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					***										
1					***	***	75	***	***	25					***
2				***		25		80	75		20				
3				25	***				83	25		17	50		
4							80				***		20		
5		20			40	***	***	20	***		20				
6				20	***	25	60	***	50	20		25		***	
<b>Total</b>		5		15	30	25	55	40	60	15	20	10	15	5	5

#### Conclusions based on this data:

1. 85% of Branch's English Learners are at the CELDT Intermediate Level or above, while 15% of Branch's English Learners are at Beginning or Early Intermediate levels. 25% of Branch's English Learners are at Early Advanced or Advanced Levels.
2. Our very small number of English Learners can cause large fluctuations in the data from year to year.
3. The general conclusion is that ELD students progress with CELDT levels at Branch

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					25	***	***			***		***	***	75	***
1			25		***	25	75	***	25	25					25
2				***		25		80	75		20				
3				25	***				83	25		17	50		
4							80				***		20		
5		20			40	***	***	20	***		20				
6				20	***	25	60	***	50	20		25		***	
<b>Total</b>		4	4	13	26	25	52	35	50	17	17	13	17	17	8

#### Conclusions based on this data:

1. Relative Strengths: In 15-16 80% of second graders were "Intermediate" and 20% are "Early Intermediate." Only our Kinders were classified as "Beginning," which is not unexpected for students in their first year of formal school. Fifth grader students were doing especially well in 15-16, with 20% "Advanced," 40% "Early Advanced," and "20%" Intermediate.
2. Relative Weaknesses: In 15-16, of the 65% of English Learners who were "Intermediate" or above, 35% were "Intermediate" and only 4% were "Advanced."
3. General Conclusions: In 15-16 65% of all English Learners were at the "Intermediate" level or above. This continues to be a very small group of students at Branch, so the percentages can be unintentionally misleading. However, as a staff, Branch teachers are committed to supporting all our EL students reach their fullest potential.

## District Assessments

### NWEA MAP

#### Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
<b>2</b>	186.5	97	195.2	88	8.6	12.5	40
<b>3</b>	192.5	74	200.3	64	7.8	9.4	47
<b>4</b>	202.3	74	210.3	78	8	7	62
<b>5</b>	211.3	81	219.6	91	8.3	5.4	63
<b>6</b>	214.9	73	220.6	80	5.6	4.2	70

#### Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
<b>1</b>	165.6	71	187.9	93	22.2	16.2	86
<b>2</b>	187.7	97	200.7	95	13	13.3	53
<b>3</b>	189.9	47	202.3	54	12.4	11.3	64
<b>4</b>	203.2	58	211.8	49	8.6	10.1	41
<b>5</b>	215.9	74	220.8	54	4.9	9	24
<b>6</b>	215.1	36	222	39	6.9	6.5	58



**District Writing Assessment (DWA)**

Grade	Average Score
3	6.38
4	6.65
5	7.08
6	7.2

**ReadiStep College and Career Readiness**

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth						

**PSAT College and Career Readiness**

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores						

## School District Goals

### Lucia Mar Unified School District Goals

**Student Success:** LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

**Goal #1:** **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

**Goal #2:** **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

**Goal #3:** **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

**Goal # 4:** **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

Branch Elementary School's Single Plan for Student Achievement is centered on its site goals, and the site goals are derived from the district's goals. All of our expenditures reflected in the Single Plan for Student Achievement, especially those tied to categorical funding, are used to address the aforementioned district and site goals. Therefore, alignment is tight between the Single Plan for Student Achievement and District Goals.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Achievement</b>
<b>Lucia Mar Unified School District Goal:</b>
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 <sup>st</sup> Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
<b>SCHOOL GOAL #1:</b>
During the 2017-18 school year, Branch students will demonstrate improvement in reading, writing, and mathematics by:  English Language Arts <ul style="list-style-type: none"><li>• -By June 2018, 75% of K-3 students will demonstrate grade-level proficiency or above as measured by Fountas &amp; Pinnell Benchmark Assessment System (BAS).</li><li>• -In addition, 75% of K-3 students will make at least one year's growth or more as measured by F&amp;P.</li><li>• -By June 2018, 65% of students in each grade level 3rd-6th will reach or exceed projected growth goals in reading as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments.</li><li>• -By June 2018, 65% of students in each grade level 3rd through 6th will demonstrate grade-level proficiency or above in English Language Arts as measured by the CAASPP state assessment.</li></ul> Writing <ul style="list-style-type: none"><li>• -By June 2018, 60% of K-6 students will demonstrate grade level proficiency or above in writing as measured by Thinking Maps Write From the Beginning and Beyond grade-level rubrics.</li></ul> Mathematics <ul style="list-style-type: none"><li>• -By June 2018, 65% of students in each grade level (1st-6th) will reach or exceed projected growth goals in mathematics as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments.</li><li>• -By June 2018, 65% of students in each grade level 3rd through 6th will demonstrate grade-level proficiency or above in math as measured by the CAASPP state assessment.</li></ul> English Learners <ul style="list-style-type: none"><li>• -By June 2018, Branch Elementary will establish baseline English Learner performance using the new ELPAC state assessment.</li></ul>
<b>Data Used to Form this Goal:</b>
Fountas and Pinnell Baseline Scores

