

# The Single Plan for Student Achievement

**School:** Buckeye Union Mandarin Immersion Charter School  
**CDS Code:** 09-61838-0137919  
**District:** Buckeye Union School District  
**Principal:** Tracy Linyard  
**Revision Date:** October 22, 2018

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:

**Contact Person:** Tracy Linyard  
**Position:** Principal  
**Phone Number:** (916) 933-9746  
**Address:** 7701 Silva Valley Parkway  
El Dorado Hills, CA 96762  
**E-mail Address:** [tlinyard@buckeyeusd.org](mailto:tlinyard@buckeyeusd.org)

**The District Governing Board approved this revision of the SPSA on November 14, 2018.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Chronic Absenteeism Data .....	15
Planned Improvements in Student Performance.....	16
School Goal #1.....	16
School Goal #2.....	17
School Goal #3.....	18
Summary of Expenditures in this Plan.....	19
Total Allocations and Expenditures by Funding Source .....	19
Total Expenditures by Object Type.....	20
Total Expenditures by Object Type and Funding Source .....	21
Total Expenditures by Goal .....	22
School Site Council Membership.....	23
Recommendations and Assurances.....	24

## School Vision and Mission

### **Buckeye Union Mandarin Immersion Charter School's Vision and Mission Statements**

The mission of BMICS is to nurture and enable students from all backgrounds to become bilingual and biliterate in English and Mandarin Chinese to complement high quality academics. The vision of BMICS is to create a progressive learning environment for students in kindergarten through 12th grade, preparing them to be self-motivated, competent, lifelong learners and engaged global citizens.

## School Profile

The Buckeye Union Mandarin Immersion Charter School (BUMI) is a Charter School in the Buckeye Union School District which opened during the 2018-2019 school year. The Buckeye Union Mandarin Immersion Charter School ("BMICS") will be a dependent, site-based public charter school serving kindergarten through 12th grade students. The mission of BMICS is to nurture and enable students from all backgrounds to become bilingual and biliterate in English and Mandarin Chinese to complement high quality academics.

The vision of BMICS is to create a progressive learning environment for kindergarten through 12th grade students, preparing them to be lifelong learners and engaged global citizens. BMICS will establish a strong tradition of excellence through a rigorous Mandarin Immersion curriculum that meets or exceeds the California state standards and Common Core State Standards. The target language, Mandarin, will be used as a tool of instruction to deliver the curriculum. Decades of research has shown the efficacy of the immersion model to achieve proficiency in multiple languages. An intrinsic element of Mandarin Immersion is appreciation of other cultures. This approach will bring children from Chinese and non-Chinese language backgrounds together from across the diverse school district, as they prepare to become both global citizens and positive members of our community.

At BMICS, students will have at a minimum the legally required instructional minutes for the grade level served. However, as planned, BMICS intends to exceed state mandated minimum minutes at the Kindergarten level. . BMICS' extended instructional time will ensure enough language exposure time for both languages (English and Mandarin) and further our students' academic achievement. BMICS plans to open in the fall of 2018 with grades K-1 and add one grade each year after. To realize our mission and vision, our program will include these key features:

**Mandarin Immersion:** Regardless of background, all BMICS students will be offered a challenging, California Content Standards - aligned curriculum starting with 80% instruction in Mandarin and 20% in English in Kindergarten. As students move to higher grades, subjects taught in Mandarin will gradually transfer to English in upper grades. Research demonstrates that students from both native language groups achieve the most academic and linguistic success with this approach.

**STEAM and Project Based Learning Curriculum:** The BMICS program is committed to teaching students the interconnectedness of different subjects and the world around them. Through STEAM+PBL curriculum, students can learn contextually, not only in terms of having a program that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

**Whole Child Approach:** BMICS is dedicated to educate the whole child. Beyond the measurable intellectual performance, BMICS emphasizes physical and emotional health. Our valued qualities include integrity, responsibility, imagination, curiosity, creativity, compassion and interpersonal skills.

**Family/Community Involvement:** BMICS understands the importance of partnering with families to fully develop the potential of each student. We believe it takes a community of family members, teachers, role models and other children to create and sustain a supportive, productive and engaging learning environment. We expect the BMICS student population to reflect the demographics of the District. Preliminary surveys of parents and guardians in the District demonstrate robust support for the concept of the school as evidenced by the number of families seeking entrance for their children.

## **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).

An annual survey of Parents will be conducted in Spring of each school year to solicit feedback from parents about the Mandarin Immersion program. Input from the survey will be used to help develop the Single Plan for Student Achievement as well as the LCAP for BUMI.

### **Classroom Observations**

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School District's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations help to determine next steps for professional development, guides our literacy and technology coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

### **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)

Because BUMI just opened this year there are no data available at this time.

