School Year: | 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Fall River Elementary School	45699896050272	January 17, 2024	March 13, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Acievement has been developed by reviewing a variety of data sources and input from teachers, staff, parents, and students. After review of the data, the plan is developed to support our areas of need and focusing on our unduplicated populations.

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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).

FRJUSD has administer the Healthy Kid's Survey to parents, students and staff. FRE did not have enough student participation to allow for data reporting in the 20/21 SY. FRE will be administering the CHKS in 2024.   We will offer incentives to get more student participation.
20/21 LCAP survey is available to review.
Fall River Elementary has begun a partnership with Kelvin Education. We will be taking pulse surveys of our student body throughout the school year to become more aware of our students' social-emotional wellbeing. Our Community Connect Coordinator will be reporting data to staff members after each administration of survey.
SSC will be administering a Comprehensive Needs Assessment survey to parents around the topic of Wellness which will be administer in February 2024. After some of our Hispanic students return from Mexico.
A staff survey will be administered to gather data about staff motivation and areas of improvement.

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

The principal does formal classroom observations following the FRTA contract which follows the California commission of teaching - teaching standards. The Principal also does informal visits usually at least twice a week. The principal has noted that teachers are using the district adopted curriculum for core instruction as well as interventions. Teachers are using Google Classroom, Remind and other forms of virtual communication so students and parents are familiar with these platforms to prepare students, parents and staff for future curriculum deliver and improved communication. Teachers are using a variety of seating options to accommodate the needs of their students. Teachers are using brain breaks and trauma informed practices regularly in classrooms. All classrooms are participating in ELA intervention groups at least 4 times per week. 5th - 6th grades have implemented Math intervention groups 4 times per week Each classroom has created a social contract which is on display in each classroom.

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

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

Fall River Elementary administers the CAASPP and ELPAC state assessments once a year. This data is reviewed to help identify the needs of students from the CAASPP once released from the state. The current CAASPP assessment is a modified version and has fewer questions then pre COVID. We look at the data, but it is difficult to put a lot of program changes based on this data as it it not received in a timely manner nor are we comparing the same data each year. The ELPAC is reviewed mid year.

FRE also administers the NWEA MAP, STAR Math & Reading, BPST (1st & 2nd) , ESGI (TK & K & 1st), and reading fluency/accuracy DIBELS (2nd - 6th) four times per year (1st 2 times/year) to evaluate ongoing student achievement. We administer our writing benchmarks three times per year to evaluate ongoing student achievement. SIPPS assessments, IXL, Lexia and BPST (3rd - 6th) are administered as needed for progress monitoring.

We use student progress folders to keep student data consolidated for easy access.

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

FRE administers the NWEA MAP, STAR Math & Reading, BPST (1st & 2nd) , ESGI (TK & K & 1st), and reading fluency/accuracy DIBELS (2nd - 6th) four times per year (1st 2 times/year)to evaluate ongoing student achievement. We administer our writing benchmarks three times per year to evaluate ongoing student achievement. SIPPS assessments, Lexia placement tests, IXL for math and BPST (3rd - 6th) are administered as needed for progress monitoring. Curriculum embedded assessments are also administered.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All but three of Fall River Elementary certificated staff are highly qualified following ESEA requirements and working within their credential. All of our support staff also meet the requirements for highly qualified staff under ESEA. FRE's Special Day Class teacher, a fifth grade teacher, and a fourth grade teacher ar not fully credentialed. The Fourth & Fifth grade teachers are working toward their multisubject credential and working under a Provisional Internship Permit (PIP). Our SDC teacher is working toward her mild/moderate education specialist instruction credential and working under a Provisional Internship Permit (PIP).

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

Most of Fall River Elementary teachers have been trained on our current ELA, Math, Science and Writing adoptions.   Most teachers and support staff have received trauma informed practices professional development.   A couple of teachers have received professional development on integrating science with ELA and has shared with whole staff at staff meetings. Some teachers have participated in training on the use of Google Classroom. Most teachers participated in training on the delivery of Focus Standards, we will be offering this to our new teachers. Some teachers have been training in the process of Plan-Do-Study-Act and have shared with other staff members. Our support teachers have been trained on the currently used intervention programs. Reniassance Place program suite training was offered to all staff, only a few attended.

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

Some of Fall River Elementary teachers have been trained on our current ELA, Math, Science and Writing adoptions. Some teachers and support staff have received trauma informed practices professional development.   A couple of teachers have received professional development on integrating science with ELA and has shared with whole staff at staff meetings. Some teachers have participated in training on the use of Google Classroom.   All teachers participated in training on the delivery of Focus Standards.   Some teachers have been training in the process of Plan-Do-Study-Act and have shared with other staff members. Most staff has participated in Capturing Kids' Hearts trainings. Our Intervention teams have been participating in ongoing training for Lexia, DreamBox, IXL and Renaissance Place to better utilize the program and the data gathered. All staff have participated in a training on the laws related to homelessness and ways to properly identify these students. All staff have participated in social emotional strategies training with Mister Brown.

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

Five of our teachers, principal, and a paraprofessional received professional development through the Science of Reading on Improvement Science. A leadership team of 6 (5 teachers & principal) received training also on Improvement Science and change ideas. They focused on improving reading instruction. This was a 3 year process. These teachers share instructional practices with other teachers during staff meetings and collaborations. The leadership team meets regularly to review data and discuss implementation of best practices and interventions. Staff meetings have been reduced to monthly per teacher request. Four teachers did participates in California Reading and Literature Project (CRLP) training.

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

Teachers formally collaborate twice a month, once by grade level and once by intervention (PIT) groups. Months rotate between ELA and Math for their grade level meetings. Teachers collaborate formally 1-2 times per year with other elementary school (Burney Elementary). Teachers informally collaborate daily with each other and with support staff, during lunch, before and after school. Teachers meet with Title I teacher at least 3 times a year to evaluate students students receiving services.

Teaching and Learning

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

Teachers use state and district adopted curriculum which are aligned with state standards. Teachers create pacing guides to follow for ELA and Math curriculum.

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

Grade Level	ELA Weekly Instructional Minutes	ELA Weekly Intervention Minutes	Math Weekly Instructional Minutes	Math Weekly Intervention Minutes	ELD Minutes
TK	330	125	300	0	30
K	555	120	375	0	30
1st	510	120	300	0	30
2nd	450	120	300	60	30
3rd	480	120	300	120	30
4th	525	120	255	120	30
5th	575	80	325	100	80
6th	325	100	325	80	30
RSP	500	100	340	0	0

* Note: Some instructional minutes have been decreased from 22/23 SY due to the addition of Art & Music into classroom daily schedules.

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

FRE's Leadership team has lead the path to our Prescriptive Intervention Teams (PIT) to be daily 4x/wk for 30 minutes for ELA (reading) intervention - This is scheduled schoolwide. The leadership team is encouraging a schoolwide scheduled math intervention time. A 5th/6th grade math PIT/Boost time has been established by the Title I teacher. She also pushes into our 2nd grade classrooms during math time to support struggling students. 3/4 grade teachers also deliver math interventions 4x/week for 30 minutes each day.

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

FRE is within the guidelines of the Williamson Act.

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

Teachers use state and district adopted curriculum which are aligned with state standards. Teachers create pacing guides to follow for ELA and Math curriculum. Our Intervention materials are also all researched based and state board approved.