16-17 MAP Scores  
 16-17 CAASPP Scores  
 16-17 District Writing Assessment Data  
 16-17 CELDT Data

**Findings from the Analysis of this Data:**

Branch students are performing above the average across reading, writing, and mathematics, however, we have more room to grow. Certain grade levels are performing better over time, as seen in cohort-based data.

**How the School will Evaluate the Progress of this Goal:**

The following metrics will be reviewed in analysis of progress toward meeting these goals:

1. MAP Testing data (three times/year).
2. 2017 CAASPP data.
3. Fountas and Pinnell Assessment data.
4. Intervention class lists, pre and post intervention data.
5. Teacher reflection on MAP data.
6. Student goal sheets.
7. Teacher and grade-level curriculum mapping and lesson planning.
8. Student observation and in-class testing data.
9. After school homework club and tutoring attendance sheets.
10. Classroom implementation of Thinking Maps within unit design/lesson plans.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Branch instructors will teach to and communicate learning objectives derived from common core and existing state standards.	Ongoing throughout year	Branch Teachers & Principal	Weekly Professional Development provided by TOSA and ILT.	4000-4999: Books And Supplies	4035	308.00
2. Branch instructors will assess students using structures and strategies that emphasize and promote inquiry-based teaching--including an emphasis on investigation and creative thinking.	Ongoing throughout year	Branch Teachers & Principal	Materials to promote problem solving and critical thinking; professional development on inquiry-based approaches and problem-based learning.	4000-4999: Books And Supplies	0709	800.00
3. Branch will implement a new online support program for EL students, administered by the intervention teacher.	Ongoing throughout year	Branch intervention teacher & Principal	Materials for use for EL students by classroom teachers, intervention teacher, and resource specialist.	4000-4999: Books And Supplies	4203	1022.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Branch instructors will participate in professional development activities focused on closing the achievement gap and increasing student achievement across all disciplines.	Ongoing professional development throughout the school year.	Branch Teachers & Principal	Professional development opportunities provided throughout the year.	1000-1999: Certificated Personnel Salaries	4035	500.00
				3000-3999: Employee Benefits	4035	94.00
5. As grade level teams, analyze and evaluate data/results from the Measure of Academic Performance Tests.	Ongoing--three MAP Test administrations throughout the school year.	ILT--Principal and grade span group leaders.	Grade level teams will use results of MAP tests to inform their subsequent instruction.		District Funded	
6. Hire a professional development teacher on assignment (.40 full-time equivalent)	2017-18 School Year	LMUSD	Teacher on Special Assignment to Coordinate Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
7. Add hours to Computer Tech position; allow her to serve as a MAP and SBAC testing coordinator.	2017-18 School Year	Principal	In addition to supporting teachers in keyboarding and other computer based instruction, the computer tech will serve as testing coordinator and will help teachers access MAP reports and SBAC materials	2000-2999: Classified Personnel Salaries	PTO	
8. General materials, supplies, and teaching and learning supports to strengthen student achievement.	Ongoing	Principal	Copier paper, teaching tools, student white boards, supplemental teaching resources, printer cartridges, technology	4000-4999: Books And Supplies	0709	3356.00
9. Branch staff will provide before and after school tutoring for EL students and other struggling students, targeted on making individual gains and allowing them to achieve more than one year's growth.	Ongoing throughout year.	Branch staff and principal	Access to tutoring services in language acquisition, math fact fluency, and other identified areas of need.	1000-1999: Certificated Personnel Salaries	0709	2644.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Hire two literacy support tutors to support students in all grade levels to succeed at or above their assigned grade level. (One district-funded, one PTO-funded)	Ongoing throughout the year (130 days).	Principal	Schedule CSR teachers four days per week (130 days) for intervention and small group instruction in K-6 classrooms.	1000-1999: Certificated Personnel Salaries	PTO	
				1000-1999: Certificated Personnel Salaries	District Funded	

