

The Single Plan for Student Achievement

School: Bird Street Elementary School
CDS Code: 04615076003214
District: Oroville City School District
Principal: Patrick O'Brien
Revision Date:

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

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

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The District Governing Board approved this revision of the SPSA on December 19, 2017.

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School Vision and Mission

Bird Street Elementary School's Vision and Mission Statements

Vision:

The Bird Street School community, which includes parents, staff, and students:

- Will maintain high academic expectations
- Will maintain high expectations for a safe, respectful, and responsible learning environment. Our school community shares the responsibility for the education of all students.

Mission:

At Bird Street School, we believe all children can and will learn

School Profile

Bird Street School is located in the Oroville City Elementary School District in the town of Oroville, California. The town is located in rural Butte County, has a population of 13,000, with nearly 50,000 inhabitants making up the Greater Oroville Area. Bird Street School is a TK-3 school housing approximately 120 students. Our school has achieved one-to-one computer to student ratio, and every student has access to either a Chromebook or an iPad.

Our staff consists of one principal, five general education teachers, and four part-time instructional aides. Two of the aides are dedicated to the kindergarten classes, one is a bilingual aide while the other is a Special Education Aide. Other staff includes one secretary, one custodian, one cook, one cafeteria assistant, one part-time resource specialist, one part-time resource specialist instructional aide, one part-time speech pathologist, and one part-time health aide. All instructional personnel have been certified as highly qualified.

Our kitchen offers both breakfast and lunch programs. Bird Street School has been designated as a provision 2 school, which allows us to serve free breakfast and lunch to all students at our school.

Our class alignment has changed for the 2017-2018 school year. Previously, we were a K-5 school. This year, we are a TK -3 site. We have 5 classrooms, which consist four combination classes TK/K , K/1 , 1/2 , and a 2/3 . We also have one 3rd grade class.

Each spring, preschool students from neighboring preschools are invited to come visit our kindergarten classroom to ease their transition to elementary school. Materials are provided to the parents of these children to assist the registration process to enter transitional or regular kindergarten. When we receive students from the local Special Education preschool, a Transitional IEP meeting is held to be sure we are ready and able to address any specific needs for the incoming student.

Parent involvement is highly encouraged at Bird Street School. A screening process is used district wide for our volunteers to insure student safety. We have a number of parents who come to volunteer in the classrooms. Volunteers are provided with a handbook explaining the expectations of our volunteers, as well as the parameters within which they must work. Parent volunteers assist with field trips and serve individual teaches as needed. Parent are also encouraged to run for election to our School Site Council and recruited to serve on district level committees. The Edulink all-call system is used to inform parents of school calendar events and any special special information they may need. The Edulink system can also be activated for emergency situations. We continue to look for ways to increase parent involvement opportunities.

Bird Street School also has services available from our School District Nurse. We also have a health aide scheduled daily to assist with student health issues. Our school nurse conducts the required screening for students each year. Our health aide works with students and parents on health issues and is watchful for patterns indicating there may be health concerns which need attention. Our health aide also works with parents to promote the prevention and control of head lice.

Newsletters keep families informed of the events at our school, and also include ideas to help parents support the educational needs of their students at home. Parents also receive report cards three times a year, as well as ongoing progress reports as needed. Parent-Teacher conferences are held at the end of the fall trimester and as needed throughout the school year. The Student Study Team process is used when concerns begin to emerge regarding either student academic or behavioral issues.

The Oroville City Elementary School District has developed a Parent Involvement Policy. A coordinating Parent Involvement Policy
The Single Plan for Student Achievement

has been developed through the School Site Council and is reviewed yearly. This policy includes the School-Parent Compact, which is sent home during the first week of school each year.

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).

Our district conducts a Annual Evaluation: Title I Parent Involvement Survey. Each site distributes these and collects these surveys. Total enrollment at Bird Street School was 153 and 42 surveys were returned. The percentage of returned surveys was 27%.