Opportunity and Equal Educational Access

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

Teachers provide differentiated instruction within the classroom as well as during intervention groups. FRE has a 6.5 hour per day behavior para who supports students with behaviors in the classrooms. Access to ability level curriculum is available to students. Paras are provided to support small group instruction. English Language Development (ELD) Teacher and para pullout support, school based speech & language support, and special education school based services are also available to students. We have a full time Title I teacher and paraprofessional who pushes into and pulls out students for small group and individual support for ELA and Math. We have a 6 hour Indian Ed. para who supports our Native American students.
Student Progress Folders have been distributed to all teachers and are being updated each trimester to streamline student assessment data.

Evidence-based educational practices to raise student achievement

FRE uses the following supports that are evidence-base:
SIPPS, Lexia, Accelerated Reader, MyOn, DreamBox, Barton, Second Step, Read Works, Freckle, Prodigy, IXL
Assessments - NWEA MAP, STAR Math & Reading, CAASPP, ESGI, ELPAC, DIBELS, BPST, DRA, San Diego Quick, Lexia and DreamBox Assessments
Attendance - FRE has created a School Attendance Review Team. Each day an absence list is printed. The office staff and principal review the names on the list and make calls home to clarify and determine reason for absence and identify any symptoms of illness. Principal has built relationships with a few chronically absent students and their families to call, text or send a Remind if they miss the bus and she will get them a ride to school.
Our secretary has provided parents with a Remind class to report absences rather than parents having to call the school.
Teachers also reach out on Remind to parents to check in with families.
Classroom treats for a class who has 17 days of perfect attendance.
Brain breaks, Fidgets
Title I teacher
Title I Paraprofessional
Indian Ed. Paraprofessional
Behavior Paraprofessional
Paraprofessionals for small groups
Trauma Based training
Partnership with Mayer's Memorial Hospital and Mountain Valleys Health Care Clinics - Counseling services
A Community Connect grant was received for Fall River Elementary. With those funds, a coordinator has been hired by Shasta County Office of Education. She works with families and the school to support families and bring more resources to the school and our families.
Accelerated Reader assembly
One millions word club.
Partnership with Hill Country Clinic to provide Mental Health Services
Partnership with Care Solace to refer students and staff to Mental Health Services
ELD teacher and paraprofessional for our English Learners
Some teachers offer after school homework club for an hour one day per week

Parental Engagement

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

Teachers held parent conferences in October.
Parent volunteers, Parent LCAPP meetings, School Site Council Meetings, ELPAC & DELAC parent meetings.
PikMyKid - After school dismissal program
Remind App - Parent / Teacher communication & Parent / Office communication for attendance
Kindergarten RoundUp (registration) Principal reviews strategies for parents to practice with children the summer before entering kindergarten as well as handing out actual practice materials.
FRHS providing FRE with high school student teacher assistance (TA) for 50 minutes/ 5x / wk
PG&E & Wells Fargo Community Donations
Burney Fall River Education Foundation Grants
Shasta Regional Community Foundation Grants
Mayer's Memorial Hospital - Donations / CPR training
Intermountain Cattlewomen donations
ASD.com Inc. - parent / community donations
C & K Market donations
Parent donations through SchoolStore.com
Literacy Night for parents and students
Science Math Night for parents and students
Back to School Night
DELAC parent meetings
A Community Connect grant was received for Fall River Elementary. With those funds, a coordinator has been hired by Shasta County Office of Education. She works with families and the school to support families and bring more resources to the school and our families.
Parent workshops being scheduled for a Mister Brown parent night and Love & Logic training - 6 week series.

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)

FRE School Site Council meets monthly to discuss and review SPSA.
Surveys are administered to staff, students and parents to get input to help evaluate the SPSA.

Funding

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

Title I Teacher, Paraprofessional, ELD Teacher, ELD paraprofessional, RSP Teacher, SDC Teacher, and Speech & Language Teacher all provide small group and/or one-to-one student support. Professional Development for SIPPS instruction & ELD & behavior trainings, Pro ACT, and Trauma Informed Practices support to keep our staff current on best practices. Indian Ed. Para position has been filled and the hours have been increased to 6 hours per day.

Fiscal support (EPC)

Block Grant $24,600
Title I $120,394

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Fall River Elementary School Site Council reviews the SPSA each year. We review state provided data and district data to evaluate our annual goals. We also review data collected from needs assessments. We use this data from the previous year to update our SPSA. Staff reviews information and gives input. SPSA is shared with ELAC/DELAC parents.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We are excited that this school year, we have no regular education combination classes. This is a real benefit to students as we have found that students who are placed in combination classes including SDC classroom, do not receive the same amount of instructional minutes of core subjects as students in straight grade level classes.

Due to lack of substitute teachers, the Title I, Resource and ELD programs are disrupted as the teachers of these programs support the school by substituting in general education classrooms. Students who are placed on Short Term Independent Study (STIS) do not receive access to classroom interactions and direct instruction as they are not in the classroom.

The state limits our STIS to 14 days for the entire school year, which may limit STIS offering. We continue to provide the same STIS work even if the state may not fund us for this STIS, but it could cause an inequity as it is not required.

Some kindergarten and transitional kindergarten students may not have attended a preschool program which may attribute to them entering kindergarten and/or transitional kindergarten behind those who attended a preschool program.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	4.5%	4.10%	5.32%	13	12	15
African American	%	%	0%		0	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	32.9%	33.11%	33.33%	95	97	94
Pacific Islander	%	%	0.35%		0	1
White	56.1%	50.17%	45.39%	162	147	128
Multiple/No Response	5.2%	4.44%	4.26%	15	13	12
			Total Enrollment	289	293	282

Table title row: **Student Enrollment by Subgroup**

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	50	58	56
Grade 1	40	35	35
Grade 2	34	44	37
Grade3	46	35	41
Grade 4	35	42	31
Grade 5	45	37	42
Grade 6	39	42	40
Total Enrollment	289	293	282

Table title row: **Student Enrollment by Grade Level**

Conclusions based on this data:

1. The average enrollment has declined from 289 to 282 over the last 3 years.

2. The student group Hispanic & White are significant sub groups. The American Indian sub group has increased from 4.5% to 5.32% over the last 3 years. The White sub group has decreased from 162 to 128 in the last 3 years.

3. Kindergarten enrollment continues to be the largest class size. Kindergarten numbers include Transitional Kindergarten which is a two year kindergarten program.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	43	48	50	14.9%	16.4%	17.7%
Fluent English Proficient (FEP)	13	21	22	4.5%	7.2%	7.8%
Reclassified Fluent English Proficient (RFEP)	7	7		0.0%	2.45%	

Conclusions based on this data:

1. Our percent of English Learners has increased from 14.9% to 17.7% over the past 3 years.

2. Our Fluent English Proficient (FEP) student numbers have been increasing over the past 3 years. From 4.5% to 7.8%

3. No Reclassified Fluent English Proficient (RFEP) were reported fo 22/23 SY.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	33	40	40	32	39	40	32	39	90.9	97.0	97.5
Grade 4	36	42	28	33	40	28	33	40	28	91.7	95.2	100.0
Grade 5	43	35	42	40	32	40	40	32	40	93.0	91.4	95.2
Grade 6	43	44	38	39	42	37	39	42	37	90.7	95.5	97.4
All Grades	166	154	148	152	146	144	152	146	144	91.6	94.8	97.3

