

The Single Plan for Student Achievement

School: Brookside Elementary School
CDS Code: 23-65623-6025290
District: Willits Unified School District
Principal: Kathleen Crossman
Revision Date: May 4, 2016

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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School Vision and Mission

Brookside Elementary School's Vision and Mission Statements

School Vision

The Brookside community works towards creating a school in which:

- Teachers and parents work together to promote healthy practices that enhance children's learning through the creation of a respectful, responsible, collaborative community.
- Classroom environments promote trust, respect, and tolerance. Children learn efficiently, feel safe and secure as learners.
- There is a commitment to high academic standards and increasing independence by respecting all students' needs, abilities, competencies, and interests. The assessments guide teaching, enhance learning, and inform students and parents of individual achievement. The assessments inform teachers, administrators, and the community of school wide progress.
- Faculty members regularly communicate and share ideas. As a team, we respect differences, voice concerns, and communicate openly in a safe, collaborative environment.
- There is a comprehensive plan for staff development that recognizes our interests and needs. Staff development is a process that takes time and includes regular collaboration, practice, and moderation.

Mission Statement

The staff and administration at Brookside School are committed to the mission of providing a quality educational program that enhances all our students' sense of worth with appropriate social and academic curricula.

School Profile

Willits is a small, rural town located on Highway 101, just north of Ukiah in Mendocino County. The population of incorporated Willits is approximately 5,000 and Willits Unified has a population service area of about 10,000.

Brookside Elementary School is located in a residential neighborhood and has served Willits students since 1953. As of October 2016, the school enrollment was 355 students, an increase of approximately 20 students from the previous year. Currently, there are two transitional kindergarten classes, five kindergarten classes, five Grade 1 classes, six Grade 2 classes, and one Special Day Class. Other teachers at the site provide the equivalent services of a .5 Resource Education Specialist, 1.5 English Language Development teacher, a .75 Speech and Language Pathologist, and a full-time intervention teacher who coordinates and provides literacy intervention. The average class size is 19 students.

The Willits community is very supportive of Brookside School. There are small but ambitious Parent Teacher Organization and Boosters, whose purposes are to raise funds that sponsor events and activities for Brookside Elementary as well as support staff members in any way they can. The activities and fundraisers sponsored by the parents and teachers are well attended. Our School Site Council takes an active role in developing the School Plan.

The school has many accomplishments that include providing a rigorous academic curriculum, a commitment to teacher collaboration and a strong sense of dedication to the mission of the school. In addition to excellent teaching and strong collaborative practices, teachers are highly qualified. Professional Learning Communities are composed of grade level members and meet weekly to analyze student work and to discuss instructional methods and strategies as a way to improve and enrich student achievement. Support teachers also attend many of these meetings. Staff members work together in a variety of configurations to study curriculum, develop focus standards and pacing guides, develop and agree on common formative and summative assessments, and put interventions in place. To determine student success, staff members look closely at common classroom assessments, district interim assessments, and student work. A standards-based TK-5 report card aligned to the Common Core State Standards was developed and implemented during the 2014-2015 school year. It was refined in the 2015-16 school year.

The intervention teacher and several Instructional Assistants are funded by federal categorical monies and spend the bulk of their day working with the reading/writing intervention program known as BLAST (Brookside Leveled Academic

Support Teams). In addition to intervention, The BLAST program provides added enrichment for students who are at grade level and above.

The entire staff addresses student needs. Through Special Education, speech and language service, an academic resource program and a Special Day class are provided. A school psychologist provides a variety of services twenty hours per week. In the blended State Preschool/Special Education Preschool program, services are provided to qualifying pre-kindergarten Special Education students 4 half days per week and students without special education services also attend half days. The speech and language program also serves pre-school students in the community. English Language Learners are in all classrooms and receive English Language Development classes daily. Instructional assistants provide student support in classrooms with kindergarten receiving 1.5 -2 hours daily. To support student academics and behavior, we are working to streamline our multi-teared system of support in our Response to Intervention program. Our staff met to discuss Tier 2 academic support, which we are building and implementing. Tiers1-3 of behavior support have been identified and we are working as a staff to build our level 2 skills. Teaching staff and para-educators receive positive discipline training.

A daily Physical Education (PE) program was implemented in the 2015/16 school year. Brookside has two PE coordinators overseen by a certificated PE teacher. Students receive 140 minutes of PE per week learning skills and games.

Presently over 73 Brookside students are enrolled in the Willits Kids Club (WKC), the after school program. They travel from school on a bus to the WKC building located next to Blosser Lane School. Willits Kids Club provides homework help and a variety of activities that include cooking, crafts, drama, music, and play. A teacher on staff serves as the liaison between Brookside and WKC.

Brookside staff currently uses the Arts Attack Curriculum in all grade levels and has had wonderful success with this program that teaches the fundamental aspects of art and guides children through beautiful pieces of work. The PTO and Boosters fund assemblies and field trips that support arts, music, and science. Presentations by community organizations/agencies are common, and annually, a local optometrist volunteers his time providing a visual screening for the students. Each year a hearing screening is conducted at the site. Brookside Farm is located on the site and has an agreement with Food Services to sell produce to them for the cafeteria. The Farm provides some awareness and education to students. Both the Farm's children's area and a small school garden are available for classroom use.

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).

Parent and staff surveys were conducted in the third trimester of the 2015/16 school year, to help determine goals for the 2016/17 school year. The parent surveys asked specifically about Brookside's strengths, areas for growth, and how to increase family involvement.

Themes among the staff surveys included: excitement about the new English Language Arts curriculum, emphasizing the need for comprehensive professional development; appreciation for the technology we have in our classrooms and the need for more student units (working with high school to get teacher iPads handed down to our students); and the desire to have Brookside painted so the school's appearance is more inviting (funding needed).

Family surveys were overwhelmingly positive about what is currently happening in classrooms at Brookside. Themes from parent surveys included: parents would like to see more coverage on the playground (we added two PE teachers to the recess rotation and

incorporated more equipment and games) and for Brookside's exterior looks to be improved (we are waiting for funding for paint). Parents also want filtered water. We have one filtered water fountain in the cafeteria, and are trying (PTO and Site Council) to get a temperature controlled, filtered fountain to fill water bottles.