Classroom Observations

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

The principal visits classrooms on a weekly basis. These are mostly informal walk-throughs. The many strategies that align to Common Core State Standards are observed frequently. Teachers are using graphic organizers, cooperative learning groups, checking for understanding, effective questioning techniques, and accessing prior knowledge. There are multiple ways of knowing, doing, and practicing. Kids are exposed to centers, multiple options, and authentic formative and summative assessments. Teachers differentiate instruction, based on need. Regular professional evaluations are performed, per district mandates, for several teachers each year. Teachers have multiple formal and informal evaluations during their evaluation year.

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)

This year, our third grade students will be taking the CAASPP assessments to measure the effectiveness of our Common Core instruction at Bird Street School. In the 2014-2015 school year, this assessment has established a baseline against which we will be able to measure growth in future years. The CELDT test, which will be replaced by the ELPAC in future years, is given to all English learners in the fall, as determined by their Home Language Survey. This data is used to target ELD instruction for English Learner students. Interim ADEPT assessments are given three times a year district-wide. The data from these assessments is used to gauge effectiveness of instruction, progress towards goals, as well as to further target instruction.

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

This school year the district purchased i-Ready computer-adaptive diagnostic software. This software uses an adaptive diagnostic process to identify the individual needs of students. The students use this software to work through the lessons identified for each student to meet their individual learning needs. Teachers were trained in the use of this system, and the results of the diagnostics are being used to further guide instruction. In addition, the results of these assessments will be used for parent/teacher communication and conferences.

Staffing and Professional Development

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

One hundred percent of teachers 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)

The district has several planned grade level meetings for 2017-2018, with all teachers attending, to help to refine instruction in the Common Core State Standards. Our staff members embrace these standards as essential learning for every student in their classes. They plan ways to teach each child in the most effective ways that help all children acquire the knowledge and skill prescribed by each standard. Teachers will receive ongoing training in the CCSS as well as in implementation of the new ELD standards adopted by the state. Project-based learning units and performance-based assessments are being developed in all curricular areas. All students participate in PE each week, meeting or exceeding the number of minutes required by the state.

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

We make an effort to see that each teaching staff member has the opportunity for staff development in critical subjects and in alignment with the LCAP including participation in BTSAs for teachers in their first two years of teaching. The district-wide focus is on achievement for all students, and on closing the achievement gap, in particular for our English learners, foster youth, low income students, and students with disabilities. Teachers have been involved with staff development at the district and the building level, focusing on teaching strategies to best reach our English learners. This year's district focus for staff development includes the effective implementation of our new ELA program and strategies to decrease the number of suspensions and expulsions district-wide. The Bird Street School staff also participated in staff development to implement our Professional Learning Community. Further work will increase awareness of the commonalities between the mathematical practice standards and the literacy standards, as well as the Next Generation Science Standards.

The District Bilingual Teacher provides assistance to the site in the area of ELD strategies and materials for use with our English Learner students.

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

Our district takes advantage of the state textbook adoption cycle and furnishes a new series of textbooks when new state adoptions are approved for adoption by the district. The new adoptions are chosen through a very thorough process using district committees. Every teacher has the opportunity to examine proposed adoptions and give input before choices are made. One of the critical requirements of textbook evaluation is whether the text includes each of the state and district adopted standards. Textbook materials are also looked at through the lens of assessment, integrated teaching and the learning needs of all students. School sites are exploring the use of Common Core-aligned materials to supplement the Core curriculum. This year we are implementing a new, Common-Core aligned ELA program. Instructional time correlates to the recommendations of the ELA and Math Frameworks.

We use the Wonders, a McGraw Hill curriculum, and teacher developed materials at all grade levels to meet the ELD needs of our English Learner students for 30 minutes daily. This includes the use of benchmark assessments to monitor and analyze student growth in the area of ELD. All classes utilize SDAIE strategies throughout the day to support not only our EL students, but all students.

All students have access to a computer computer device, either a Chromebook or an iPad, at Bird Street School. We have a 1:1 student to device ratio. All classrooms are equipped with a document camera and projector to enhance lessons. At the site and district levels, we continue to work to upgrade our wireless access points, hardware, and software to meet student needs and to increase student access to technology.