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2386.	2419.	2421.	2.50	12.50	20.51	20.00	25.00	28.21	37.50	37.50	23.08	40.00	25.00	28.21
Grade 4	2463.	2423.	2470.	18.18	10.00	14.29	27.27	15.00	32.14	30.30	27.50	39.29	24.24	47.50	14.29
Grade 5	2515.	2501.	2477.	20.00	25.00	15.00	25.00	25.00	12.50	37.50	25.00	32.50	17.50	25.00	40.00
Grade 6	2494.	2528.	2545.	2.56	16.67	18.92	28.21	33.33	32.43	43.59	26.19	37.84	25.64	23.81	10.81
All Grades	N/A	N/A	N/A	10.53	15.75	17.36	25.00	24.66	25.69	37.50	28.77	32.64	26.97	30.82	24.31

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.00	21.88	23.08	65.00	62.50	61.54	30.00	15.63	15.38
Grade 4	12.12	5.00	*	69.70	70.00	*	18.18	25.00	*
Grade 5	12.50	15.63	12.50	75.00	59.38	57.50	12.50	25.00	30.00
Grade 6	5.13	9.52	16.22	58.97	71.43	59.46	35.90	19.05	24.32
All Grades	8.55	12.33	15.97	67.11	66.44	63.19	24.34	21.23	20.83

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	2.50	12.50	12.82	65.00	59.38	56.41	32.50	28.13	30.77
Grade 4	15.15	2.50	*	63.64	65.00	*	21.21	32.50	*
Grade 5	27.50	25.00	10.00	50.00	50.00	77.50	22.50	25.00	12.50
Grade 6	12.82	16.67	16.22	53.85	57.14	72.97	33.33	26.19	10.81
All Grades	14.47	13.70	12.50	57.89	58.22	70.14	27.63	28.08	17.36

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	2.50	18.75	7.69	75.00	78.13	69.23	22.50	3.13	23.08
Grade 4	9.09	0.00	*	84.85	80.00	*	6.06	20.00	*
Grade 5	10.00	9.38	10.00	77.50	75.00	70.00	12.50	15.63	20.00
Grade 6	12.82	14.29	27.03	76.92	78.57	70.27	10.26	7.14	2.70
All Grades	8.55	10.27	12.50	78.29	78.08	72.22	13.16	11.64	15.28

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	5.00	3.13	20.51	85.00	84.38	64.10	10.00	12.50	15.38
Grade 4	18.18	2.50	*	66.67	77.50	*	15.15	20.00	*
Grade 5	22.50	25.00	12.50	67.50	50.00	65.00	10.00	25.00	22.50
Grade 6	0.00	11.90	21.62	84.62	78.57	70.27	15.38	9.52	8.11
All Grades	11.18	10.27	18.06	76.32	73.29	68.75	12.50	16.44	13.19

Conclusions based on this data:

1. In the Reading band, % of students Above Standard increased at all grade levels except 5th grade when reporting by grade level. (No data was reported for 4th grade for 22/23 SY. This was due to only 28 students being assessed.) When looking at specific student classes moving from one grade to another, our 5th & 6th grade students made significant growth from the previous year. 5th grew from 5% above std to 12.5% above std. 6th grade grew from 15.63% to 16.22% above std.

2. In Writing band, % of students Above Standard increased in only in 3rd when reporting by grade level. (No data was reported for 4th grade for 22/23 SY. This was due to only 28 students being assessed.) When looking at specific student classes moving from one grade to another, our 5th grade students made significant growth from the previous year. 5th grade grew from 2.5% to 10% above std.
In the Listening & Speaking, % of students Above Standard increased in 5th and 6th grade when reporting by grade level. (No data was reported for 4th grade for 22/23 SY. This was due to only 28 students being assessed.) When looking at specific student classes moving from one grade to another, our 5th & 6th grade students made significant growth from the previous year. 5th grade grew from 0% to 10%. 6th grade grew from 9.38% to 27.03%.

3. In the Research/Inquiry band, % of students Above students increased in 3rd & 6th grades. (No data was reported for 4th grade for 22/23 SY. This was due to only 28 students being assessed.) When looking at specific

student classes moving from one grade to another, our 5th grade students made significant growth from the previous year. 5th grade grew from 2.5% to 12.5%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	33	40	40	32	39	40	32	39	90.9	97.0	97.5
Grade 4	36	42	28	33	41	28	33	41	28	91.7	97.6	100.0
Grade 5	42	35	42	39	32	41	39	32	41	92.9	91.4	97.6
Grade 6	42	44	38	38	42	37	38	42	37	90.5	95.5	97.4
All Grades	164	154	148	150	147	145	150	147	145	91.5	95.5	98.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2394.	2441.	2422.	0.00	12.50	10.26	30.00	43.75	30.77	25.00	37.50	33.33	45.00	6.25	25.64
Grade 4	2467.	2439.	2468.	6.06	4.88	7.14	36.36	9.76	28.57	42.42	56.10	46.43	15.15	29.27	17.86
Grade 5	2481.	2483.	2449.	12.82	9.38	4.88	15.38	18.75	9.76	35.90	37.50	24.39	35.90	34.38	60.98
Grade 6	2482.	2518.	2509.	5.26	16.67	10.81	10.53	16.67	27.03	34.21	38.10	29.73	50.00	28.57	32.43
All Grades	N/A	N/A	N/A	6.00	10.88	8.28	22.67	21.09	23.45	34.00	42.86	32.41	37.33	25.17	35.86

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.50	15.63	20.51	50.00	68.75	58.97	37.50	15.63	20.51
Grade 4	12.12	4.88	*	60.61	63.41	*	27.27	31.71	*
Grade 5	7.69	9.38	4.88	53.85	50.00	39.02	38.46	40.63	56.10
Grade 6	5.26	23.81	13.51	44.74	50.00	48.65	50.00	26.19	37.84
All Grades	9.33	13.61	13.79	52.00	57.82	50.34	38.67	28.57	35.86

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	7.50	18.75	7.69	52.50	75.00	58.97	40.00	6.25	33.33
Grade 4	15.15	4.88	*	51.52	53.66	*	33.33	41.46	*
Grade 5	10.26	9.38	2.44	58.97	62.50	63.41	30.77	28.13	34.15
Grade 6	2.63	14.29	5.41	52.63	57.14	62.16	44.74	28.57	32.43
All Grades	8.67	11.56	6.90	54.00	61.22	62.76	37.33	27.21	30.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	7.50	15.63	20.51	70.00	78.13	53.85	22.50	6.25	25.64
Grade 4	12.12	7.32	*	66.67	68.29	*	21.21	24.39	*
Grade 5	15.38	9.38	0.00	61.54	71.88	63.41	23.08	18.75	36.59
Grade 6	5.26	11.90	16.22	63.16	57.14	62.16	31.58	30.95	21.62
All Grades	10.00	10.88	11.03	65.33	68.03	63.45	24.67	21.09	25.52

Conclusions based on this data:

1. In the Concepts & Procedures band, % of students Above Standard increased in 3rd grade. (No data was reported for 4th grade for 22/23 SY. This was due to only 28 students being assessed.) When looking at specific student classes moving from one grade to another, our 56th grade students made significant growth from the previous year. 6th grade grew from 9.38% above std to 13.51%

2. In the Problem Solving & Modeling/Data Analysis band, % of students Above Standard - all grade levels decreased. (No data was reported for 4th grade for 22/23 SY. This was due to only 28 students being assessed.) When looking at specific student classes moving from one grade to another, all grade levels decreased.

