

The Single Plan for Student Achievement 2015-16

Fall River Elementary School CDS Code 45699896050272

Date of this revision: 12/16/2015

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: Chris Knoch

Position: Principal, Fall River Elementary

Telephone Number: (530) 336-5551

Address: 24977 Curve Street, Fall River Mills, CA 96028

E-mail Address: cknoch@frjusd.org

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

GOAL: GOAL 1. By Spring 2016 80% of all students will be at or above grade level reading fluency standards per FRUUSD grade level data sheets.

Related State and/or Local Priorities:
 1__ 2__ 3x 4x 5x 6__ 7__ 8x
 COE only: 9__ 10__
 Local : Specify _____

Identified Need : SSC and teachers identified need based on fluency data

Goal Applies to: **Applicable Pupil Subgroups:** All students

SPSA: 2015-16

ELA - Fluency (DRA)			
	Grade	Benchmark	Strategic
Expected Annual Measurable Outcomes:	K	49%	45%
	1 st	72%	13%
	2 nd	50%	32.5%
	3 rd	70%	23%
	4 th	54%	13%
	5 th	70%	13%
	6 th	26%	45%
			Intensive

Actions/Services	Person Responsible	Timeline	Budgeted Expenditures
6 Minute Solution	Teachers Paraprofessionals Administrator	January 2016	32 boxes of Pocket Folders - \$116.48 28 Boxes of Plastic Sleeves - \$132.72 14 Reams of Copy Paper - \$ 44.80
Treasures' Fluency; Daily 5; Dibels; Modeled Reading; Repeated Reading, Chunking, Flocabulary, Imagine Learning, Brain Pop	Teachers Administrator Paraprofessionals	Ongoing	Flocabulary – see cost below -goal 3 Brain Pop – see cost below – goal 3

GOAL: Goal 2. By Spring, 2016 60% of all students will meet or exceed standards in Mathematics as reported by CAASPP assessment data for 3rd-6th grades, STAR Math in 2nd grade, and district level assessments for Kindergarten and First Grade.

Related State and/or Local Priorities:
 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___
 COE only: 9 ___ 10 ___
 Local : Specify _____

Identified Need : _____
 Goal Applies to : Applicable Pupil Subgroups: _____

SPSA: 2015-16

		Math – K & 1 st District Benchmark & SCOE Assessment				CAASPP Data		
		2 nd Renaissance STAR Math				Standard Met or Exceeded	Standard Nearly Met	Standard Not Met
SY	Grade	Benchmark	Strategic	Intensive	Grade			
2014-15	Kinder. Counting	69%	22%	9%				
	Kinder. Numerals	84%	3%	13%	3 rd	56%	24%	20%
	K - Counting Objects	89%	7%	4%	4 th	31%	49%	21%
	1 st – SCOE Benchmark	49%	25.5%	25.5%	5 th	29%	42%	29%
2015-16	2nd – Ren STAR Math	54%	33%	13%	6 th	29%	33%	38%

Expected Annual Measurable Outcomes:

Actions/Services		Persons Responsible	Timeline	Budgeted Expenditures
Number Talks, Ten Frames, Rekenreks, Math Facts in a Flash, Accelerated Math, Follow adopted curriculum, Matific, Reflex Math, ESGI, Capturing Kid's Hearts		Teachers/ Administrator	October 2015	ESGI - \$895 Capturing Kid's Hearts - \$1,500 Ten Frames - \$250.67 Rekenrek - \$1809.71

GOAL: **GOAL 3:** By Spring 2016 40% of 3rd-6th grade English Learners will meet or exceed standards for ELA as reported by CAASPP assessment data.