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

Because BUMI just opened this year there are no data available at this time.

### **Staffing and Professional Development**

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

100% of our teachers meet the criteria as highly qualified (ESEA).

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

All teachers have appropriate credentials for the subjects they are teaching and have had professional development on all SBE-adopted instructional materials.

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

Teachers continue to receive ongoing professional development through LCF, Early Release Collaborative time, and I-Days.

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

For the 2018-2019 school year, teachers will be supported by a Curriculum Coach who is available to work with teachers in all curriculum areas.

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

The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

#### Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

Sufficient instructional materials are allocated to ensure high quality first instruction in Reading/Language Arts and Mathematics. On average, students in grades K - 5 receive 120 minutes, daily, in Reading/Language Arts and 60 minutes in Mathematics daily.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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)

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials. ELA materials include Schoolwide Fundamentals of Reading K-5, Being A Writer K-5, Snap Close Reading 3-5, SIPPS K-3, Benchmark Education Bookrooms K-5, Fountas and Pinnell Benchmark Assessment System K-3. Mathematics materials include Pearson Envision Math K - 5. Additionally student in the Immersion Program use Better Immersion as their Mandarin Language Arts Curriculum.

## Opportunity and Equal Educational Access

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

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet grade level standards. In the general education classroom these supports include: differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill-in learning gaps and accelerate their learning so that they can attain grade level proficiency. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals to help them meet grade level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students in need of additional mental health/social emotional support also have access to our school counselor three days a week.

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

Teachers use a wide range of instructional strategies and summative and formative assessments that raise student achievement. In addition to the summative and formative assessments, teachers complete regular training on the latest educational practices to include in their classroom teaching.

## Parental Involvement

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

BUMI uses the following programs and practices to support our under-performing students: Student Support Activities: Cross Country, STEM Learning Opportunities (Science Technology Engineering Math), P.C. Pals (partnership with Intel), Spelling Bee, Oral Interpretation, P.L.S. (Parking Lot Supervisors), Green Team (Recycling), Student Leadership, TEAM Raptor, Running Club, Oak Meadow Garden, Hands4Hope, Beyond School Walls, Parent Conferences, IEP, 504, and Teacher meetings.

We are fortunate to have a very supportive parent and community group. The Parent Teacher Organization, Meet the Masters Art Program and School Site Council are very active and provide opportunities for parent involvement. Over 200 volunteers put in over 1,000 hours of service in classrooms each year. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities: Docents for Meet the Masters Art Program, School Site Council, P.T.O., LCAP Parent Involvement Committee, Budget Committee, Facilities Master Plan Committee, Technology Committee, Running Clubs, Yearbook, Boxtops, Adopt A Class, Heritage Festival, Art Walk, and the Oak Meadow Garden.

Additionally, we provide parents with a description of curriculum, forms of assessment, and expectations for proficiency at Back to School Night. Parents receive information in regards to grade level standards and report cards along with explanations of assessments used. Progress reports and parent conferences are opportunities for teachers to share student progress with parents. Email and telephone calls are frequent methods used for parent-teacher communication. Report cards are sent out three times per year detailing proficiency levels. Information will be provided to parents at Back to School Night and in parent-teacher conferences in regards to homework, school/teacher websites, and grade level standards. Translators are available for school site needs based on parent or teacher requests, as are translated forms such as enrollment documents.

As students articulate from Elementary School to Middle school, a number of supports are in place for families. These include articulation meetings for students with 504 and IEPs and a parent information evening held at the middle school each spring.

### 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)

Parents are involved in the development of the School Parent Involvement Policy and the Single Plan for Student Achievement:

The School Parent Involvement Policy is developed in conjunction with the School Site Council that gathers input from meetings during the year, updates the policy, and approves the final draft which is then adopted by the Board and made available to

parents in the Parent/Student Handbook.

The Single Plan for Student Achievement is developed in conjunction with the School Site Council. Parents and staff review school assessment results, analyze of the results, and make recommendations on the formation of goals to address areas of concern. These recommendations serve as the basis for the Single Plan for Student Achievement. Additional data is collected through a parent survey conducted to assess needs of stakeholders. Once the single plan is written, reviewed, and approved by the School Site Council, it is submitted to the Buckeye School Board. After approval, it will be posted on the school website.

### Funding

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

BUMI does not receive Title I or Title III funding.

#### 18. Fiscal support (EPC)

BUMI receives LCFF Supplemental Grant funding. This funding is being used to support our intervention programs including Mathematics and English Language Arts. District funding is also provided for our Intervention and ELD support teachers, and a Literacy Coach. Two days of substitute time for assessments for 4th & 5th grade as well as substitutes for assessment days for SIPPS and BAS assessments for K - 2nd grade are provided through site funds.