Student surveys were also overwhelmingly positive. Students expressed a desire for more play equipment (PE equipment was purchased by our PTO, and before school recess equipment and regular recess equipment is being purchased by our PTO). Students also requested more field trips. The District has just made buses free for field trips so the number of field trips is increasing.

Classroom Observations

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

Classroom observations are held both formally and informally. Formal observations by beginning teachers through the California Teacher Induction Program (CTIP) occur on a regular basis, as do formal teacher observations by the principal as required by teacher contracts. Informal observations in the form of walk-throughs by the principal occur once to twice weekly. The positive findings are shared in a weekly newsletter to staff so practices can be used in other classrooms. Areas for growth are reported privately to teachers and para-educators; he or she may be paired with another teacher or para-educator to observe instruction.

In an informal reciprocal agreement with Fort Bragg USD, their teachers came to observe our teachers using the newly adopted Benchmark E/LA curriculum and Guided Reading, and Brookside is sending pilot teachers to observe the instruction of the Everyday Math program that Fort Bragg adopted last year.

A representative from the County Board of Education (Mrs. Ford) came for an informal walk-through of classes. She was very pleased with her observations of instruction.

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)

Common grade level assessments, CELDT data, and district benchmarks are used to determine students' achievement. As a TK-2nd grade school, there is no state testing at this time. After analysis of the data, the staff determines how best to address the challenges of the population in each grade level.

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

Teachers meet weekly in their Professional Learning Communities to review data from curriculum-embedded assessments, classroom formative, interim, and summative assessments and district interim assessment. The grade-levels set goals, determine areas of need, share effective instructional strategies, improve assessments and review successes. Notes are taken and distributed to teachers, support staff, and the principal.

Staffing and Professional Development

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

100% of staff at Brookside Elementary 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)

All teachers are working within their credentialed area. As we continue to implement the Common Core State Standards, staff will need more training in Frameworks, and curriculum as they are adopted, as well as continued professional development in best instructional practices, based on assessed student and teacher needs.

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

Teacher representatives participated in the ELA/ELD adoption process through the Mendocino County Office of Education and selected a new English Language Arts curriculum for TK-5th grades, Benchmark. The district is currently in the first year of the adoption of the new materials. Teachers at each grade level are piloting Everyday Math in the 2016/17 school year. We are adopting Everyday Math TK-5 for the next school year. Staff development has concentrated on understanding the standards through the piloted math curriculum and Benchmark, as well as improving program implementation through publisher training on Everyday Math and Benchmark E/LA, and positive discipline strategies (as requested by staff based on student need). Because we are a TK-Grade 2 school, we also began the year with staff development on Foundational Skills, a key component of Common Core Standards for K-2.

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

There are several mechanisms in place for instructional assistance and teacher support. 1. Teachers work collaboratively to improve their instruction with PLCs once a week, led by a lead grade-level teacher. 2. New teachers work with Support Providers through CTIP (California Teacher Induction Program). 3. The new principal is a former curriculum specialist and instructional coach who visits classrooms once to twice a week to offer support and often joins in on the lessons. She writes a weekly newsletter with instructional ideas and educational research related to needs at school and offers support to teachers. She led the Foundational Skills professional development.

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

Teachers collaborate in weekly Professional Learning Community meetings. Staff members also collaborate at grade level meetings, collectively, and through vertical groups. Volunteer staff members at both Brookside and Blosser Lane Elementary will have collaborated two-three times during the year to study the current use of assessment in math and language arts and to develop a consistent assessment program K-5. The next step is to thoroughly train teachers on the implementation of these assessments and honing the use of assessment in PLC meetings to guide instruction in the classroom.

Teaching and Learning

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

Brookside adopted Benchmark E/LA and is in the process of adopting Everyday Math (piloting). Both are Common Core aligned, and State approved. Teachers follow these programs to ensure that the Common Core Standards are taught at each grade level. Those teachers not using Everyday Math are using Engage New York, also State approved and Common Core aligned. Articulation between teachers occurs to ensure report cards reflect when standards are learned (to accommodate for the timing of the two programs). To support the mastery of Common Core Standards for struggling and high-achieving students, teachers and para-professionals teach during intervention/enrichment time (BLAST) four times per week for 40 minutes. The materials used are intervention and extension materials, not typically core program materials-- all based on results of assessment. The supplemental materials include Guided Reading, Reading Mastery, and more.

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

Students receive approximately two hours of instruction in E/LA and one hour of Math instruction daily.

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

Lesson pacing schedule, common assessments and instructional support are aligned within each grade level. Intervention for first and second grade focuses on reading and writing instruction and is included in daily schedule. Within the classroom, Instructional Assistants and teachers address intervention.

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

All student sub groups have access to standards-based instructional materials.

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)

Core instructional materials are State adopted and are aligned to the Common Core State Standards. Intervention programs including standards-aligned supplemental materials and leveled reading books are used in classrooms daily and during BLAST (school-wide intervention period) four times per week.

Opportunity and Equal Educational Access

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

Teachers scaffold and differentiate within the classroom environment to provide support for all students. Teachers provide small group instruction to their students and instructional assistants also work with small groups. Teachers and paraprofessionals provide individual support to students in class during intervention/enrichment time (BLAST) four times per week for 40 minutes.

14. Research-based educational practices to raise student achievement

- 1) Implementation of State adopted, Common Core aligned E/LA and Math curriculum
- 2) Small group support provided by teachers and paraprofessionals in class
- 3) Collaborative/cooperative strategies used in all classrooms
- 4) Intervention/enrichment program to raise students' achievement (BLAST- 40 minutes, four times per week)
- 5) Use of non-linguistic representations
- 6) Setting content, language, and social purpose
- 7) Whole group and small group direct instruction provided by teacher, with gradual release of responsibility model (I do, We do, You do) for mastery
- 8) Special Education teacher in Resource Room uses a modified Blended Service Model. When possible, she pulls struggling regular education students into lessons with students in special education
- 9) English language development is provided in-class throughout the day, as well as during a pull-out program
- 10) Speech pathologist weaves lessons on phonemic awareness and phonics into her support

Parental Involvement

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

The Willits Kids Club after school program, provides homework support and positive learning experiences in a safe and positive environment.

Parent volunteers and Foster Grandparents assist in classrooms.

