

The Single Plan for Student Achievement Template

SCHOOL: Burney Elementary School

County-District School (CDS) Code 45699896050272

Principal: Marcy Schmidt

Date of this revision: January 20, 2016

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

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

Contact Person: Marcy Schmidt

Position: Principal, Burney Elementary School

Telephone Number: 530.335.2279

Address: 37403 Toronto Avenue, Burney, CA 96013

E-mail Address: mschmidt@frjUSD.org

Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on Feb. 10, 2016

Form A: Planned Improvements in Student Performance

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

School Goal # 1: Goals should be prioritized, measurable, and focused on identified student learning needs.			
By June of the 2016-2017 school year, parental involvement on the BES site will increase by 10 percent, as measured by parent volunteer hours, participation in Back to School and Open House, PTA and Site Council meetings and in response to surveys.			
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals? This is one of the priorities for LCAP / LCFF		
Current volunteer hours, data from previous year for PTA, Site Council			
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?		
We have not been collecting data, so we do not have a baseline as yet.	School and district administration, certificated and classified personnel, parents		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
All students, but particularly LI/EL/ FY	School and district assessments		
What process will you use to monitor and evaluate the data?			
Collect volunteer hours, sign in sheets from school activities			
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Positive parent contact: emails, texts, phone calls, notes, robo-calls,	August 2015 through June 2017: Staff, PTA, Site Council, Project SHARE		Contact logs; record in Aeries; record of robo-calls;
Weekly newsletters from classroom	August 2015 through June 2017: Staff		Copies turned in to office
Plans for volunteers' hours: in class activities, take home projects	August 2015-June 2017		Volunteer sign in and highlighted class lists
Parents as resources for teaching units	August 2015-June 2017		Volunteer sign in and highlighted class lists
Parents as resources for college and career readiness	August 2015-June 2017		Volunteer sign in and highlighted class lists
Whole school volunteer hours	August 2015 through June 2017: Staff, PTA, Site Council, Project SHARE		Class list highlighted and turned in to office when volunteer checks out
Community professionals as resources for college and career readiness	August 2015 through June 2017: Staff, PTA, Site Council, Project SHARE, Rotary		Class list with notation of guest, topic, and time. Burney-FR Rotary as lunch guest each week

Math Night, Reading Night	September 2016, 2017 (Staff) February 2016, 2017 (PTA, Project SHARE)		Sign in sheets
Science Fair	March 2016, 2017		
Fitness Activities	August 2015-June 2017	SPARK Grant: resources and professional development	SPARK home connect letters
Classroom social media pages			
Parent Computer Night	August 2016, 2017		Aeries logins
Prizes for Back to School, Open House	August 2016, 2017 May 2016, 2017	PTA/Title 1	
Food Incentives for participation		\$200 Title 1/PTA	
Homework assistance: school phone for texting, teacher available for phone conference	August 2015 through June 2017: Staff, PTA, Site Council, Project SHARE		Grades, student progress
Utilize all of PTAs resources			
Classroom liaison			

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 1.1 (Based on conclusions from analysis of program components and student data pages)				
Parent presentations: Bring parents into the classrooms for a variety of reasons				
Groups participating in this goal (e.g., students, parents, teachers, administrators):		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

¹ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form A: Planned Improvements in Student Performance

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

<p>School Goal # 2: Goals should be prioritized, measurable, and focused on identified student learning needs.</p> <p>By June of the 2016/2017 school year, on school and county assessments, 40% of students will meet or exceed on the CAASPP ELA for 3-6 grade, and at grade level based on county-wide assessments for k-3.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Spring 2015 CAASPP and county wide data</p>	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>FRJUSD Performance Goal #1: All students will reach high standards, at a minimum attaining having met or exceeded in reading and mathematics, by 2016.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>BES is in Year five of Program Improvement; students from all sub groups are not making progress as required by NCLB</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>School and district administration, certificated and classified personnel, parents, State of California, NCLB</p>
<p>Who are the focus students and what is the expected growth?</p> <p>All students k-6, and of the students taking CAASPP, a 10% increase in the met or exceeded categories.</p>	<p>What data will be collected to measure student achievement?</p> <p>CAASPP assessment results, grade level and district assessments results</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Yearly CAASPP scores, county wide assessments, grade level and district assessment results, progress monitoring</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Redistribution of teaching staff.</p> <p>Master Schedule to meet needs of students</p> <p>Good first teaching; use of Explicit Direct Instruction (EDI), fidelity to adopted programs, research based instructional strategies</p> <p>Goal setting with students</p> <p>SES tutoring</p> <p>Research based curriculum</p> <p>Update technology</p> <p>Character Education</p> <p>Continued targeted professional development</p> <p>Continued communication with parents regarding academic success</p>