3. In the Communicating Reasoning band, % of students Above Standard increased in 3rd & 6th grades. (No data was reported for 4th grade for 22/23 SY. This was due to only 28 students being assessed.) When looking at specific student classes moving from one grade to another, our 6th grade students made significant growth from the previous year. 6th grade grew from 9.38% above std to 16.22%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1425.3	*	*	1427.6	*	*	1420.1	8	8	16
1	*	*	*	*	*	*	*	*	*	4	7	4
2	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	9	*	*
4	*	*	*	*	*	*	*	*	*	8	9	*
5	*	*	*	*	*	*	*	*	*	4	6	9
6	*	*	*	*	*	*	*	*	*	7	*	5
All Grades										43	36	45

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	12.50	*	*	31.25	*	*	31.25	*	*	25.00	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.60	13.89	20.00	53.49	55.56	40.00	20.93	22.22	24.44	6.98	8.33	15.56	43	36	45

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	18.75	*	*	31.25	*	*	18.75	*	*	31.25	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.86	44.44	33.33	48.84	33.33	33.33	2.33	16.67	17.78	6.98	5.56	15.56	43	36	45

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	12.50	*	*	18.75	*	*	37.50	*	*	31.25	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.63	2.78	4.44	25.58	36.11	40.00	48.84	44.44	37.78	13.95	16.67	17.78	43	36	45

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	12.50	*	*	62.50	*	*	25.00	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.58	30.56	17.78	69.77	63.89	68.89	4.65	5.56	13.33	43	36	45

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	31.25	*	*	56.25	*	*	12.50	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	65.12	61.11	53.33	27.91	33.33	37.78	6.98	5.56	8.89	43	36	45

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	12.50	*	*	75.00	*	*	12.50	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.30	5.56	8.89	67.44	69.44	66.67	23.26	25.00	24.44	43	36	45

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	50.00	*	*	25.00	*	*	25.00	*	*	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.58	16.67	35.56	65.12	72.22	53.33	9.30	11.11	11.11	43	36	45

Conclusions based on this data:

1. There are not enough EL students enrolled per grade level to report data per grade level except in kindergarten.
   Our number of EL students tested grew from 36 in 21/22 SY to 45 in 22/23 SY.

2. In Overall Language the highest % of students fall in Level 3 out of 4 at 40 %.   Our Level 4 group grew from 13.89% to 20%.   In Oral Language the highest % of students fall in Level 4 & 3 at 33.33% in both levels.

3. In Reading Domain the highest % of students were in the Somewhat/Moderately range. This range did fall slightly from 69.44% to 66.7%. 53.33% of students are Well Developed in the Speaking Domain which was a drop from 61.11% in 21/22 SY.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
282	**53.9**	**17.7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Fall River Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	17.7
Foster Youth		
Homeless	1	0.4
Socioeconomically Disadvantaged	152	53.9
Students with Disabilities	42	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	15	5.3
Hispanic	94	33.3
Two or More Races	12	4.3
Pacific Islander	1	0.4
White	128	45.4

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged (SED) group is our largest significant student sub group.

2. Some of our American Indian students may also be counted as Two or More Races.

3. Hispanic students are a significant student sub group.

School and Student Performance Data
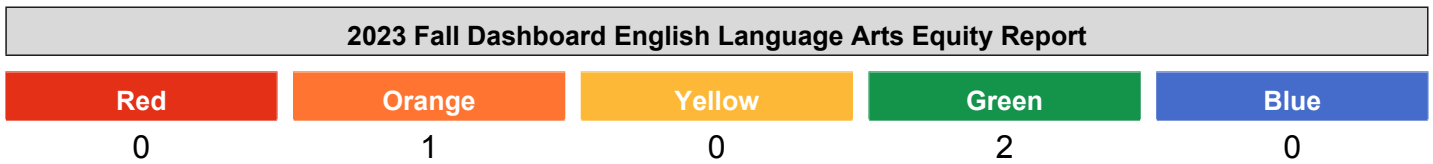
Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. Our Chronic Absenteeism has improved

2. Our Math performance and suspension rate are in the orange, which shows low growth/decline.

3. We do not have enough EL's to appear on the dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 2.8 points below standard Increased +13.5 points 137 Students	42.1 points below standard Decreased Significantly -22.2 points 22 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	Green 4 points below standard Increased Significantly +28.2 points 83 Students	86.7 points below standard Increased Significantly +23.5 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	Less than 11 Students	No Performance Color	No Performance Color
0 Students	6 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	No Performance Color	Green
19.7 points below standard		No Performance Color	2.2 points above standard
Maintained +2.9 points	8 Students	0 Students	Increased +12.6 points
49 Students			74 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.1 points below standard	Less than 11 Students	3.5 points above standard
Decreased -9.7 points		Increased Significantly +18.6 points
16 Students	6 Students	105 Students

Conclusions based on this data:

1. We made great growth and are in the green for All students, Socioeconomically Disadvantaged and our White subgroups. ALL of our subgroups made positive growth!

2. Our Socioeconomically Disadvantaged group increased significantly by +28.2 points

3. Our Hispanic subgroup is still in the orange as they maintained with a +2.9 point growth.

School and Student Performance Data
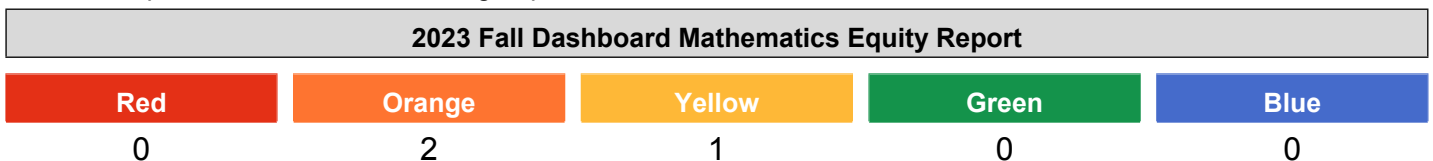
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange 35.8 points below standard Decreased -5.1 points 137 Students	83.6 points below standard Decreased Significantly -32 points 22 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	Yellow 40.4 points below standard Increased +5.5 points 83 Students	99.3 points below standard Increased Significantly +36.4 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Less than 11 Students	No Performance Color	No Performance Color
0 Students	6 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	Orange
46.6 points below standard	8 Students	0 Students	29.8 points below standard
Maintained -2.9 points			Decreased -7.2 points
49 Students			74 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.9 points below standard	Less than 11 Students	31.8 points below standard
Decreased -14.3 points	6 Students	Decreased -5.9 points
16 Students		105 Students

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged subgroup is the only subgroup who showed growth by +5.5 points and is in the yellow.

2. Our Hispanic subgroup is 46.6 points below standard and maintained with a -2.0 points and is in the orange.

3. Our White subgroup is 29.8 points below standard and decreased by -7.2 points and is in the orange.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
46.4 points above standard making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	11	0	13

Conclusions based on this data:

1. 13 English Learners progressed at least one ELPI level.

2. 11 English Learners maintained their ELPI level.

3. 3 English Learners decreased on ELPI level.