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: School Climate</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
<b>SCHOOL GOAL #2:</b>
Character Education By June 2018, Branch Elementary students will receive character education through the Bronco PRIDE program, No Place for Hate, and schoolwide PBIS related activities in an effort to increase student safety and engagement.
Parent Education and Involvement By June 2018, Branch Elementary School will provide effective and regular communication to our parents and community about district/site events and offer parent education events based on site-specific needs.
After-school Programs By June 2018, Branch Elementary School will design and implement quality before- or after-school opportunities to provide both academic support and/or enrichment for all learners.
<b>Data Used to Form this Goal:</b>
Staff, parent, and student surveys.
<b>Findings from the Analysis of this Data:</b>
The staff is eager to participate in a more formal character education program, thus we launched the Bronco PRIDE program. Parents have expressed interest in learning more about CCSS math, and we will design parent events related to math. Students, parents, and teachers are eager to take advantage of before- and after-school opportunities.
<b>How the School will Evaluate the Progress of this Goal:</b>
Metrics to review in analysis of this goal: 1. Bronco PRIDE postcards. 2. Data tracking to track students. 3. Planning information for school-wide events. 4. Agendas, material from school-wide events. 5. Parent surveys.

6. Percentage of parents accessing social media and LMUSD App once launched.  
 7. Branch website improvements.  
 8. Attendance at extracurricular events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Bronco PRIDE materials and events for school--to be conducted throughout the year.	Throughout the year.	Principal and Teachers	Bronco PRIDE postcards, events for all students to use throughout the year.	4000-4999: Books And Supplies	Board School Climate/Anti-Bullying Allocation	2000.00
Parent education nights to be designed and developed by the school, according to surveyed needs. Examples include math nights, parent app help nights, and other opportunities.	Throughout the year.	Principal and staff.	Parent nights to be scheduled according to need.	1000-1999: Certificated Personnel Salaries	0709	500.00
With implementation of new website program at the district-level, Branch staff will work together to redesign and streamline the Branch Elementary webpage.	New website is live as of September 2017	Principal and staff.	Webpage training and redesign.	1000-1999: Certificated Personnel Salaries	0709	500.00
Branch will provide quality before and after school enrichment and tutoring options for students, including, but not limited to: Advanced Science Labs Kids Biz School Paper Robotics Math Tutoring ELA Tutoring	Ongoing, throughout the year.	Principal and staff.	Opportunities provided throughout the year.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Board GATE Allocation 0709 Board GATE Allocation	2500.00 500.00 2500.00



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Future Ready Education</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
<b>SCHOOL GOAL #3:</b>
By June 2018, Branch Elementary School will provide professional development opportunities and increased technology access to promote future-ready education for all learners.
<b>Data Used to Form this Goal:</b>
District goals, research, and best practices.
<b>Findings from the Analysis of this Data:</b>
The LMUSD Board of Education took action to provide wi-fi access for all sites by December 2017, and Branch is now fully wi-fi ready. Branch was an early adopter of technology, with support from the PTO, and choose to install wi-fi in 5th/6th-grade classrooms, the library, and the computer lab. We now have 6 full classroom sets of Chromebooks on campus. Teachers have expressed the desire to continue to refine their understanding of how to use GAFE as instructional tools. As teacher ability grows, so too will student ability. We are eagerly anticipating the opportunity to add more Chromebooks to ensure that all students in grades 4-6 are in a 1:1 technology environment.
<b>How the School will Evaluate the Progress of this Goal:</b>
Metrics to review for analysis of progress toward goal: 1. Google Classroom site for faculty. 2. Staff surveys. 3. Testing schedule examples.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Upgrade and refresh technology budget.	Throughout the year, as needed.	Principal	To repair and replace technology, as needed.	4000-4999: Books And Supplies	PTO	3000.00
Examine ways to extend the 1:1 technology into 3rd grade.	Throughout the year, as needed.	Principal	To follow the district's lead and create 1:1 technology access in grades 3-6.	4000-4999: Books And Supplies	PTO	
Teachers will participate in PD using Google Classroom and other tech tools to increase their learning about technology implementation.	Throughout the year.	Principals and ILT	Conduct trainings via Google Classroom and embed other tech tools as available.	5000-5999: Services And Other Operating Expenditures	0709	1000.00