With the assistance of the Butte County Office of Education, Bird Street School maintains a library for teachers and students to use. Materials in the library help to support the effective implementation of the Common Core State Standards in our classrooms.

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

Grade level meetings continue in 2017-2018, with all teachers attending, to help to refine instruction in the Common Core. Our staff members embrace these standards as essential learning for every student in their classes and plan ways to teach each child in the most effective ways that help all children acquire the knowledge and skill prescribed by each standard. Teachers will receive ongoing training in the CCSS as well as in implementation of the new ELD standards adopted by the state.

Teaching and Learning

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

Daily lesson plans based on Common Core State Standards. Teachers use formative and summative assessments to inform their instruction. Special education teachers collaborate with general education teachers to ensure a smooth program that encompasses all students.

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

All Bird Street teachers adhere to required instructional minutes and our full day Kindergarten students get well above the required amount prescribed by the CDE.

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

The intervention program during school is determined by student data and teacher input. Teachers identify students for intervention based on data and their experiences with instruction in the classroom. The intervention is either provided by a teacher or instructional aide teacher. We are implementing PLC which will allow collaborative time to look at student data, design common formative assessments, and assess student learning.

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

All students have access to state approved CCSS curriculum textbooks in core academic areas. Our math and ELA curriculum are either new or recent adoptions, so they are current with state requirements.

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)

McGraw-Hill provides our ELA curriculum and Houghton Mifflin provides ELD 60 to support English Language Learners. We use Everyday Mathematics for our math instruction, and the curriculum has additional support materials to meet all student needs.

Opportunity and Equal Educational Access

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

Our adopted curriculum has additional support materials to assist our teachers in meeting the needs of all students. Teachers are very adept at providing extra support for struggling students. They meet often with parents, bring students to SST for help with intervention strategies, and meet with fellow team members to brainstorm additional ways they might meet student needs.

14. Research-based educational practices to raise student achievement

The core academic curriculum provides a variety of materials to help increase student achievement. Teachers also use whole group, small group, and individualized instruction to meet the learning needs of the students. Additionally, teachers have been trained in CCSS and instructional strategies to help students achieve higher levels of learning.

Parental Involvement

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

Remedial lessons are built into the regular reading and math instructional week. Instructional aides are used throughout the day to assist students with the most crucial need for one-on-one and/or small group instruction and review. We provide a 30 minute period of intensive Response to Intervention (RTI) in the regular school day for students identified as needing remediation in language arts or math. Student progress is monitored weekly using common assessments during our restructured-day PLC activities on Wednesday afternoons. Examining the data from the assessments, RTI groups are developed to target specific needs. The needs of our low income students, English learners, students with disabilities, and foster youth are specifically targeted.

Aides are deployed to assist students who are struggling, in particular, our low income, foster youth, and students with disabilities. We have a bilingual aide to assist with our Spanish speaking families and students. We also have three additional aides, two of whom speak an additional language. One aide's services are specifically targeted to help our youngest students to have a strong start in their academic careers. Translation and interpretation services are available as needed. A District EL Parent Liaison is available to assist with communication between the school and our parents.

The district provides a counselor to assist with the identification of academic and social-emotional needs of low-income students, foster youth, students with disabilities, and English Learners at the elementary level. The student study team process will be used to help to meet the needs of the identified students.

The Butte County Office of Education offers extended learning time in an after-school program on our site for all students to focus on homework help, social enrichment, and physical activities that support the classroom curriculum.

The School Site Council annually receives and analyzes the end of the year scores to determine whether the strategies in the SSPSA have been effective and to what extent. This analysis and discussion determines any changes in goals or strategies from the previous year to better address our students' needs.

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)

Bird Street School community is involved with stakeholders in a variety of settings. The following forums are available:

School Site Council Meetings
District English Language Advisory Committee
Parent Workshops
Professional Learning Communities
Regular Staff Meetings
Surveys and Meetings
Grade Level and District-Wide Articulation Days
Superintendent and Board Member Walk-Throughs
District LCAP
District Advisory Committee

Funding

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

Categorical funding is used to provide support to underperforming students through research-based and targeted intervention based upon i-Ready, summative, formative and classroom assessments.