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)

N/A

Funding

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

1. Intervention teacher who coordinates and provides intervention
2. Instructional assistants are in classrooms and teach small groups during BLAST intervention program
3. ELD teacher support second language learners

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Summary of accomplishments 2016-2017

Student Achievement

1. ELD teachers, intervention

teachers and classroom teachers have worked collaboratively to deliver ELD instruction to

provide differentiated and leveled instruction. Teachers and para-educators not working directly with ELD provided intervention and

enriching activities/curriculum for other students.

2. Continued implementation and refinement of the language arts intervention program using an Integrated Support Services model, known as BLAST, for First and Second Grade students. The program consists of multiple 40-minute blocks of

targeted instruction for language arts providing intervention and enrichment four times per week.

3. Continued implementation and improvement of Professional Learning Communities model.
4. Continued implementation of Arts Attack program.
5. Professional development of Benchmark E/LA and Everyday Math from

publisher.

6. Explicit instruction for teachers, support teachers, para-educators and recess support staff of positive discipline model.
7. Pacing Guides, common assessments and report card descriptors updated
8. Creation of District TK-Grade 5 Assessment Team to align assessment across the District.

Climate and Culture

1. All classrooms continued to implement the Second Step Program teaching students empathy, problem solving and anger management
2. Continued BEST Practices with all students participating in practice sessions of behavioral expectations twice yearly
3. Consistent behavioral expectations schoolwide
4. Foster Grandparents and numerous volunteers work with students
5. Book Fairs sponsored by PTO
6. Book Give Away through PTO - each student received 4 free books during the year
7. Reading Incentive Program
8. Young Authors' Fair in June
9. Presentation by visiting author for all students
10. Gary Martin provides art history lessons once per month
11. Judy Fjell, musician, provided classroom lessons, assemblies with performing students, and training for teachers
12. Family Events: Family Game Night, Spooky Story Night, Costume parade and performances by students
13. Partial implementation of Elementary Counseling Grant with part-time social worker, counselor and therapist
14. Vision, Dental and Hearing Screenings on site
15. Provided recognition for good attendance individually and collectively
16. All students participated in Walk-a-thon and Spell-a-thon
17. Attendance incentives provided for classes by Boosters program

Communication/Technology

1. PTO-composed of parents and teachers continues to contribute and support school's mission
2. Boosters program continues to contribute and support school's mission
3. Weekly newsletters and calendar to staff and other interested parties via email and posting
4. Communication to families through announcements, newsletters, website, newspaper and school marquee
5. Most communication from school also goes home in Spanish
6. Continued communication/articulation of curricular/instructional topics among staff
7. iPADS, Apple TV, laptops, sounds system, and document cameras used in general and special education classrooms
8. Robo Call used to communicate mass voice mail or email messages.
9. Radio station used to communicate school closures.
10. Newspaper advertisements used to communicate Kindergarten and TK enrollment information.

Description of Barriers and Related School Goals

Brookside identified the three biggest barriers in reaching its goals as time, space, and funds. We are working hard to implement a multi-tiered system of support and that requires time for the staff to meet together and plan, as well as time to organize and learn intervention and assessment programs. Time is required to plan and implement a system for providing schoolwide math intervention and

enrichment, and to hone our E/LA system (BLAST). The new Tier 2 instructional programs require money to purchase, as do iPads and accessories. School site upkeep, such as painting, is a large expense.

The addition of PE and Counseling Grant personnel have used up all empty rooms at Brookside. Staff meetings and professional development are held in the PE room. The biggest remaining challenge with space is the limited availability of the multi-purpose room (essentially a cafeteria) for assemblies. The entire student population rotates through it for both brunch and lunch, in addition to quite a few students for breakfast, and requires a great deal of time to clean. The tables and benches are heavy and difficult to put up and down. It is a challenge to schedule assemblies that involve the whole school. The PE, ELD, library, and Intervention classrooms are used for a variety of purposes and serve as a place to gather large groups of children when needed. This requires furniture moves and additional planning.

The staff continues to work to capacity, and the class sizes are appropriate. Our staff is very dedicated to doing what is best for students and has a strong work ethic.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
All Grades	N/A	N/A								

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
All Grades	N/A	N/A								

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Conclusions based on this data:

1.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	0	0	0	0	0	6	0	25	33	0	46	28	0	29	33
1	50	0	0	50	28	20	0	56	60	0	6	20	0	9	0
2	11	0	0	32	23	20	26	32	47	32	23	30	0	23	3
Total	6	0	0	31	26	25	33	46	50	27	13	23	3	15	2

Conclusions based on this data:

1. In 2013-14 we had a larger percentage of Advanced students. That could be a result of at that year we had Grade 3 here at this school. Beginning in 2014-15, we only have K-2.
2. 2014-15 and 2015-16 follow a similar trend in the Advanced, Early Advanced and Early Intermediate ranges.
3. In 2014-15 there is a higher percentage of Beginning students, as compared to 2013-14 and 2015-16.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	0	0	0	9	0	19	15	25	38	44	46	19	32	29	23
1	14	3	0	46	26	31	18	53	54	21	6	15	0	12	0
2	9	0	3	32	28	19	27	32	45	32	20	29	0	20	3
Total	6	1	1	25	19	21	26	39	44	32	22	23	12	19	10

Conclusions based on this data:

1. When analyzing the 2013-14 Grade K cohort over a three-year period, it is easy to see that a large percentage of students moved from the Beginning range to higher levels (from K to Grade 1.
2. In 2015-16, there is a decrease in proficiency levels from Grade 1 to Grade 2, with some students moving from Intermediate to Early Intermediate. This is likely a result of the increasing rigor of CELDT, especially the reading and writing portions.
3. The distribution of student data for all assessments looks very similar to the distribution of Annual assessments, only.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	47	5	48
Percent with Prior Year Data	83.0	0.0%	100.0%
Number in Cohort	39	0	48
Number Met	24	--	21
Percent Met	61.5	--	43.8%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	--	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	92	0	70	0	65	0
Number Met	13	--	3	--	9	--
Percent Met	14.1	--	4.3%	--	13.8%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			

Conclusions based on this data:

1. English Learners are not a significant subgroup for AYP (AMAO 3).
2. In 2015-16, AMAO 2 was not met with 13.8% becoming English Proficient, and a goal of 25.4%. As a K-2 school it can be challenging for EL students to achieve proficient CELDT levels and grade level performance in the time that they are at this site.
3. English Learners receive designated English Language Development in a separate classroom four days per week. More professional development for all teachers focusing on the integrated needs of English Learners is an important area to address.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	117	106	150
Percent with Prior Year Data	93.2	95.3	99.3
Number in Cohort	109	101	149
Number Met	61	65	76
Percent Met	56.0	64.4	51
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	120	46	115	59	103	66
Number Met	16	14	19	26	21	26
Percent Met	13.3	30.4	16.5	44.1	20.4	39.4
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Target results for AMAO have increased .
2. While the percentages in both less than and more than 5 years increased, the NCLB target was not met.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts, Mathematics, and Technology
LEA GOAL:
Strategy 1: Improve the quality and effectiveness of instruction Strategy 2: Improve the alignment between what is supposed to be taught, what is taught, and what is tested
SCHOOL GOAL #1:
1. LCAP Goal #2, Students will be provided academic support to promote language, mathematical and technology literacy.
Data Used to Form this Goal:
State requirements of CCSS implementation- ongoing assessment; review of multiple measures and benchmarks in English/Language Arts; Academic performance data in Math
Findings from the Analysis of this Data:
Assessment results showed a decrease in achievement at Brookside; District-wide low math achievement; District-wide achievement gap between sub-groups Developing a K-5 system of assessments that will help prepare students for Smarter Balanced state testing that begins in third grade, and will accurately measure progress is a high priority. These assessments will provide information to drive instruction and provide appropriate interventions. We implemented a TK-5 District Assessment Team to analyze our assessments for alignment and transition between schools. Redesigning pacing guides as needed, and exploring curriculum and supplemental materials will all be part of the CCSS implementation process. The standards-based report card that is aligned districtwide TK-5 has improved reporting practices. Math is a focus of CCSS implementation this year in the District and a critical area that needs improvement. To teach with Common Core State Standards we are adopting Everyday Math.
How the School will Evaluate the Progress of this Goal:
Developed assessments and rubrics; Notes from Assessment team); CCSS pacing guides; Teacher anecdotal reports, Increased discussion of assessment documented during collaborative practices; Review of standards-based report card; Increased use of informational text

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Continue use of Benchmark Reading Program; Increase use of informational text in leveled/guided reading</p> <p>Use Grade Level, PLC time and other Professional Development days to define and develop use of assessments and develop rubrics</p>	August 2016-June 2017	Site Administrator Site Staff	Professional development; Sub time for teachers and para-educators
<p>Continue collaborative efforts in analyzing student achievement and teaching strategies through PLC activities including the use of SMART goals.</p>	August 2016-May 2017	PE and Intervention teachers who provide teacher release time during PLC time	<p>Intervention teacher salary and expenses</p> <p>SMART Time Expenses (supplies or presenters)</p> <p>PE teacher salaries and expenses</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Provide support/ training to Instructional Assistants in: Effective instruction for intervention Program (BLAST), Instructional training when supporting classrooms (academics and behavior), Training on DIBELS assessments.</p> <p>Use District Assessment Team meetings to continue to look at ELA/ELL State Framework and how our assessments align</p> <p>Disperse iPads from high school into classrooms to promote literacy and to use for assessment purposes</p>	<p>On going</p> <p>October 2016, January and March 2017</p> <p>Ongoing</p>	<p>Para-educators Site Administrator, Counselor, Intervention teachers</p> <p>Site Administrator Teachers</p> <p>District Technology Team, Site Administrator</p>	<p>Professional development; Sub time for para-educators, if authorized</p> <p>Expenses related to District Tech Team refurbishing iPads</p> <p>Assessment expenses DIBELS, Deta Math, etc...</p> <p>Costs of providing para-educators.</p> <p>Aides Extra Duty Class Extra Duty Cert RTI Planning/Implementation Reading Mastery Materials Signs for Sounds Intervention Flashcards Handwriting w/out Tears</p>
<p>Increase Speaking and Listening activities</p> <p>Continue implementation of school wide use of Explorations in Non Fiction Writing</p> <p>Host Author Visit in Spring and Young Authors' Fair</p>	<p>August 2016-June 2017</p> <p>August 2016-June 2017</p> <p>March 2017</p>	<p>Teachers</p> <p>Teachers</p> <p>Intervention Teacher Site Administrator</p>	<p>Funds for author provided by local Reading Council and PTO</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Provide time for articulation between grade levels and between schools	August 2016-June 2017	Site Principal	Sub time is needed for release time for articulation
<p>Refine understanding and implementation of Everyday Math curriculum</p> <p>Staff development on math collaborative strategies and math program</p> <p>Increase use of performance assessments and students showing or explaining their thinking on daily work, assessments</p>	<p>August 2016- June 2017</p> <p>August 2016 Professional Development day prior to the start of school</p> <p>On going</p>	<p>Teachers Site Administrator</p> <p>District Administration</p> <p>Teachers</p>	<p>Publisher training of State-approved math program, Everyday Math; Sub costs, extra work time, other expenses related to training</p> <p>Staff collaboration time- whether during early release or a buy-back day, or other</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Review and revise pacing guides, common assessments, and rubrics as needed to reflect CCSS, Everyday Math, Benchmark E/LA, and report card</p> <p>Use Grade Level, PLC time and other Professional Development days to develop use of materials, define assessments and develop rubrics</p>	August 2016-May 2017	<p>Leadership Team Grade Levels</p> <p>Site Administrator Teachers Grade Levels</p>	<p>PLC-related expenses (above)</p> <p>Sub costs for collaboration</p>
<p>Provide professional development to all staff regarding Common Core implementation in E/LA and Math.</p>	August 2016-May 2017	<p>Site Administrator Teachers Grade Levels Para-educators</p>	<p>Training expenses related to CCSS</p> <p>Subs for CCSS Training</p> <p>Expenses related to Para-educators extending the day to attend Early Release Tme training</p>

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: College and Career Readiness
LEA GOAL:
Strategy 1: Prepare all students to be able to enter the next phase of their education at grade-level in reading/language arts and math.
SCHOOL GOAL #2:
1. LCAP Goal #1: All students will be prepared to be college and or career ready.
Data Used to Form this Goal:
CELDT data; Classroom/assessment performance, DIBELS data
Findings from the Analysis of this Data:
There is an academic achievement gap between English learners, struggling students and overall achievement of students. This gap decreases the opportunity for students to be college and career ready.