School and Student Performance Data
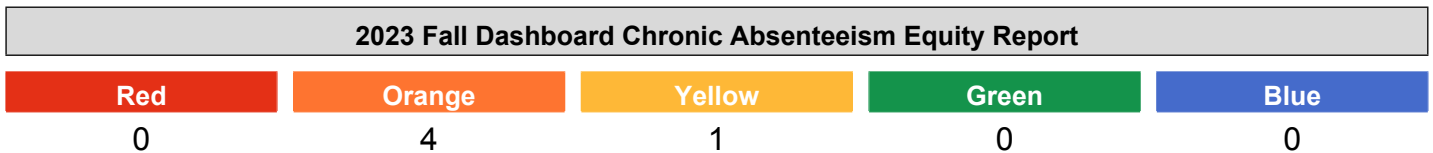
Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
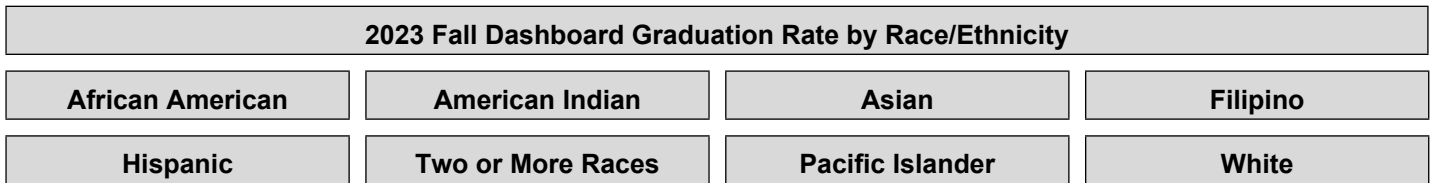
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
27.3% Chronically Absent	28.8% Chronically Absent	0 Students
Declined Significantly -18.2	Declined -32.4	
289 Students	52 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	35.7% Chronically Absent	42% Chronically Absent
1 Student	Declined Significantly -17.4	Declined -16.7
	171 Students	50 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	47.1% Chronically Absent	No Performance Color	No Performance Color
0 Students	Increased 11.3	0 Students	0 Students
	17 Students		

Hispanic	Two or More Races	Pacific Islander	White
Orange	42.3% Chronically Absent	Less than 11 Students	Orange
28.8% Chronically Absent	Declined -9	1 Student	20.6% Chronically Absent
Declined -27.3	26 Students		Declined -17
104 Students			141 Students

Conclusions based on this data:

1. All Students are 17.3% Chronically Absent which declined significantly by -18.2. and is in the yellow.

2. Our highest % of chronically absent students is our American Indian subgroup at 47.1% which increase +11.3. There is no color indicator for American Indian subgroup

3. Our lowest % of chronically absent students is our White subgroup at 20.6% which declined -17 and is in the orange.

School and Student Performance Data

Academic Engagement
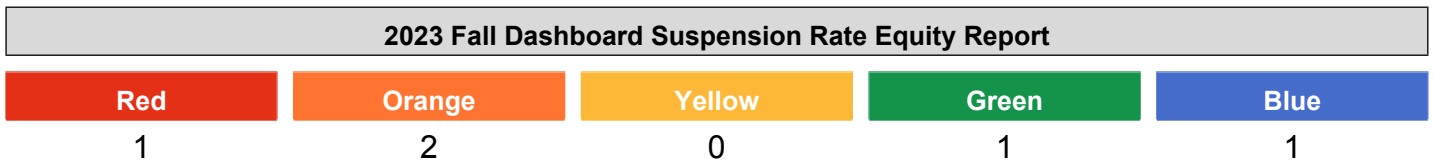## Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A
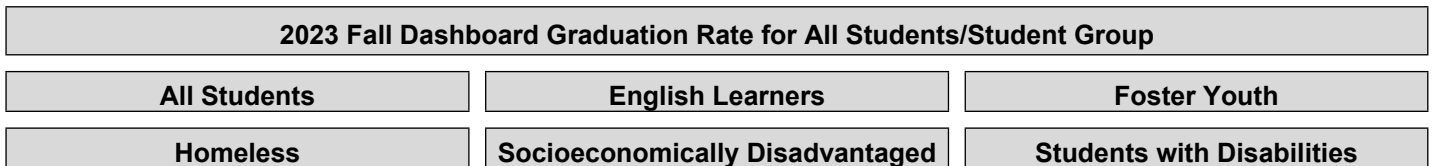
School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	0	1	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	Less than 11 Students
3.4% suspended at least one day	0% suspended at least one day	1 Student
Increased 0.9	Declined -2	
295 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
2 Students	4.6% suspended at least one day	13.7% suspended at least one day
	Increased 0.8	Increased 9.6
	175 Students	51 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	5.9% suspended at least one day	No Performance Color	No Performance Color
0 Students	Increased 5.9	0 Students	0 Students
	17 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	7.1% suspended at least one day	Less than 11 Students	Orange
1% suspended at least one day	Increased 4.6	1 Student	4.2% suspended at least one day
Declined -2.8	28 Students		Increased 2.2
105 Students			144 Students

Conclusions based on this data:

1. Our lowest % of students with suspensions is the subgroup English Learners at 0%.

2. Our highest % of students with suspensions is the Students with Disabilities subgroup at 13.7%

3. School Wide we are at 3.4% of students suspend at least one day which is increased by +0.9% and is in the orange.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

100% of all students will graduate career and/or college ready.

Goal 1

For the 2023-2024 school year, we would like to increase our ELA CAASPP Domain of Reading above standard from 15.97% in the 22/23 SY to 18% Above Standard

Identified Need

We want all students reading at grade level or their ability level by the end of 3rd grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC / CAASPP data	15.97% Above standard in ELA Reading Domain	18% Above standard in ELA Reading Domain
District Fluency Benchmark	Kindergarten September 2023 24% know letter sounds / 65% know letter names	Kindergarten by June 2024 - 88% will know letter sounds & 94%will know letter names
District Fluency Benchmark	1st grade September 2023 - 50% know high frequency words based on beginning of year assessment	1st grade by June 2024 - 85% of 1st graders will master 85% of first grade sight words as measured by end-of-year sight word assessment.
District Fluency Benchmark	2nd grade September 2023 - 61% met beginning of the year district reading fluency benchmark	2nd grade by June 2024 - 70% of 2nd graders will meet the end of the year district fluency benchmark
District Fluency Benchmark	3rd grade September 2023 - 60% met beginning of the year district reading fluency benchmark	3rd grade by June 2024 - 60% of 3rd graders will meet the end of the year district fluency benchmark
District Fluency Benchmark	4th grade September 2023 - 42% met beginning of the year district reading fluency benchmark	4th grade by June 2024 - 60% of 4th graders will meet the end of the year district fluency benchmark

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP	5th grade September 2023 - 51% of student in 5th grade are at the 41st percentile or higher in NWEA MAP Overall Performance: Language Arts: Reading	5th grade by June 2024 - 65% of student in 5th grade are at the 41st percentile or higher in NWEA MAP Overall Performance: Language Arts: Reading
NWEA MAP	6th Grade September 2023 - 58% of student in 6th grade are at the 41st percentile or higher in NWEA MAP Overall Performance: Language Arts: Reading	6th grade by June 2024 - 60% of student in 6th grade are at the 41st percentile or higher in NWEA MAP Overall Performance: Language Arts: Reading
NWEA MAP	SPED students September 2023 - 70% of SPED students showed a minimum of 1 years growth. 30% of SPED students showed 2 year growth!	By June 2024, 50% of SPED students will show 1.3 years of growth as measured by NWEA MAP data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fall River Elementary has implemented Prescriptive Intervention Teams (PIT) TK - 6 grades for 30 minutes 4 days each week. During this time SIPPS, a phonics and sight word based direct instruction program, is being delivered by certificated teachers. Teachers have participated in staff development for this program. Our Title I teacher participates in all of the grade level PIT groups allowing our PIT groups to be a lower teacher / student ratio. Our paraprofessionals also support this program. We have also hired a 6 hour paraprofessional to assist in delivering Title 1 services and keep Title 1 services going when the teacher is pulled to substitute.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18935.20	Title I 2000-2999: Classified Personnel Salaries Title 1 paraprofessional Salary
200.00	District Funded