18. Fiscal support (EPC)

Categorical fiscal resources at the site level include the following

State Programs:
Local Control Funding Formula
Federal Programs:
Title I

Description of Barriers and Related School Goals

Possible underlying causes of decreases in scores in ELA could be related to teacher perception of available curriculum and alignment to common core standards, limited home resources for support, parent/teacher expectations for socioeconomically disadvantaged students, student absence, and classroom management/student behavior issues.

Goal 1. Bird Street School will maintain quality, well-kept facilities and staff that promote academic success.

Goal 2. The number of students achieving proficiency or above in Reading, and Math will increase by 5%, as measured by the CELDT EL language proficiency levels and reclassification rates will increase by 5% each year. As measured by the ADEPT assessments, EL students will demonstrate 5% growth from fall to spring each year. As measured by the California PFT, the number of 5th graders meeting 4 out of 6 goals in the PFT will increase by 5% each year.-

Goal 3. We will strive to engage our learning community, promote parent participation and involvement, and connect parents with needed training and/or resources to help them meet their students learning needs.

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	29	37	24	28	37	23	28	37	23	96.6	100	95.8
Grade 4	30	26	31	30	26	30	30	26	30	100.0	100	96.8
Grade 5	28	31	26	27	30	24	27	30	24	96.4	96.8	92.3
All Grades	87	94	81	85	93	77	85	93	77	97.7	98.9	95.1

* 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	2342.1	2343.8	2346.8	0	5	0.00	14	5	13.04	18	19	30.43	68	70	56.52
Grade 4	2387.8	2356.4	2363.6	7	0	0.00	3	4	13.33	23	15	6.67	67	81	80.00
Grade 5	2445.3	2435.7	2421.4	4	7	4.17	15	23	16.67	26	3	8.33	56	67	70.83
All Grades	N/A	N/A	N/A	4	4	1.30	11	11	14.29	22	13	14.29	64	72	70.13

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	7	3	4.35	21	27	26.09	71	70	69.57	
Grade 4	3	0	3.33	27	19	30.00	70	81	66.67	
Grade 5	7	13	12.50	33	20	37.50	59	67	50.00	
All Grades	6	5	6.49	27	23	31.17	67	72	62.34	

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	4	5	0.00	39	30	47.83	57	65	52.17
Grade 4	7	0	0.00	30	38	26.67	63	62	73.33
Grade 5	7	10	8.33	48	27	37.50	44	63	54.17
All Grades	6	5	2.60	39	31	36.36	55	63	61.04

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	11	5	0.00	32	46	69.57	57	49	30.43
Grade 4	7	0	0.00	50	62	50.00	43	38	50.00
Grade 5	0	3	0.00	67	37	54.17	33	60	45.83
All Grades	6	3	0.00	49	47	57.14	45	49	42.86

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	0	3	4.35	39	24	39.13	61	73	56.52
Grade 4	3	0	3.33	37	15	26.67	60	85	70.00
Grade 5	11	20	8.33	44	37	33.33	44	43	58.33
All Grades	5	8	5.19	40	26	32.47	55	67	62.34

Conclusions based on this data:

1. The ELA data shows most students grades 3-5 were below standard, with 87%, 87%, and 79% respectively.
2. An area of overall relative strength was demonstrated in the listening component of the test.
3. In grades 3 & 4 the % of students demonstrating standard met increase by more than 8% from the previous year.