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

As this BUMI's first year in operation we have no data upon which to base and analysis.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Conclusions based on this data:**

1. Since BUMI is a new program this year there is no data for analysis.

School and Student Performance Data

**CAASPP Results (All Students)**

**Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Conclusions based on this data:**

1. Since BUMI is a new program this year there is no data for analysis.

**School and Student Performance Data**

**CAASPP Results (All Students)**

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

#### Conclusions based on this data:

1. Since BUMI is a new program this year there is no data for analysis.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

#### Conclusions based on this data:

1. Since BUMI is a new program this year there is no data for analysis.

## School and Student Performance Data

### Chronic Absenteeism Data

2017-18 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	0	0	0
American Indian or Alaskan Native	0	0	0
Asian	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Did not Report	0	0	0
Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
Male	0	0	0
Female	0	0	0
English Learners	0	0	0
Students with Disabilities	0	0	0
Socioeconomically Disadvantaged	0	0	0
Migrant	0	0	0
Foster	0	0	0
Homeless	0	0	0
Kindergarten	0	0	0
Grades 1-3	0	0	0
Grades 4-6	0	0	0
Grades 7-8	0	0	0
Grades K-8	0	0	0
Grades 9-12	0	0	0
Ungraded Elementary and Secondary	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### Conclusions based on this data:

1. Since BUMI is a new program this year there is no data for analysis.



**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:

<b>SUBJECT: K - 1 Academics</b>
<b>LEA GOAL:</b>
Goal # 1: Student Achievement - Maximize the performance of each student in all academic areas.
<b>SCHOOL GOAL #1:</b>
By May 2019 all students in K - 1st grade will have met end of year standards in Mandarin Language Arts, English Language Arts, and Mathematics as measured by student report cards. Additionally students will score an appropriate level on the ACTFL Language Proficiency Benchmark as measured by ACTFL reporting on the student's report card.
<b>Data Used to Form this Goal:</b>
Student report cards
<b>Findings from the Analysis of this Data:</b>
Since BUMI is a new program this year there is no data for analysis.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data will be reported out for each grade level in the areas of Mandarin Language Arts, English Language Arts and Mathematics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Daily Instruction in Mandarin Language Arts	Ongoing	Teacher	Classroom Materials	4000-4999: Books And Supplies	Library Grant	4,440.00
Daily Instruction in English Language Arts	Ongoing	Teacher	Classroom Materials	4000-4999: Books And Supplies	Site Formula Funds	4,798.00
Daily Instruction in Mathematics	Ongoing	Teacher				

## 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:

<b>SUBJECT: Chronic Absenteeism</b>
<b>LEA GOAL:</b>
Goal #2: Promote the development of the "whole" person.
<b>SCHOOL GOAL #2:</b>
By June 2019 the rate of Chronic Absenteeism, more than 10% absences in the school year, will fall into the Very Low range as measured by CA Schools Dashboard.
<b>Data Used to Form this Goal:</b>
Attendance data
<b>Findings from the Analysis of this Data:</b>
Since BUMI is a new program this year there is no data for analysis.
<b>How the School will Evaluate the Progress of this Goal:</b>
Periodic review of attendance data to identify students approaching 10% absences in time frame.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Review of attendance data	Ongoing	Principal & Office Staff			Amount
Communication with Parents regarding attendance	Ongoing	Principal & Office Staff			

**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:

<b>SUBJECT: Suspension Rate</b>
<b>LEA GOAL:</b>
Goal #2: Promote the development of each student as a "whole" person.
<b>SCHOOL GOAL #3:</b>
By June 2019 the suspension rate for BUMI will remain in the "very low" rating range as measured by CA Schools Dashboard data reporting.
<b>Data Used to Form this Goal:</b>
Suspension Rates
<b>Findings from the Analysis of this Data:</b>
Since BUMI is a new program this year there is no data for analysis.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor discipline records and suspension rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Monitor discipline records & suspension rates	Ongoing	Principal			

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Site Formula Funds	4798.00	0.00
Library Grant	4,440.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Library Grant	4,440.00
Site Formula Funds	4,798.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	9,238.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
4000-4999: Books And Supplies	Library Grant	4,440.00
4000-4999: Books And Supplies	Site Formula Funds	4,798.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	<b>9,238.00</b>



## 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
Yafeng Liao		X			
Tracy Linyard	X				
Sharla Overstreet			X		
Anandi Raman Creath				X	
Rui Ren-Erickson				X	
Lu Zhai		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	

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

**Recommendations and Assurances**

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X 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 10-22-2018.

Attested:

Tracy Linyard  
\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

10/22/18  
\_\_\_\_\_  
Date

Sharla Overstreet  
\_\_\_\_\_  
Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

10/22/18  
\_\_\_\_\_  
Date