	4000-4999: Books And Supplies Paper, pencils, etc.
60197	Title I 1000-1999: Certificated Personnel Salaries Title I Teacher Salary
680.03	Lottery: Instructional Materials 4000-4999: Books And Supplies Title I supplies
404.97	Lottery: Instructional Materials 4000-4999: Books And Supplies Class set of novels
2635	LCFF 4000-4999: Books And Supplies IXL ELA Interventions
186.0	Special Education 4000-4999: Books And Supplies Etch A Sketch for writing skills
104.35	Special Education 4000-4999: Books And Supplies Signs for Sounds
1709.52	Lottery: Instructional Materials 4000-4999: Books And Supplies Zoophonics

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students read independently and in class and take quizzes to assess their comprehension.
Students take a reading assessment to see at what level they should be reading at.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
1925	LCFF 4000-4999: Books And Supplies Accelerated Reader
4725	LCFF 4000-4999: Books And Supplies myON
375	LCFF

	4000-4999: Books And Supplies Annual All Product Renaissance Platform
420.0	Lottery: Instructional Materials 4000-4999: Books And Supplies ELA myOn
520	LCFF 4000-4999: Books And Supplies Star Early Literacy Subscription
1300	LCFF 4000-4999: Books And Supplies Star Reading

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Incoming TK & K students

Strategy/Activity

Provide resources for families to work with their incoming TK & K children to get them ready for school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200.0	LCFF 4000-4999: Books And Supplies Incoming TK & K supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten and EL students

Strategy/Activity

Kindergarten and EL students can practice phonics and reading skills on More Starfall

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
355	Lottery: Instructional Materials 4000-4999: Books And Supplies

	More Starfall.com

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK - 6th grade students

Strategy/Activity

Assess students to see areas of strength and weakness

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1812.50	LCFF 4000-4999: Books And Supplies NWEA MAP assessment
585	Lottery: Instructional Materials 4000-4999: Books And Supplies ESGI 12 month license - TK - 1st assessment program
1344.95	CARES Act 4000-4999: Books And Supplies CDW-G Earbuds
2127.72	CARES Act 4000-4999: Books And Supplies Headphones w/Microphones & Earbuds

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low performing students and EL students

Strategy/Activity

Additional ELA / Phonics instruction offered during a ELA Boost & ELD

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27660.18	LCFF 1000-1999: Certificated Personnel Salaries ELD Teacher

| 8800 | Lottery: Instructional Materials
4000-4999: Books And Supplies
Lexia |
| 54355.81 | LCFF
2000-2999: Classified Personnel Salaries
ELD Paraprofessional |

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All students |

Strategy/Activity

| Cross curricular reading instruction |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
530	Lottery: Instructional Materials 4000-4999: Books And Supplies Kami
1902.70	Lottery: Instructional Materials 4000-4999: Books And Supplies Brain Pop
1637.50	Lottery: Instructional Materials 4000-4999: Books And Supplies Teachers pay Teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All students |

Strategy/Activity

| Handwriting Practice |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
427.66	Lottery: Instructional Materials 4000-4999: Books And Supplies

	Living Letters for TK & Kindergarten letter formation
2783.25	Lottery: Instructional Materials 4000-4999: Books And Supplies Handwriting w/o Tears

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Organize assessment information for more consistent access (Portfolios)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies Supplies for Title 1 & Assessment portfolios

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK - 6th graded students

Strategy/Activity

Reading incentives

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Donations 4000-4999: Books And Supplies Accelerated Reader Dog Tags
898.88	Donations 4000-4999: Books And Supplies AR Prizes

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK - 6th Grade Students

Strategy/Activity

Teacher & Paraprofessionals Professional Development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
297.50	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures BEHR training - Title I
797.50	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures IXL Training
1800	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures Step Up to Writing PD
450	Professional Development Block Grant 5800: Professional/Consulting Services And Operating Expenditures TESOL Trainers - ELD
0	Ed Web - Defining Dyslexia

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK - 6th Graders

Strategy/Activity

Supplemental ELA practice

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We met our goal to raise our ELA CAASPP Domain of Reading from 12.33% to 15%. We raised our ELA CAASPP Domain of Reading to 15.97% in 22/23 SY.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have implemented IXL to enhance ELA instruction

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Post goals & progress toward goals around the school and in classrooms. Review goals with staff and students. Student goals and incentives. Classes create Plan Do Study Act (PDSA's) and implement with activities to help them move toward their grade level goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

100% of all students will graduate career and/or college ready.

Goal 2

For the 2023-24 school year, we want to raise all students in the Math CAASPP domain of Problem Solving & Modeling/Data Analysis from 6.9% to 14%.

Identified Need

Only 31.73% of Fall River Elementary students met or exceeded standards for math as reported by 2023 CAASPP data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC data	6.9% above standard in Problem Solving & Modeling/Data Analysis	14% above standard in Problem Solving & Modeling/Data Analysis
ESGI Assessment data	Kindergarten September 2023 - 23% of students are meeting beginning of year benchmark of counting objects which is 20 or more objects	By June 2024, 58% of kindergarten students will be able to count to 100.
ESGI Assessment data	Kindergarten September 2023 - 63% of students are meeting beginning of year benchmark of identifying 0 - 20	By June 2024, 82% of kindergarteners will be able to write numbers from 0 to 20 and represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
1st Grade Math Benchmark	1st grade September 2023 - 59% of 1st grade students met the 1st grade math benchmark.	By June 2024 - 80% of 1st grade students will achieve 80% or higher 1st grade math benchmark.
NWEA MAP data	2nd grade September 2023 - 79% of students in 2nd grade are at the 41st percentile or	By June 2024, 2nd grade will have 80% of students in 2nd grade at the 41st percentile or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	higher in Math achievement as indicated by NWEA MAP data.	higher in Math achievement as indicated by NWEA MAP data.
NWEA MAP data	3rd grade September 2023 - 44% of students in 3rd grade are at the 41st percentile or higher in Math achievement as indicated by NWEA MAP data.	By June 2024, 3rd grade will have 70% of students in 3rd grade at the 41st percentile or higher in Math achievement as indicated by NWEA MAP data.
NWEA MAP data	4th grade September 2023 - 55% of students in 4th grade are at the 41st percentile or higher in Math achievement as indicated by NWEA MAP data.	By June 2024, 4th grade will have 70% of students 4th grade at the 41st percentile or higher in Math achievement as indicated by NWEA MAP data.
NWEA MAP data	5th grade September 2023 - 41% of students in 5th grade are at the 41st percentile or higher in the Instructional Area RIT range of Numbers and Operations as indicated by NWEA MAP data.	By June 2024, 5th grade will have 80% of students 5th grade at the 41st percentile or higher in the Instructional Area RIT range of Numbers and Operations as indicated by NWEA MAP data.
NWEA MAP data	6th grade September 2023 - 58% of students in 6th grade are at the 41st percentile or higher in the Instructional Area RIT range of Operations and Algebraic Thinking as indicated by NWEA MAP data.	By June 2024 , 6th grade will have 60% of students 6th grade at the 41st percentile or higher in the Instructional Area RIT range of Operations and Algebraic Thinking as indicated by NWEA MAP data.
NWEA MAP data	SPED students May 2023 - 1 SPED students showed 1.5 years growth. 1 SPED student showed 1 year growth	By June 2024, 50% of SPED students will show 1 year of growth as measured by NWEA MAP data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Math practice