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	29	37	24	28	37	23	28	37	23	96.6	100	95.8
Grade 4	30	27	31	29	27	31	29	27	31	96.7	100	100
Grade 5	28	31	26	27	30	24	27	30	24	96.4	96.8	92.3
All Grades	87	95	81	84	94	78	84	94	78	96.6	98.9	96.3

* 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		
	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	2367.5	2355.2	2388.2	0	3	0.00	7	11	13.04	36	24	43.48	57	62	43.48
Grade 4	2387.1	2387.0	2403.1	0	0	3.23	3	4	12.90	34	30	32.26	62	67	51.61
Grade 5	2445.1	2441.3	2444.1	0	7	4.17	4	10	4.17	37	17	37.50	59	67	54.17
All Grades	N/A	N/A	N/A	0	3	2.56	5	9	10.26	36	23	37.18	60	65	50.00

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	0	5	4.35	25	27	47.83	75	68	47.83			
Grade 4	3	0	9.68	21	19	19.35	76	81	70.97			
Grade 5	0	7	4.17	19	17	25.00	81	77	70.83			
All Grades	1	4	6.41	21	21	29.49	77	74	64.10			

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	0	3	13.04	46	32	47.83	54	65	39.13
Grade 4	3	0	3.23	24	19	38.71	72	81	58.06
Grade 5	0	3	4.17	37	37	41.67	63	60	54.17
All Grades	1	2	6.41	36	30	42.31	63	68	51.28

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	4	5	8.70	43	51	30.43	54	43	60.87
Grade 4	3	0	3.23	21	22	45.16	76	78	51.61
Grade 5	4	0	0.00	59	40	41.67	37	60	58.33
All Grades	4	2	3.85	40	39	39.74	56	59	56.41

Conclusions based on this data:

1. The math data shows most students grades 3-5 were below standard, with 87%, 83% and 91% respectively.
2. An area of overall relative strength was demonstrated in the Problem Solving & Modeling/Data Analysis
3. In grades 3 & 4 the % of students demonstrating standard met increased slightly from the previous year.

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
1						***	***		***		***				
2					***			***		***		***			
3							60	25	***	20	75		20		
4		20		***			***	60	***			***		20	
5				25	***	25	75	***				75			
Total		7		13	14	18	56	43	36	25	29	45	6	7	

Conclusions based on this data:

1. Students in the Early Advanced 25%, and Early Intermediate 75%
2. We did not have any students in the Advanced or Beginning categories.
3. Not enough data was available to indicate percentage of students in Intermediate.

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											***		***		***
1						***	***		***		***				
2					25			25		75	25	***	25	25	
3							60	25	***	20	75		20		
4		20		***			***	60	50			50		20	
5				25	***	25	75	***				75			
Total		6		11	12	13	50	35	33	22	35	40	17	12	13

Conclusions based on this data:

1. Students in the Early Advanced 25%, and Early Intermediate 75%
2. We did not have any students in the Advanced or Beginning categories.
3. Not enough data was available to indicate percentage of students in Intermediate.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Highly qualified staff and Facilities
LEA/LCAP GOAL:
Hire and Assign Highly Qualified Staff and Maintain Facilities: Teachers and paraprofessionals are appropriately assigned & highly qualified, and school facilities are safe and maintained in good repair
SCHOOL GOAL #1:
Bird Street School will maintain quality, well-kept facilities and staff that promote academic success
Data Used to Form this Goal:
Annual Evaluation: Title I Parent Involvement Survey FIT Report
Findings from the Analysis of this Data:
The majority of parents rated Bird Street School parent involvement events as "very valuable" and information distribution as "received and very helpful." The FIT report- overall rating is "exemplary"
How the School will Evaluate the Progress of this Goal:
Annual Evaluation: Title I Parent Involvement Survey results Yearly FIT Report

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development in strategies to promote academic and behavioral success for all students.	Ongoing 2017-2020	Principal Teachers	Grade level meetings and PLCs will identify effective training in ELA, math, and science, as well as behavioral intervention		LCFF	
			CCSS and NGSS professional development will be pursued in all subject area		LCFF	
Provide Professional Development in the CCSS and the NGSS in all Subject areas.	Ongoing 2017-2020	Principal Teachers				
All classroom teachers are Highly Qualified and CLAD.	Ongoing 2017-2020	Personnel	Board policy establishes that all classroom teachers will be NCLB qualified and CLAD certificated.		LCFF	
Increase school and classroom libraries to support the CCSS.	Ongoing 2017-2020	Principal/Teachers	Continue scheduling and acquisition of materials to insure support of classroom instruction.		Title I	
Continue to maintain a safe and welcoming school environment.	Ongoing 2017-2020	Principal Custodian Maintenance	Continue to monitor and address any safety issues. Continue to pursue ways to enhance the welcoming environment of the school.		LCFF	