How the School will Evaluate the Progress of this Goal:

Progress monitoring results, CELDT results, assessment/classroom performance measures, DIBELS/ Group students by CELDT levels in each grade level for ELD instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Continue to provide daily dedicated ELD instruction 30 min. per day- that includes academic language support in ELA and math</p> <p>Provide staff development opportunities which include strategies to address EL students' needs and interventions</p> <p>EL students and struggling students participate in ELA intervention program (example: BLAST)</p> <p>Develop academic vocabulary</p> <p>Increase use of collaborative groupings</p>	August 2016-June 2017	<p>ELD teachers Grade Levels</p> <p>Site Principal</p> <p>Teachers ELD teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>ELD teacher salary and related expenses</p> <p>Staff development expenses: trainers, supplies, substitutes if needed, as related to moving struggling students and English learners to standards mastery through the use of Multi-tiered Systems of Support (MTSS)</p> <p>Intervention teacher salary and related expenses</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Provide support in addition to core curricula, to all students at-risk, with an equitable program for English Language Learners (including primary language support when possible), focusing on Tier 2 instruction</p> <p>Extra time for para-educators to stay after school and attend staff meetings/professional development, as needed</p> <p>Substitute days for teachers to meet to discuss student performance with all providing intervention</p>	August 2016-June 2017	<p>Site Administrator Site Staff</p> <p>Para-educators</p> <p>Teachers</p>	<p>Tier 2 Intervention programs for ELD (Benchmark) and struggling students</p> <p>Extra pay for para-educators who stay for training</p> <p>Substitute expenses</p>

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Support of English/Language Arts, Mathematics, Science, Social Science, Art, Music
LEA GOAL:
Strategy 1: Engage families in supporting school Strategy 2: Engage families in practicing healthy lifestyle choices
SCHOOL GOAL #3:
LCAP Goal #3: Create a welcoming school environment where all families and students are valued, acknowledged and provided opportunities to practice healthy lifestyle choices.
Data Used to Form this Goal:
Annual surveys of students, and families; principal and teacher anecdotal reports; PTO membership; family fingerprinting data (to volunteer)
Findings from the Analysis of this Data:
Attendance at PTO meetings is very low; many teachers report that it is difficult to engage parents to volunteer on field trips; some parents want healthier food options in the cafeteria
How the School will Evaluate the Progress of this Goal:
Attendances at PTO meetings. Number of parents who volunteer on field trips. Changes to healthier food options in the cafeteria.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Host several functions in the evenings and on weekends, including family game night, which uses a variety games that involve problem solving, mathematical thinking and application of skills.	August 2016-June 2017 Game Nights scheduled: October 2016 and March 2017	Family Game Night Committee (Teachers and PTO)	Food for families at events Childcare or younger siblings (if appropriate) at events
Encourage (through newsletters and word of mouth) family members to get fingerprinted so they can volunteer, and that PTO will reimburse fingerprinting costs after family member volunteers twice.	August 2016-June 2017	All Staff Site Administrator	
Decrease availability of chocolate milk from every day to once per week. Decrease availability of sugary breakfast cereals/pastries to once a week.	August 2016-June 2017	Site Administrator, District Food Service Lead, School Cafeteria Cook	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Increase classroom to home communication in Spanish.</p> <p>Offer books to take home in Spanish.</p> <p>Offer support in primary language when possible.</p>	August 2016-June 2017	<p>Teachers ELD teachers</p> <p>Principal Teachers</p> <p>Teachers</p> <p>ELD Teachers</p>	<p>Interpreter costs</p> <p>Radio and newspaper advertising costs (Spanish)</p> <p>Cost of purchasing books in Spanish</p>

Categorical Funding Allocated To Brookside Elementary School

The following state and federal categorical funds are preliminary allocations to this school through the Consolidated Application, Spring Release. Additional funds may be allocated to the school in accordance with district policy. Projected allocations may include any carry over from prior years

Federal Programs

	Allocation
Federal Program: Title I: Schoolwide Assistance Program	\$78,694.28
<i>Program Goal:</i> To improve teaching and learning to help low-achieving students meet the same challenging state content and performance standards that apply to all students.	
Federal Program: Title II: Improving Teacher Quality/CSR	District-wide allocation
<i>Program Goal:</i> To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment To increase student academic achievement by improving teacher quality. To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind. To to recruit and hire highly qualified teachers and reduce class size.	
Federal Program: Title II: Part D Enhancing Education Through Technology	N/A
<i>Program Goal:</i> <ul style="list-style-type: none"> • To provide funds for innovative initiatives to support the integration of educational technology into classrooms to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement. 	
Federal Program: Title III: Limited English Proficient (LEP)	District-wide allocation

<p><i>Program Goal:</i></p> <ul style="list-style-type: none"> • To provide supplementary programs and services for LEP students to enable them to meet grade level requirements. • To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum. 	
<p>Federal Program:</p> <p>Title IV (Safe and Drug Free Schools and Communities)</p>	<p>District-wide allocation</p>
<p><i>Program Goal:</i></p> <p>To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students</p>	
<p>Federal Program:</p> <p>Title V (Innovative Strategies)</p>	<p>District-wide allocation</p>
<p><i>Program Goal:</i></p> <p>To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.</p> <p>To meet the needs of at-risk students.</p>	

State Programs

	Allocation
Economic Impact Aid (EIA) English Language Acquisition Program (ELL) <i>Program Goal:</i> •To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.	N/A
Gifted and Talented Education (GATE) <i>Program Goal:</i> •To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.	N/A
Tobacco Use Prevention Education (TUPE) <i>Program Goal:</i> •To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop.	N/A
School & Library Improvement Block Grant (SLIBG) <i>Program Goal:</i> <ul style="list-style-type: none"> • To meet the educational needs of all students, including student achievement and improved environment. • To support and sustain high quality professional development • To support the school library program 	N/A
<i>Program Goal:</i>	

Willits Unified School District 2012-2015 Goals in LCAP Action Plan*

Strategy 1:	Students will be prepared to be college or career ready.
Strategy 2:	Students will be provided academic support to promote language, mathematical and technology literacy.
Strategy 3:	Students and families will be supported and encouraged to advocate healthy lifestyle choices.
Strategy 4:	
Strategy 5:	