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 0001-0999: Unrestricted: Locally Defined Incentives - Principal's Math Test pencils
4037.50	LCFF 4000-4999: Books And Supplies Freckle & STAR Math
2635	LCFF 4000-4999: Books And Supplies IXL
1637.50	Lottery: Instructional Materials 4000-4999: Books And Supplies Teachers Pay Teachers
1063.86	CARES Act 4000-4999: Books And Supplies Headphones / earbuds
1902.70	Lottery: Instructional Materials 4000-4999: Books And Supplies Brain Pop
530	Lottery: Instructional Materials 4000-4999: Books And Supplies Kami

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Incoming Kindergarten students

Strategy/Activity

Encourage parents to work with their children prior to entering kindergarten by supplying them with some tools.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF 4000-4999: Books And Supplies Early math learning supplies for incoming kindergartners

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1st - 6th grade students

Strategy/Activity

Assess students to see where their strengths and weakness are.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1812.50	LCFF 4000-4999: Books And Supplies NWEA MAP assessment program
1063.86	Extended Learning Opportunity 4000-4999: Books And Supplies Earphones
585.	Lottery: Instructional Materials 4000-4999: Books And Supplies ESGI Assessments TK & K & 1st
1300	Lottery: Instructional Materials 4000-4999: Books And Supplies STAR Math

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK - 6th Grade Students who are struggling with math concepts

Strategy/Activity

Title I teacher and Title I paraprofessional support and give supplemental instruction to TK - 6th grade students who need it

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60197	Title I 1000-1999: Certificated Personnel Salaries Title I Teacher Salary
18935.20	Extended Learning Opportunity 2000-2999: Classified Personnel Salaries

	Title 1 Paraprofessional Salary
198.91	District Funded 4000-4999: Books And Supplies Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK - 6th grade students

Strategy/Activity

Cross Curricular Math instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK - 6th grade students

Strategy/Activity

Math interventions for struggling math students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK - 6th grade students

Strategy/Activity

Professional development for Teachers and staff

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
297.50	ESSER III 5800: Professional/Consulting Services And Operating Expenditures BEHR Title I Training
797.50	ESSER III 5800: Professional/Consulting Services And Operating Expenditures IXL Professional Development
19.95	ESSER III 5800: Professional/Consulting Services And Operating Expenditures Virtual Math Support

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We significantly decreased our Math Problem Solving and Modeling and Data Analysis performance. We dropped from 11.56% of all students above standard to 6.9% of all students above standard.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Post goals & progress toward goals around the school and in classrooms. Review goals with staff and students. Student goals and incentives. Classes create Plan Do Study Act (PDSA's) and implement with activities to help them move toward their grade level goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

100% of our students will be college and career ready.

Goal 3

For the 2023-24 school year, we would like to decrease our over all Chronic Absenteeism from 27.3% to 18% looking at Data Quest data reports

Identified Need

Fall River Elementary overall Chronic Absenteeism is above the state average. FRE = 27.3% / CA State Average = 24.3% as of 22/23 School Year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data Quest Attendance Report	27.3% chronically absent in 2022/23	18% chronically absent in 23/24

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal and office staff will review daily absences and making calls to all families with children absent to verify absence and clarify reasons. Principal has made home visits for parents who are difficult to contact. SARB letters being mailed home every 2 months.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50	District Funded 4000-4999: Books And Supplies

	Stamps
50	District Funded 5000-5999: Services And Other Operating Expenditures Mileage Reimbursement

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

FRJUSD is offering Short Term Independent Study (STIS) for students who will be out 5 - 14 days. Daily monitoring and follow up of STIS paperwork.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improving germ awareness and sanitizing classrooms and student hands.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Donations None Specified Hand sanitizer

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PERFECT ATTENDANCE Poster displayed in classroom. Once all letters are filled in (17 days) of perfect attendance, principal will come to class with a treat. Recognition on hallway bulletin board

for every 17 days of perfect attendance. First classroom to achieve perfect attendance received ice cream from the principal.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10	Unrestricted 4000-4999: Books And Supplies Paper for posters and bulletin boards
30	Donations None Specified Treats
	Donations None Specified ice cream

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

"Spike" will spend the following month in the classroom with the best % of attendance for the previous month.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students with a monthly perfect attendance receive a dog tag for that month of perfect attendance during a schoolwide assembly

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF 0001-0999: Unrestricted: Locally Defined Dog Tags

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the Social/Emotional Wellbeing of Students at school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
391.95	CARES Act 0001-0999: Unrestricted: Locally Defined SEL Supplies / fidgets
7000	CARES Act 5000-5999: Services And Other Operating Expenditures The Choose Well Program - Assembly and Family Night
27970.50	LCFF 2000-2999: Classified Personnel Salaries Behavior Paraprofessional Salary
246.14	CARES Act 4000-4999: Books And Supplies Second Step for TK
38.41	LCFF 4000-4999: Books And Supplies Back to School Night Community Meeting
685	Donations 5000-5999: Services And Other Operating Expenditures Spring Rivers Field Trip

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
275.00	Professional Development Block Grant 5000-5999: Services And Other Operating Expenditures Capturing Kid's Hearts
0	Community of practice for new teachers
0	Supporting Staff Well-being

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Make school more fun to attend

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32.17	Lottery: Instructional Materials 4000-4999: Books And Supplies Standing flag and pole
447.50	CARES Act 4000-4999: Books And Supplies Mystery Science
743.28	Unrestricted 4000-4999: Books And Supplies TK sensory table and easels
1947.72	Donations 4000-4999: Books And Supplies Playground equipment

647.29	LCFF 4000-4999: Books And Supplies SEL Supplies
116.13	Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Indian Ed supplies
40.65	LCFF 4000-4999: Books And Supplies Indian Ed supplies
113.54	Donations 4000-4999: Books And Supplies Kindness books
1074.71	Donations 6000-6999: Capital Outlay Playground Equipment
167.04	LCFF - Supplemental 4000-4999: Books And Supplies ELD Rug

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase school to home communication

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1875	LCFF 5000-5999: Services And Other Operating Expenditures PikMyKid - Dismissal program
272.15	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Rochester 100 Inc. - Blue Folders
726	ESSER III 5000-5999: Services And Other Operating Expenditures Remind Parent Communication

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive praise to ALL students for just coming to school even if tardy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Are chronic absenteeism decreased from 36% to 27.3% 21/22 SY to 22/23 SY.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The state has reduced the COVID protocols to returning to school or work after 24 hour fever free and symptoms reducing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Suspension Rate

LEA/LCAP Goal

100% of our students will graduate college and /or career ready.

Goal 4

For the 2023-24 school year, we want to decrease our suspension rate for all students from 10 students to 6 students.