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Improved student achievement
LEA/LCAP GOAL:
Students close the Achievement Gap as they demonstrate proficiency or above in the Common core State Standards and the Next Generation Science Standards.
SCHOOL GOAL #2:
The number of students achieving proficiency or above in Reading, and Math will increase by 5%. As measured by the CELDT, EL language proficiency levels and reclassification rates will increase by 5% each year. As measured by the ADEPT assessments, EL students will demonstrate 5% growth from fall to spring each year. As measured by the California PFT, the number of 5th graders meeting 4 out of 6 goals in the Physical Fitness Test will increase by 5% each year.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CAASPP• CELDT• California Physical Fitness Test• i-Ready
Findings from the Analysis of this Data:
CAASPP results ELA increased and Math decreased. CELDT results indicate 50% ELA students in grade 1 and 25% of grade 5 students met criterion. California PFT shows 35% met 4 of 6 standards and 8% met 5 of 6 standards.
How the School will Evaluate the Progress of this Goal:
Ongoing review, dis-aggregation, and analysis of the various sources of data by staff and the School Site Council.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize and refine Response to Intervention systems in grades K-3.	Ongoing 2017-2020	Principal Teachers Paraprofessionals	The PLC will continue to collect and analyze RTI data and refine the RTI process for Bird Time.		Title I	
Utilize paraprofessionals to support struggling students in grades K-5 and growth with early literacy.	Ongoing 2017-2020	Principal Teachers Paraprofessionals	Deploy paraprofessionals to most effectively support struggling learners at all grade levels. One paraprofessional will be assigned to only kindergarten to support early learning.		Title I	
Identify and purchase research-based, CCSS aligned, supplementary and intervention materials. Purchase leveled readers for "book club" to support reading fluency and comprehension.	Ongoing 2017-2020	Principal Teachers	Utilizing data collected an analyzed, pursue materials to effectively address areas of identified need.		Title I	
Use field trips to enhance all curricular areas.	As appropriate - 2017-2020	Teachers	Experiential learning through field trips will be explored to enhance classroom learning.		General Fund	
Collaborate with the Butte County Office of Education to provide an after-school tutoring program for struggling students.	Ongoing 2017-2020	BCOE staff Principal Teachers	Work with BCOE After School Program to effectively tie the tutoring program to the regular classroom program for targeted support to students.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development in best practices for teaching ELD. Use paraprofessionals to support EL students in all grades and across the curriculum.	Ongoing 2017-2020	Principal Teachers Paraprofessionals	Work with staff on a needs assessment to identify appropriate professional development for ELD instruction. Provide supplemental instruction with paraprofessionals to ELD students in areas of need, based on language deficits.		Title I Title I	
Communication with families of EL students will be enhanced through the use of bilingual aide for translation and interpretation.	As appropriate 2017-2020	Principal Teachers Bilingual aide	Utilize bilingual aide or liaison to communicate with parents of EL students regarding academics, behavior, and opportunities for involvement in our school.			
Weekly staff collaboration time will focus on review of student data supporting academics, attendance, and discipline.	Ongoing 2017-2020	Principal Teachers	Create and adhere to a timeline for collection and analysis of data at PLC meetings. Designate personnel responsible for collection.			
Monthly and year-end celebrations for students who have met attendance, academic, and behavioral expectations.	Ongoing 2017-2020	Principal Teachers	Attendance, academic, and recognition awards will be presented at assemblies on a monthly basis. Parents will be invited to the assemblies to see their students receive awards. Monthly reward "parties" will be held for students who have met expectations.		ASB	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partner with outside agencies will help us to better address the needs of low income and foster youth.	Ongoing 2017-2020	Principal Teachers Outside agencies	Partnerships to address needs of low income and foster youth will be pursued.			
			None Specified			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Improve Student Engagement, Parent Involvement and School Climate
LEA/LCAP GOAL:
The District will increase parent and school collaboration while improving student attendance rates and decreasing student suspensions and expulsions.