*For a detailed listing of the goals and action steps for each priority, please refer to the Willits Unified School District LEA Action Plan which is available at www.willitsunified.net.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts, Math, Technology
SCHOOL GOAL #1:
Students will be provided academic support to promote language, mathematical and technology literacy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Continue use of Benchmark Reading Program; Increase use of informational text; Define and develop assessments	2016-17	Site administrator, site staff	Expenses related to purchase of curriculum and training of teachers and para-educators to use the curriculum- sub days, extra time for para-educators to attend staff meetings. Site discretionary funding Extra Duty Class pay \$243.03 (Title 1)
PLC activities, SMART Goals	2016-17	PE/Intervention teachers	Unrestricted General Fund
Intervention Expenses, assessment expenses, technology-iPads from District	2016-17	Para-educators, site administrator, counselor, intervention teachers, teachers, District technology team	PD and sub time for para-educators and certificated employees, Tech team expenses, Assessment expenses related to DIBELS/Assessments Extra Duty Certificated pay \$3,252.77 (Title 1) RTI Planning/Implementation \$3,100.00 (Title 1) Reading Mastery Materials \$1,000.00 (Title 1) Signs for Sounds Intervention \$150.00 (Title 1) Benchmark Flashcard printing expenses (for intervention use) \$757.00 (Title 1) Handwriting w/out Tears \$1,000.00 (Title 1) Expenses related to Instructional Aides- para-educators:Providing para-educators/Aides, 62,984.51 (Title 1)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Increase speaking and listening activities	2016-17	Teachers, site administrator	Funds for author visit and school-wide exploration of non-fiction writing provided by local reading council and PTO
Articulation Expenses	2016-17	Site Administrator	Subs needed for release time for articulation between schools and grade-levels Unrestricted General Fund
Implementation of Everyday Math and performance assessments	2016-17	District Administrators, Site Administrator, Teachers	Sub costs for publisher trainings and collaboration time for teachers, staff collaboration time Unrestricted General Fund
Review and revise pacing guides, common assessments, and rubrics as needed for CCSS, math program, E/LA, and report card Use PLC time, PD days, to develop materials, define assessments, and develop rubrics	2016-17	Leadership Team, Grade-level Teams, Site administrator	PLC-related expenses, see above Sub costs for planning/collaboration time, see above
Common Core PD - all staff	2016-17	Teachers, Site administrator, Para-educators	Training expenses for CCSS, subs, extending work day so paras can attend, see above

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in college and career readiness
SCHOOL GOAL #2:
All students will be prepared to be college and/or career ready.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Costs related to delivering designated ELD instruction	2016-17	District Administration, Site Administration, ELD Teachers	ELD Teacher salary and related expenses Unrestricted General Fund
Staff development about meeting the needs of English learners and struggling students (MTSS_ Multi-tiered system of support)	2016-17	Site principal, teachers, para-educators	Staff PD expenses: trainers, supplies, subs if needed Unrestricted General Fund
English learners and struggling students participate in E/LA intervention (BLAST)	2016-17	Teachers, Para-educators	Intervention teacher salaries, para-educator expenses (BLAST) Unrestricted General Fund
Provide support to students at risk (English learners and struggling students) focusing on Tier 2 instruction	2016-17	Site Administrator, Teachers, Para-educators	Intervention (Tier 2) programs/ extra materials to support English learners within Benchmark \$1,000.00 (Title 1) Extra pay for para-educators who stay for training, sub costs Unrestricted General Fund

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Support of English/Language Arts, Math, Science, Social Science, Art , Music
SCHOOL GOAL #3:
LCAP Goal #3: Create a welcoming school environment where all families and students are valued, acknowledged, and provided opportunities to practice healthy lifestyle choices.
Strategic Plan Strategy 1: Engage families in supporting school Strategy 2: Engage families in practicing healthy lifestyle choices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Host functions in the evenings and/or weekends, including Family Game Night.	August 2016-June 2017	Teacher/Staff Committees, PTOs	Food for families at events Childcare for younger siblings or students (if appropriate) at events- Unrestricted General Fund
Increase classroom to home communication in Spanish/Interpreters Offer books to take home in Spanish. Offer support in primary language when possible.	August 2016-June 2017	School administration, ELD teachers, teachers, staff	Translator costs Radio/newspaper advertising Unrestricted General Fund Books in Spanish\ Unrestricted General Fund English Language Advisory Committee costs (food) Unrestricted General Fund

Centralized Services Expenditures

The following services in support of this plan are **to be provided by district staff** from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. (List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)

Proposed Expenditures	Estimated Cost	Funding Source
Professional Development	132,486*	Title I
Yard Duty	30,942*	School Safety
Administrative Support-Superintendent	32,480*	Title 1, EIA
Business Services	63,320*	Various
Class Size Reduction	140, 440	Title II
ELD Teacher	42,924*	EIA, LEP

*Indicates that the service benefits all sites in the District.

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
Lisa Bowles		X		X	
Melissa Smilgys		X		X	
Jenny Nelson				X	
Kathleen Crossman	X				
Amy Gilbert				X	
Heather Miya			X	X	
Wesley Rea		X			
Cyndi Pflingsten		X			
Rebeca Diaz				X	
Numbers of members of each category:	1	5		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

X English Learner Advisory Committee

Signature

X 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 .

Attested:

Kathleen Crossman

Typed Name of School Principal

Signature of School Principal

Date

Cyndi Pfungsten

Typed Name of SSC Chairperson

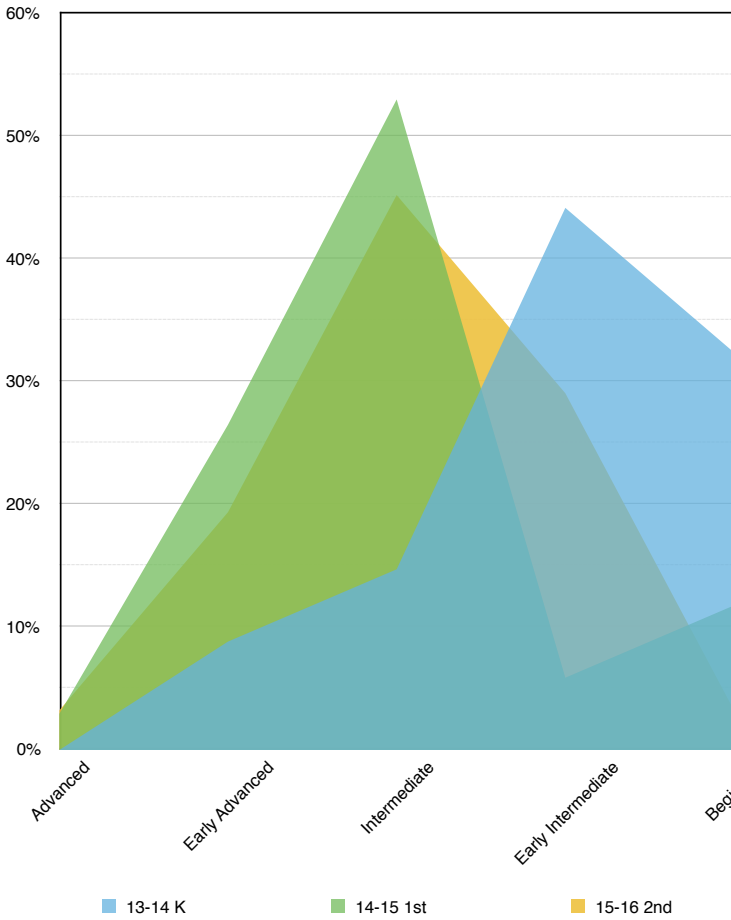
Signature of SSC Chairperson

Date

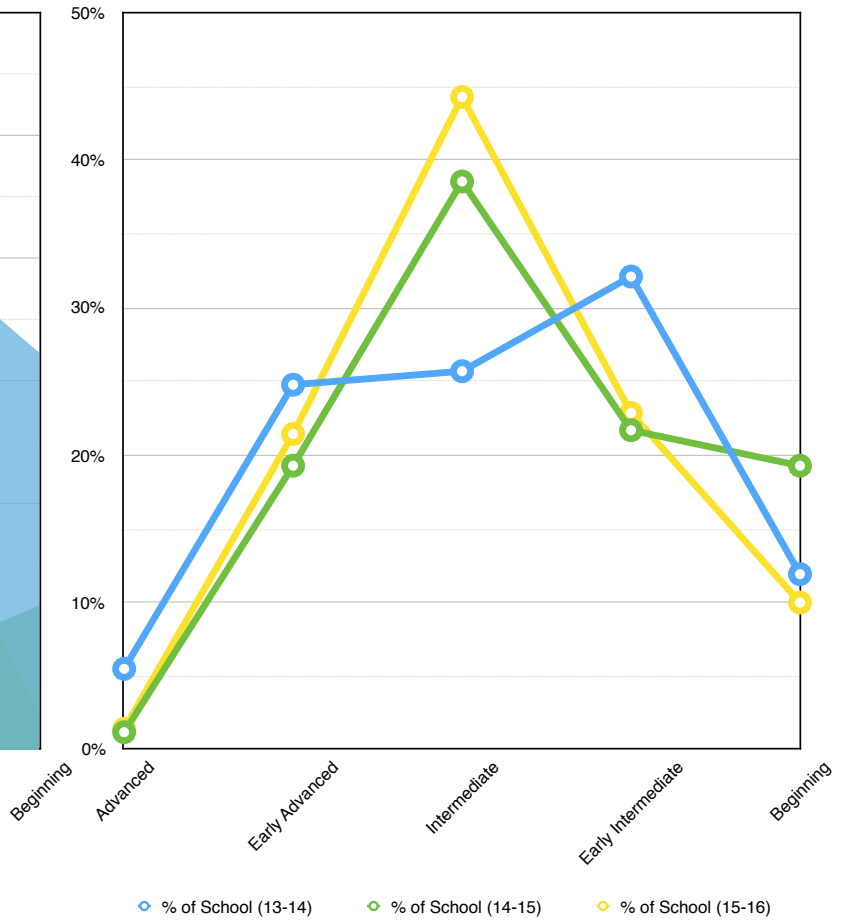
All Assessments (AA + AI)

	13-14				% of School (13-14)	14-15				% of School (14-15)	15-16				% of School (15-16)
	K	1st	2nd	3rd		K	1st	2nd	K		1st	2nd			
Advanced	0	4	2	0	6%	0	1	0	1%	0	0	1	1%		
Early Advanced	3	13	7	4	25%	0	9	7	19%	5	4	6	21%		
Intermediate	5	5	6	12	26%	6	18	8	39%	10	7	14	44%		
Early Intermediate	15	6	7	7	32%	11	2	5	22%	5	2	9	23%		
Beginning	11	0	0	2	12%	7	4	5	19%	6	0	1	10%		
Total Students	34	28	22	25	109	24	34	25	83	26	13	31	70		
% of School	31%	26%	20%	23%		29%	41%	30%		37%	19%	44%			
	K	1st	2nd	3rd		K	1st	2nd		K	1st	2nd			
Advanced	0%	14%	9%	0%		0%	3%	0%		0%	0%	3%			
Early Advanced	9%	46%	32%	16%		0%	26%	28%		19%	31%	19%			
Intermediate	15%	18%	27%	48%		25%	53%	32%		38%	54%	45%			
Early Intermediate	44%	21%	32%	28%		46%	6%	20%		19%	15%	29%			
Beginning	32%	0%	0%	8%		29%	12%	20%		23%	0%	3%			

2013-14 K-Cohort All Assessments



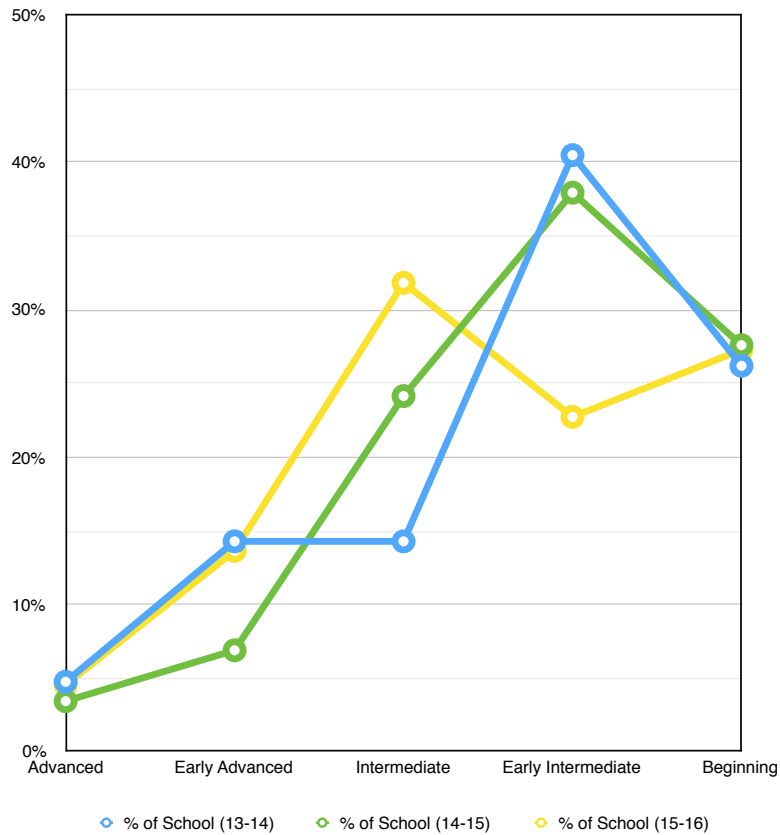
Brookside Distribution of All ELL Students