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Redistribution of teaching staff	NEVER		Improved test scores, collaboration
Analyze CaASPP results	August/September	\$250	Charts and graphs
Review data with staff and provide time for grade level teams to identify areas of need	August		List of students in each performance band
Identify students for intensive and strategic support	August and ongoing		Schedule with support programs
Allocate resources according to need	September and ongoing		Schedule of services
Assess essential standards every 2-3 weeks	Ongoing		Calendar; data analysis; ESP
Analyze assessment data by class and grade level: using essential standards, implement re-teaching, re-assessment, and RTI	Ongoing		ESP, Data Analysis Form
Focused PD based on identified needs	August-June	\$14,000 Title 1	Offered to staff and implemented in classrooms
Educate and encourage wellness	Ongoing	In kind; \$200 SPARK Grant	Nutrition education (HOTM), Jog Your Brain, mental health counseling, dental wellness education, safe routes to school program, SPARK home connect, 5 th grade physical fitness results
Adopt a character education program	September 2012	\$3,000	Decrease in behavior referral; increase in academic responsibility; character cards
SES Tutoring	2 six week sessions during the school year	\$21,000	Pre and post test; CAASPP and district benchmarks
REACH/Reading Mastery (SRA) Read Naturally Phonic for Reading Barton – reading intervention SteckVaughn Vocab	Ongoing	\$5,000	Pre and post test; CAASPP, classroom assessments, District benchmarks
Improved parental communication: Home and School Connection Newsletter, weekly all call updates, email, school newsletter, school website, Reading Night	August 2011	\$260	Improved parental involvement in school functions, understanding of standards and levels

Set academic goals with each student and discuss with parent at conference; post goals in classroom	ongoing		Conference with student and parent of those students who do not reach academic goal; goals posted
Keyboarding	January 2016	Grant from BFREF \$4,000	
Physical Education: evidence based curriculum used in at least 75% of PE lessons	August 2015 through June 2017: Staff, PTA, Site Council, Project SHARE	Training every five years: \$3,000. Replacement equipment \$500 per year.	Lesson plans; improved student health and performance on CAASPP; fifth grade physical fitness test
Chrome Books	Nov 2015	Grant from Rancheria	Increased test scores

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 2.1 (Based on conclusions from analysis of program components and student data pages)				
Fluency for k-3 fluency, comprehension				
Groups participating in this goal (e.g., students, parents, teachers, administrators):			Anticipated annual growth for each group:	
Means of evaluating progress toward this goal:			Group data to be collected to measure gains:	
Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Title 1 teacher progress monitoring every two weeks: intensive students first and second grade	December 2015-ongoing	Cost of teacher/para	51,817.00	Title 1
Title 1 support for Read Naturally and small groups	August 2015-ongoing	Cost of teacher		Title 1

³ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

Form A: Planned Improvements in Student Performance

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

<p>School Goal # 3: Goals should be prioritized, measurable, and focused on identified student learning needs.</p> <p>By June of the 2016/2017 school year, on school and county assessments, 30% of students will meet or exceed on the CAASPP math for 3-6 grade, and at grade level based on county-wide assessments for k-2.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Spring 2015 CAASPP and county wide data</p>	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>FRJUSD Performance Goal #1: All students will reach high standards, at a minimum having met or exceeded reading and mathematics, by 2016.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>BES is in Year five of Program Improvement; students from all sub groups are not making progress as required by NCLB</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>School and district administration, certificated and classified personnel, parents, State of California, NCLB</p>
<p>Who are the focus students and what is the expected growth?</p> <p>All students k-6, and of the students taking CAASPP, a 10% increase in the met or exceeded categories.</p>	<p>What data will be collected to measure student achievement?</p> <p>CAASPP assessment results, grade level and district assessments results</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Yearly CAASPP scores, county wide assessments, grade level and district assessment results, progress monitoring</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Redistribution of teaching staff.</p> <p>Master Schedule to meet needs of students intensive, strategic and benchmark</p> <p>Good first teaching; use of Explicit Direct Instruction (EDI), fidelity to adopted programs, research based instructional strategies</p> <p>Goal setting with students</p> <p>SES tutoring</p> <p>Research based curriculum</p> <p>Update technology</p> <p>Character Education</p> <p>Continued targeted professional development</p> <p>Continued communication with parents regarding academic success</p>

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Redistribution of teaching staff	NEVER		Improved test scores, collaboration
Analyze CaASPP results	August/September	\$250	Charts and graphs
Review data with staff and provide time for grade level teams to identify areas of need	August		List of students in each performance band
Identify students for intensive and strategic support	August and ongoing		Schedule with support programs
Allocate resources according to need	September and ongoing		Schedule of services
Assess essential standards every 2-3 weeks	Ongoing		Calendar; data analysis; ESP
Analyze assessment data by class and grade level: using essential standards, implement re-teaching, re-assessment, and RTI	Ongoing		ESP, Data Analysis Form
Focused PD based on identified needs	August-June	\$14,000	Offered to staff and implemented in classrooms
Educate and encourage wellness	Ongoing	In kind; \$200 SPARK Grant	Nutrition education(HOTM), Jog Your Brain, mental health counseling, dental wellness education, safe routes to school program, SPARK home connect, 5 th grade physical fitness results
Adopt a character education program	September 2012	\$3,000	Decrease in behavior referral; increase in academic responsibility; character cards
SES Tutoring	2 six week sessions during the school year	\$21,000	Pre and post test; CSTs and district benchmarks
Use of apps, subscription programs	August 2015 through May 2017		CAASPP results
Improved parental communication: Home and School Connection Newsletter, weekly all call updates, email, school newsletter, school website, Reading Night	August 2015	\$260	Improved parental involvement in school functions, understanding of standards and levels
Set academic goals with each student and discuss with parent at conference; post goals in classroom	ongoing		Conference with student and parent of those students who do not reach academic goal; goals posted

Keyboarding and mouse skills	January 2016	Grant from BFREF \$4,000	Progression through KWT
Physical Education: evidence based curriculum used in at least 75% of PE lessons	August 2015 through June 2017: Staff, PTA, Site Council, Project SHARE	Training every five years: \$3,000. Replacement equipment \$500 per year.	Lesson plans; improved student health and performance on CAASPP; fifth grade physical fitness test
Chrome Books	Nov 2015	Grant from Rancheria	Increased test scores

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 2.1 (Based on conclusions from analysis of program components and student data pages)				
Groups participating in this goal (e.g., students, parents, teachers, administrators):		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

⁵ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ 0
<input checked="" type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$ 0
<input checked="" type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$ 0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$ 0

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 96,572.00
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/> Other federal funds (list and describe) ⁷	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$ 96,572.00

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:⁸

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Marcy Schmidt	X				
Jennifer Arseneau		X			
Ginny Casaurang		X			
Megan Patton		X			
Theresa Robbins		X			
Jeanine Ferguson			X		
Jennifer Gideon				X	
Marinda May				X	
Jennifer Hribar				X	
Sammi McClung				X	
Jennifer Mitchell				X	
Kevin Bower				X	
Numbers of members in each category	1	4	1	6	

⁸ At elementary schools, the SSC 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.

Form E: 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:

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: January 20, 2016.

Attested:

Marcy Schmidt

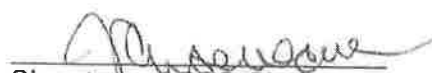
Typed name of School Principal


Signature of School Principal

1/20/2016
Date

Jennifer Arseneau

Typed name of SSC Chairperson


Signature of SSC Chairperson

1/20/2016
Date