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Organizational Excellence</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
<b>SCHOOL GOAL #4:</b>
By June 2018, Branch Elementary School will increase stakeholder communication via the Lucia Mar Online Parent Application.
<b>Data Used to Form this Goal:</b>
Stakeholder surveys (especially those completed during the LCAP process).
<b>Findings from the Analysis of this Data:</b>
Parents are eager to stay in touch with schools, and the vast majority of our parents access school announcements with a smart phone. The LMUSD Parent App is an excellent way for parents to stay connected with their students' schools.
<b>How the School will Evaluate the Progress of this Goal:</b>
<p>Metrics to review to analyze progress toward goal:</p> <ol style="list-style-type: none"> <li>1. Rate of access to parent app (if available from the district).</li> <li>2. Completion of a Parent App workshop after the launch.</li> <li>3. Increased number of parent emails in Aeries for ease of communication and Homelink access.</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct a parent training night for the app and other technology tools, once launched.	By December 2017	Principal	Training sessions to be developed to increase communication via the LMUSD App.			

**Centralized Services: Preliminary Budget – District**

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
<b>Object Codes</b>									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							<b>\$2,500.00</b>
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			<b>\$82,785.24</b>
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			<b>\$20,000.00</b>
3000	Classified Benefits 25.32%	6,138				5,505		5,780	<b>\$17,422.95</b>
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	<b>\$20,000.00</b>
3000	<b>Total Benefits</b>	<b>36,362</b>	<b>36,490</b>	<b>7,515</b>	<b>25,293</b>	<b>18,768</b>	<b>-</b>	<b>15,780</b>	<b>\$140,208.19</b>
<b>Subtotal</b>	<b>1000-3000's</b>	<b>181,708</b>	<b>254,990</b>	<b>52,515</b>	<b>181,651</b>	<b>60,049</b>	<b>-</b>	<b>38,607</b>	<b>\$769,520.19</b>
<b>For Page 2</b>	<b>4000-6000's</b>	<b>\$113,587</b>	<b>\$79,182</b>	<b>\$26,922</b>	<b>\$67,312</b>	<b>\$26,134</b>	<b>\$0</b>	<b>\$3,769</b>	<b>\$316,904.81</b>
<b>2017-2018 Projected Preliminary Categorical Budget</b>									
<b>Remaining \$</b>	<b>For 4000 - 6000</b>	<b>113,587</b>	<b>79,182</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>			<b>\$313,135.61</b>
	<b>Site Budgets:</b>	<b>Program 3010</b>	<b>Program 3010-1202</b>	<b>Program 3010-1202-0300</b>	<b>Program 4035</b>	<b>Program 4203</b>		<b>Program 3060</b>	<b>5/25/17</b>
	<b>Description</b>								
	<b>Resource Codes</b>	<b>Title I</b>	<b>Title I Program Improvement</b>	<b>Title I PD</b>	<b>Title II</b>	<b>Title III</b>	<b>Immigrant</b>	<b>Migrant</b>	
<b>Object Code</b>									
4200	Books and Reference Materials	5000		5000					<b>\$10,000.00</b>
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	<b>\$18,585.00</b>
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				<b>\$26,908.00</b>
5230	Mileage	1,000						1000	<b>\$2,000.00</b>
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating ( Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
<b>4000 - 6000</b>	<b>Total 4000-5000's</b>	<b>113,587</b>	<b>79,181</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>	<b>-</b>	<b>3,769</b>	<b>\$316,905.00</b>
<b>Must match</b>	<b>Total</b>								