Initial Assessment

	13-14					14-15				15-16			
	K	1st	2nd	3rd	% of School (13-14)	K	1st	2nd	% of School (14-15)	K	1st	2nd	% of School (15-16)
Advanced	0	2	0	0	5%	0	1	0	3%	0	0	1	5%
Early Advanced	3	2	1	0	14%	0	0	2	7%	1	2	0	14%
Intermediate	5	0	1	0	14%	6	0	1	24%	6	1	0	32%
Early Intermediate	15	0	1	1	40%	11	0	0	38%	5	0	0	23%
Beginning	11	0	0	0	26%	7	1	0	28%	6	0	0	27%
Total Students	34	4	3	1	42	24	2	3	29	18	3	1	22
% of School	81%	10%	7%	2%		83%	7%	10%		82%	14%	5%	
	K	1st	2nd	3rd		K	1st	2nd		K	1st	2nd	
Advanced	0%	50%	0%	0%		0%	50%	0%		0%	0%	100%	
Early Advanced	9%	50%	33%	0%		0%	0%	67%		6%	67%	0%	
Intermediate	15%	0%	33%	0%		25%	0%	33%		33%	33%	0%	
Early Intermediate	44%	0%	33%	100%		46%	0%	0%		28%	0%	0%	
Beginning	32%	0%	0%	0%		29%	50%	0%		33%	0%	0%	

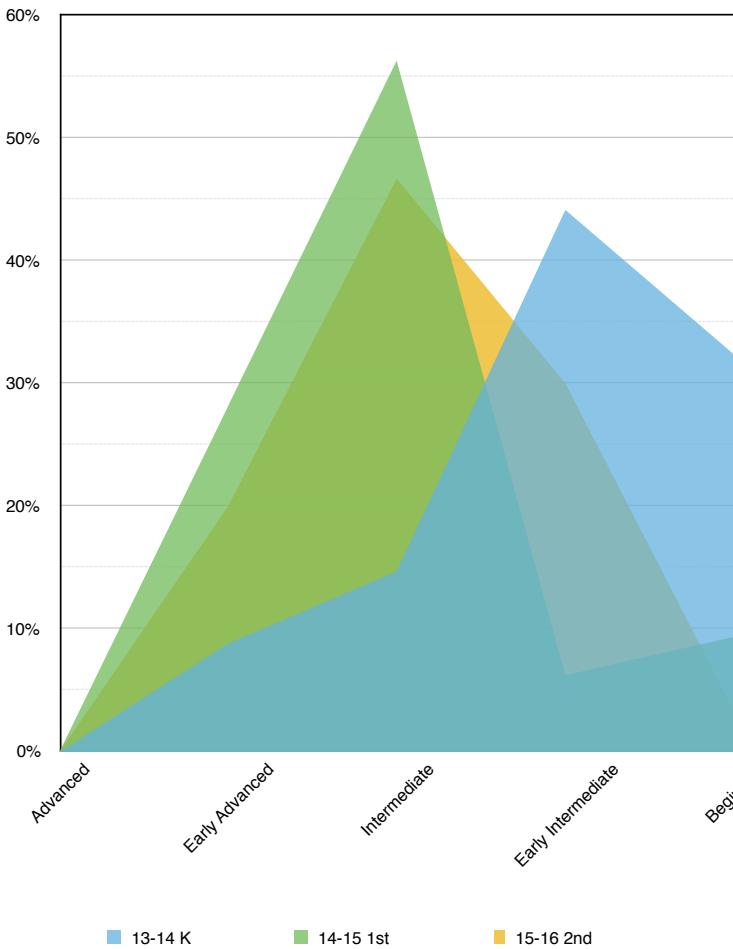
Brookside Distribution of Initial ELL Students



Annual Assessment

	13-14		13-14		13-14		13-14		% of School (13-14)	14-15		14-15		14-15		% of School (14-15)	15-16		15-16		15-16		% of School (15-16)
	K	1st	2nd	3rd	K	1st	2nd	3rd		K	1st	2nd	K	1st	2nd		K	1st	2nd	K	1st	2nd	
Advanced	0	2	2	0	6%	0	0	0	0%	0	0	0	0%	0	0	0	0%						
Early Advanced	0	11	6	4	31%	0	9	5	26%	4	2	6	25%										
Intermediate	0	5	5	12	33%	0	18	7	46%	4	6	14	50%										
Early Intermediate	0	6	6	6	27%	0	2	5	13%	0	2	9	23%										
Beginning	0	0	0	2	3%	0	3	5	15%	0	0	1	2%										
Total Students	0	24	19	24	67	0	32	22	54	8	10	30	48										
% of School	0%	36%	28%	36%	0%	59%	41%	17%	21%	63%													
	K	1st	2nd	3rd	K Initial	K	1st	2nd		K	1st	2nd											
Advanced	0%	8%	11%	0%	0%	0%	0%	0%		0%	0%	0%											
Early Advanced	0%	46%	32%	17%	9%	0%	28%	23%		50%	20%	20%											
Intermediate	0%	21%	26%	50%	15%	0%	56%	32%		50%	60%	47%											
Early Intermediate	0%	25%	32%	25%	44%	0%	6%	23%		0%	20%	30%											
Beginning	0%	0%	0%	8%	32%	0%	9%	23%		0%	0%	3%											

2013-14 K-Cohort Annual Assessments



Brookside Distribution of Annual ELL Students