Related State and/or Local Priorities:
 1 ___ 2 ___ 3X 4X 5X 6 ___ 7 ___ 8X
 COE only: 9 ___ 10 ___
 Local : Specify _____

Identified Need : SSC and teachers identified need based on fluency data
Goal Applies to: **Applicable Pupil Subgroups:** All students

ELA – CAASPP Assessment Data					
Expected Annual Measurable Outcomes:	Grade	Subgroups	Standard Met or Exceeded	Standard Nearly Met	Standard Not Met
	2014-15	3 rd -6 th	EL	19%	31%
2015-16					

Actions/Services	Person Responsible	Timeline	Budgeted Expenditures
Laurel Cordova (EL Instructor) small group instruction, Treasures ELD workbooks and vocabulary picture cards, small leveled reading groups	Teachers, EL Instructor/ Title 1 Teacher, Special Ed Teacher, Paraprofessionals	Ongoing	Title I teacher/substitute \$53,847.26
Brain Pop Discovery Education Flocabulary Imagine Learning Star Fall Education Stereo Earbuds			Brain Pop - \$2,295 Discovery Education - \$2,600 Flocabulary - \$1600 Imagine Learning - \$6127.50 Star Fall - \$270 Earbuds - \$275.00

Form B: Centralized Services for Planned Improvements in Student Performance

Shasta County Office of Education has been authorized to have a combined School Site Council for all SCOE student programs/schools. The action steps and expenditures within Form A represent expenditures across all schools and programs and, as such, many are shared and centralized.

Included are:

- Principals who serve more than one school
- Instructional technology support staff
- ELA and math content specialists
- School psychologist and special education teachers
- Data technician and administrative assistance
- Transitional services

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fq/aa/co/ca12squiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$	District Operated
<input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	District Operated
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	District Operated
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	N/A
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	N/A

<input type="checkbox"/>	Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	N/A
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	N/A
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	N/A
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	N/A
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	N/A
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	N/A
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	N/A
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	District Operated
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	N/A
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$55,501	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	District Funds

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		District Funds
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$		District Operated
<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	\$N/A		Title III funds may not be consolidated as part of a SWP1
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		N/A
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		N/A
<input checked="" type="checkbox"/>	Other federal funds IEAD Special Ed.	\$8,063		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$		
Total amount of state and federal categorical funds allocated to this school		\$63,564		

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

LCAP	\$ 13,709
Unrestricted Lottery	\$ 18,650
EPA	\$661,129
Special Ed. State	\$110,373
Routine Restricted Maintenance	\$ 12,900

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership


California *Education Code* describes the required composition of the School Site Council (SSC). SCOE received a waiver for the composition to be altered from the standard format. The composition of the team should be: 1 principal; 4 teachers; 1 other staff member; 3 parents or community members; and 3 students.

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Chris Knoch	X				
Theresa Tucker		X			
Jessyca Tubbs		X			
Jeannette Bucher		X			
Kristi Osborne		X			
Sheri Crane			X		
Jeanne Norris				X	
Karen Adams				X	
Jennifer Ibarra				X	
Julia Earnest				X	
Jeannette Cochran				X	
Marisa Compton				X	
Numbers of members in each category	1	4	1	6	

Form E: Recommendations and Assurances

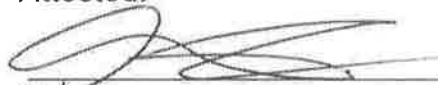
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 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**):

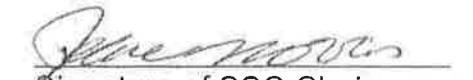
- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee  _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement ____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- 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 December 16, 2015.

Attested:


Signature of School Principal

12-16-15
Date


Signature of SSC Chairperson

12-16-15
Date

CHECKLIST

If the goals and action steps are directly imported from your LCAP, insure the following items are covered somewhere in this SPSA.

Included (List goal or page or simply check)	Required Element
	Describes how the school will provide individual student academic assessment results to the parents of a child who participates in the state assessments in a language the parents can understand, including an interpretation of those results.
	Was developed prior to implementation with the involvement of parents and other members of the community and individuals who will carry out the plan, including parents, teachers, principals, administrators, and, in secondary schools, students.
	A comprehensive needs assessment of the entire school was completed
	Schoolwide reform strategies are included
	Instruction by highly qualified teachers and strategies to attract high-quality highly qualified teachers to high-need schools
	High-quality and ongoing professional development
	Strategies to increase parental involvement
	Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
	Measures to include teachers in decisions regarding the use of academic assessments to inform and improve the achievement of individual students and the overall instructional program
	Activities to ensure that students who have difficulty demonstrating proficiency on academic achievement standards will be provided with effective, timely additional assistance
	Coordination and integration of federal, state, and local services and programs
	Corresponds with what is to be submitted on the ConApp