SCHOOL GOAL #3:
We will strive to engage our learning community, promote parent participation and involvement, and connect parents with needed training and/or resources to help meet students learning needs.
Data Used to Form this Goal:
Parent workshops Parent surveys Teacher observation Monthly/Yearly attendance records - Aeries Monthly/Yearly discipline records - Aeries
Findings from the Analysis of this Data:
Most parents participate in at least one event each school year. There were 17 parents approved as classroom volunteers in 2016-17. 2016-17 Discipline: Unduplicated count of students suspended: 16 Total suspension: 43 Suspension rate 7.8% 2016-17 Attendance Rate - 93.72%
How the School will Evaluate the Progress of this Goal:
There will be ongoing and year-end evaluation of records of participation, attendance, and discipline by the staff and the SSC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase parent awareness of the instructional program and provide ways for families to contribute directly to the progress of students newsletters and parent events. Encourage preschool visitation of site to ensure smooth transition into Kindergarten.	Ongoing 2017-2020	Principal Teachers	Monthly newsletters will be sent home and posted on the website. A focus of these newsletters will be ways in which parents can help their students to be successful in school.		Title I	
Utilize school-wide expectations and motivation plan to increase attendance and time on task for students. Communication with families of English learners will be enhanced through the use of a bilingual aide for translation and interpretation.	Ongoing 2017-2020	Principal Teachers Bilingual aide	The School Handbook will detail expectations and motivation plan. Ongoing parent education regarding the importance of school attendance will take place through the newsletters and other parent communication. The Bilingual Aide and liaison will communicate with parents of English learners. Information on community events which will enhance the school experience for students will be sent home as it is available.		LCFF Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community outreach to increase parent participation.	Ongoing 2017-2020	Principal Teachers	Attendance, academic, and recognition awards will be presented at assemblies on a monthly basis. Parents will be invited to the assemblies to see their students receive awards. Monthly reward "parties" will be held for students who have met expectations.		General Fund	
Monthly, trimester, and year-end awards assemblies and celebrations will honor student attendance, academic achievement, and character development.	Ongoing 2017-2020	Principal Teachers	Training for teachers in recognition of and strategies for dealing with bullying will be pursued each year.		LCFF	
Staff training in recognition of bullying and how to address the issue of bullying with students will occur, including strategies to help students develop behavioral self-regulation.	Ongoing 2017-2020	Principal Teachers	Students will be instructed in how to deal with bullying..		LCFF	
					Unrestricted	
Continue school-home communication through newsletters, school website, parent workshops, and family events at the school.	Ongoing 2017-2020	Principal Office staff	The Edulink system will make daily absence calls to parents. This system will also be used to remind parents of upcoming events or in the case of emergency.		LCFF	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Edulink system will be used to follow up on daily absences and to remind families of events.	Ongoing 2017-2020	Principal Teachers	Information about School Site Council, LCAP, DAC and DELAC will be disseminated each fall and throughout the year. Parents will be encouraged to run for open spaces on the SSC each fall and will be advised as to how to become involved in any and all other committees.		Title I	
Seek out and implement parent involvement strategies,	Ongoing 2017-2020	Principal Teachers	Develop and implement parent nights to bring parents into the school. Some ideas include technology night, math night and literacy night.		Title I	

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
Winter Huston				X	
Kraig Morgan				X	
Maria Landaverde				X	
Pablo Marroquin				X	
Kyle Wills				X	
Micheal Reed				X	
Shelby Vance		X			
Rhiannon Treat		X			
Rayni Quintel			X		
Carlota Diaz			X		
Patrick O'Brien	X				
Numbers of members of each category:	1	2	2	6	

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 12-19-2017.

Attested:

Patrick O'Brien

Typed Name of School Principal

Signature of School Principal

Date

Shelby Vance

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date