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
0709	12300.00	0.00
4203	1022.00	0.00
4035	902.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	12,300.00
4035	902.00
4203	1,022.00
Board GATE Allocation	5,000.00
Board School Climate/Anti-Bullying Allocation	2,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	7,144.00
3000-3999: Employee Benefits	94.00
4000-4999: Books And Supplies	12,986.00
5000-5999: Services And Other Operating Expenditures	1,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0709	4,144.00
4000-4999: Books And Supplies	0709	7,156.00
5000-5999: Services And Other Operating	0709	1,000.00
1000-1999: Certificated Personnel Salaries	4035	500.00
3000-3999: Employee Benefits	4035	94.00
4000-4999: Books And Supplies	4035	308.00
4000-4999: Books And Supplies	4203	1,022.00
1000-1999: Certificated Personnel Salaries	Board GATE Allocation	2,500.00
4000-4999: Books And Supplies	Board GATE Allocation	2,500.00
4000-4999: Books And Supplies	Board School Climate/Anti-Bullying	2,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	8,724.00
<b>Goal 2</b>	8,500.00
<b>Goal 3</b>	4,000.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Hillery Dixon	X				
Alissa Whitaker		X			
Taylor Hobson		X			
Diana Johnson			X		
Jon Machado				X	
Jeremy Hawke				X	
Steven Clark				X	
Melissa O'Neal				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>N/A</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 14, 2017.

Attested:

Hillary Dixon		
Typed Name of School Principal	Signature of School Principal	Date

Jon Machado		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

**Recommendations and Assurances**

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State Compensatory Education Advisory Committee	_____
	Signature
English Learner Advisory Committee	_____
	Signature
Special Education Advisory Committee	_____
	Signature
Gifted and Talented Education Program Advisory Committee	_____
	Signature
District/School Liaison Team for schools in Program Improvement	_____
	Signature
Compensatory Education Advisory Committee	_____
	Signature
Departmental Advisory Committee (secondary)	_____
	Signature
Other committees established by the school or district (list):	_____
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Attested:

Hillery Dixon _____ Typed Name of School Principal	 _____ Signature of School Principal	10/16/2017 _____ Date
Jon Machado _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	10/16/2017 _____ Date

5/22/2017

Meeting called to order at 5:00 PM

SSC Members present- Hillery Dixon, Tay Hobson, Ali Whitaker, Diana Johnson, Steven Clark, Jon Machado, Jeremy Hawke, and Melissa O'Neal

Introductions and briefing of previous minutes

ELAC Update - Only 17 EL students, but need 21 to have a formal ELAC

-Using Imagine Learning to help support EL learning

#### New Business

**Motion:** Election of Officers: Jon Machado (Chairperson), Jeremy Hawke (Vice-Chairperson), Steven Clark (Secretary)

Motioned by: Ali Whitaker, Seconded by Tay Hobson

Vote: All in favor

**Motion:** Approval of By-Laws

Motioned by Jon Machado, Seconded by Jeremy Hawke

Vote: All in favor

#### **Discussion of Site Categorical Budgets**

-Targeted LCAP funds: Most to be used on teacher planning for new math adoption this year. Other funds towards technology.

- Title 2 - Mostly for professional development

- Title 3 - Monies for EL's (Using adaptive software program, Imagine Learning)

**Motion:** Approval of Site Categorical Budgets

Motioned by: Melissa O'Neal, Seconded by Tay Hobson

Vote: All in favor

#### **Discussion of SPSA**

- Reviewed CAASP scores (Branch, overall, is doing well)
- Many actions from parent surveys are taking place.
  - Drinking water filters
  - Resurfacing of parking areas
  - Replaced aging electrical systems
  - Installing campus wide Wi-Fi
- Technology (Specifically need for typing skills as needed for CAASP)
- Reviewed School District Goals
- Discussed Lucia Mar App

**Motion:** Approval of SPSA

Motioned by: Ali Whitaker, Seconded by Tay Hobson

Vote: All in favor

Discussion of School Safety Plan

- This is rewritten every year to meet the needs of changing staff
- Discusses plans for bullying, child abuse, emergencies, etc..
- Gap in emergency communications was found and fixed.

Motion: Approval of Site Safety Plan

Motioned by: Tay Hobson, Seconded by Diana Johnson

Meeting Adjourned at 5:57 PM

Respectfully Submitted by:

Steven Clark

SSC Secretary