Identified Need

We want our student in the classroom as much as possible and behaving appropriately.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension forms	10 students suspended	6 students suspended

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improved dismissal system to build relationships with bus drivers, Help organize student work to reduce anxiety.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
726	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures Remind - Parent / Staff communication

| 1875 | Title I
0001-0999: Unrestricted: Locally Defined
PikMyKid - Dismissal Program & Parent
Communication |
| 272.15 | Title I
4000-4999: Books And Supplies
Blue folders |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

| All Students |

Strategy/Activity

| Behavior paraprofessional and counselor speaks to students about behaviors. |

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27970.50	LCFF 2000-2999: Classified Personnel Salaries Partial Salary of Behavior Paraprofessional
22085.25	LCFF 1000-1999: Certificated Personnel Salaries Partial Salary of Academic Counselor

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

| All Students |

Strategy/Activity

| Professional Development for Staff |

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	ProACT training for staff
78	Professional Development Block Grant

	5000-5999: Services And Other Operating Expenditures Managing Difficult Behaviors
275	Professional Development Block Grant 5000-5999: Services And Other Operating Expenditures Capturing Kid's Hearts

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the Social/Emotional Wellbeing of Students at School

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
647.29	CARES Act 0001-0999: Unrestricted: Locally Defined SEL Supplies / Fidgets
7000	CARES Act 5000-5999: Services And Other Operating Expenditures The Choose Well Program

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Make school more fun to attend

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	CARES Act 4000-4999: Books And Supplies Red Ribbon Week Supplies

447.50	Unrestricted 4000-4999: Books And Supplies Mystery Science - Make science more interactive
3022.05	Donations 4000-4999: Books And Supplies Playground equipment
116.13	Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Indian Ed Supplies
40.65	LCFF 4000-4999: Books And Supplies Indian Ed Supplies
685	Donations 5000-5999: Services And Other Operating Expenditures Spring Rivers Field Trips
167.04	LCFF 4000-4999: Books And Supplies ELD Rug
32.17	Donations 4000-4999: Books And Supplies Flag pole kit
113.54	Donations 4000-4999: Books And Supplies Kindness books
246.14	Lottery: Instructional Materials 4000-4999: Books And Supplies Second Step for TK

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
292.50	LCFF

	5000-5999: Services And Other Operating Expenditures Restorative Practices

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our suspension rate increased by 3 students. We suspended 7 students in 21/22 SY & 10 students in 22/23.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

More student contact with behavior para, Certificated staff is on recess duty. Cohorts - less students on the playground, Additional training with staff on social emotional well being. Restorative Practices to be implemented.
1 day per week and every other Friday district academic counselor on site. Teletherapy

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$94152
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$411,339.29

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$141,476.35
Title I Part A: Parent Involvement	$272.15
Title VI Part B: Rural Education Achievement Program	$232.26

Subtotal of additional federal funds included for this school: $141,980.76

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
CARES Act	$20,269.41
District Funded	$498.91
Donations	$8,602.61
ESSER III	$1,840.95
Extended Learning Opportunity	$19,999.06
LCFF	$185,321.28
LCFF - Supplemental	$167.04
Lottery: Instructional Materials	$27,195.14
Professional Development Block Grant	$3,973.00

| Special Education | $290.35 |
| Unrestricted | $1,200.78 |

Subtotal of state or local funds included for this school: $269,358.53

Total of federal, state, and/or local funds for this school: $411,339.29

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	23766	-161,555.28
Title I	127725	-13,751.35
District Funded	650	151.09
Lottery: Instructional Materials	16964.0	-10,231.14
General Fund	100	100.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
CARES Act	20,269.41
District Funded	498.91
Donations	8,602.61
ESSER III	1,840.95
Extended Learning Opportunity	19,999.06
LCFF	185,321.28
LCFF - Supplemental	167.04
Lottery: Instructional Materials	27,195.14
Professional Development Block Grant	3,973.00
Special Education	290.35
Title I	141,476.35
Title I Part A: Parent Involvement	272.15
Title VI Part B: Rural Education Achievement Program	232.26
Unrestricted	1,200.78

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	2,914.24
1000-1999: Certificated Personnel Salaries	170,139.43
2000-2999: Classified Personnel Salaries	148,167.21
4000-4999: Books And Supplies	64,886.25
5000-5999: Services And Other Operating Expenditures	19,667.50
5800: Professional/Consulting Services And Operating Expenditures	4,459.95
6000-6999: Capital Outlay	1,074.71
None Specified	30.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0001-0999: Unrestricted: Locally Defined	CARES Act	1,039.24
4000-4999: Books And Supplies	CARES Act	5,230.17
5000-5999: Services And Other Operating Expenditures	CARES Act	14,000.00
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
4000-4999: Books And Supplies	District Funded	448.91
5000-5999: Services And Other Operating Expenditures	District Funded	50.00
4000-4999: Books And Supplies	Donations	6,127.90
5000-5999: Services And Other Operating Expenditures	Donations	1,370.00
6000-6999: Capital Outlay	Donations	1,074.71
None Specified	Donations	30.00
5000-5999: Services And Other Operating Expenditures	ESSER III	726.00
5800: Professional/Consulting Services And Operating Expenditures	ESSER III	1,114.95
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	18,935.20

4000-4999: Books And Supplies	Extended Learning Opportunity	1,063.86
0001-0999: Unrestricted: Locally Defined	LCFF	0.00
1000-1999: Certificated Personnel Salaries	LCFF	49,745.43
2000-2999: Classified Personnel Salaries	LCFF	110,296.81
4000-4999: Books And Supplies	LCFF	23,111.54
5000-5999: Services And Other Operating Expenditures	LCFF	2,167.50
4000-4999: Books And Supplies	LCFF - Supplemental	167.04
4000-4999: Books And Supplies	Lottery: Instructional Materials	26,469.14
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	726.00
5000-5999: Services And Other Operating Expenditures	Professional Development Block Grant	628.00
5800: Professional/Consulting Services And Operating Expenditures	Professional Development Block Grant	3,345.00
4000-4999: Books And Supplies	Special Education	290.35
0001-0999: Unrestricted: Locally Defined	Title I	1,875.00
1000-1999: Certificated Personnel Salaries	Title I	120,394.00
2000-2999: Classified Personnel Salaries	Title I	18,935.20
4000-4999: Books And Supplies	Title I	272.15
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	272.15
4000-4999: Books And Supplies	Title VI Part B: Rural Education Achievement Program	232.26
4000-4999: Books And Supplies	Unrestricted	1,200.78

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	203,083.22
Goal 2	97,213.98
Goal 3	44,950.18
Goal 4	66,091.91

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:

1 School Principal

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Christine Knoch	Principal
Theresa Tucker	Classroom Teacher
Amber Joiner	Classroom Teacher
Morgan Stevenson	Classroom Teacher
Melinda Booker / Jeannette Bucher	Classroom Teacher
Anita Babcock	Other School Staff
Sierra Vanover	Parent or Community Member
Amanda Harris	Parent or Community Member
Libby Mee	Parent or Community Member
Daryl Schneider	Parent or Community Member
Kayse Van Staaveren	Parent or Community Member
Amber Robertson	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 2/21/2024.

Attested:

[signature]	Principal, Christine "Chris" Knoch on 2/21/2024
[signature]	SSC Chairperson, Libby Mee on 2/21/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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