

The Single Plan for Student Achievement

School: Fall River Elementary School
District: Fall River Joint Unified School district
County-District School (CDS) Code: 45699896050272
Principal: Christine Knoch
Date of this revision: December 20, 2017

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

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

Contact Person:	Christine Knoch
Position:	Principal
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The District Governing Board approved this revision of the SPSA on _____.



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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 standards. 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:

LEA GOAL 1: 100% of all students will graduate career and/or college ready.

SCHOOL GOAL 1: For the 2017- 2018 school year, the proficiency level of the district fluency rate benchmark of K – 6th grade students will improve from an average of 49% to an average of 60% at or above grade level reading fluency standards per FRJUSD grade level data sheets.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
District Benchmark data from end of year 2015/16 & 2016/17 K – BPST 1 st – 6 th – DRA/Dibels Fluency rates & BPST	That an average of 49% of our K – 6 students have reached benchmark at the end of the school year in fluency.	We will review district benchmark data each trimester Where can a budget plan of the proposed expenditures for this goal be found? Title I, Restricted Lottery, Donations, BREFE Grants, FRE Block Grant, LCAP

ELA - Fluency

	<u>Grade</u>	<u>Benchmark</u>	<u>Strategic</u>	<u>Intensive</u>	
Expected Annual Measurable Outcomes:	2014-15	K	49%	45%	
		1 st	72%	13%	
		2 nd	50%	32.5%	
		3 rd	70%	23%	
		4 th	54%	13%	
		5 th	70%	13%	
	2015-16	6 th	26%	29%	45%
		K	45% (-3%)	38%	18%
		1 st	70% (-2%)	3%	16%
		2 nd	52% (+2%)	6%	42%
		3 rd	46% (-24%)	9%	46%
		4 th	51% (-3%)	34%	15%
2016-17	5 th	54% (-16%)	22%	24%	
	6 th	31% (+5%)	19%	50%	
	K	No data - SCOE removed letter naming fluency as an assessment			
	1 st	+/- 1 yr 52% (-18%)	24%	24%	
	2 nd	+/- 2 yr 58% (+6%)	16%	26%	
	3 rd	59% (+13%)	14%	27%	
4 th	29% (-22%)	35.5%	35.5%		
5 th	51% (-3%)	27%	22%		
6 th	45% (+14%)	24%	31%		

STRATEGY: To implement PIT (Prescriptive Intervention Teams) daily.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. By September 2017 create PIT groups and begin.</p> <p>2. Monthly PIT group meetings with teachers and weekly meetings with paraprofessionals to discuss planning and strategies.</p>	<p>Administrator, Teachers, & Paraprofessionals</p> <p>Administrator, Teachers, paraprofessionals</p>	<p>Collaborative meetings to create PIT Groups./ Sept. 2017</p> <p>Monthly & Weekly collaborations. Throughout 2017/18 school year.</p>	<p>Brain Pop \$2395 Restricted ESGI (K) \$537 Restricted Imagine Lrg \$5700 Rstrctd. L Scholastic Nws \$348.59 Restrictec Starfall \$ 270.00 Rstrctd L Discovery Strmg \$2600 Restrictie Earphones \$418.28 Blk Gmt Planners \$820.00 Title I Title I Cert.Exp. \$47,506 Title I Paraprofessionals\$800 Title I NWEA MAP \$4580 LCAP Accelerated Rdr \$2046 LCAP Studies Weekly \$2018.20 Rstrtd ltr.</p>
<p>3. BPST Assessments used for progress monitoring for our TK - 2nd and Tier III students 3rd - 6th grades</p>	<p>Administrator, Teachers</p>	<p>Receive BPST Training. Complete by mid March 2018</p> <p>Assess TK - 2nd & 3rd - 6th Tier II students. Complete by March 2018</p>	<p>BPST Training</p>

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:

LEA GOAL 1: 100% of all students will graduate career and/or college ready.

SCHOOL GOAL 2: Math. For the 2017- 2018 school year, 5% of students in K - 2nd grades will increase their academic level to be proficient on the district math benchmark and SCOE benchmarks & 5% of students in 3rd - 6th grades will increase their academic level to be proficient on the 2018 CAASPP.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Spring 2017 – K - Counting K - Numerals K – Counting Objects K - SCOE Benchmark 1 st – SCOE Benchmark 2 nd - SCOE Benchmark 3 rd -6 th – CAASPP 2017	K Math Counting - 59% proficient K Numerals - 81% proficient K Counting Objects - 86% proficient K SCOE Math Benchmark- 80% proficient 1st SCOE Math Benchmark - 73% proficient 2nd SCOE Math Benchmark - 41% proficient 3rd CAASPP 2017 - 57% proficient 4th CAASPP 2017 - 25% proficient 5th CAASPP 2017 - 25% proficient 6th CAASPP 2017 - 47% proficient An average of 38% of our 3-6 grade students are meeting standards as measured by the 2017 SBAC.	We will review district , county and SBAC data. Where can a budget plan of the proposed expenditures for this goal be found? Title I, Restricted Lottery, Donations, BFFREF Grants, FRE Block Grant, Redding Rancheria Grants

STRATEGY: Students will receive math intervention using MAP Skills & Khan Academy and specific skill direct instruction in their areas of weakness.

Math – K & 1 st District Benchmark & SCOE Assessment 2 nd Renaissance STAR Math				CAASPP Data				
<u>SY</u>	<u>Grade</u>	<u>Benchmark</u>	<u>Strategic</u>	<u>Intensive</u>	<u>Grade</u>	<u>Standard Met or Exceeded</u>	<u>Standard Nearly Met</u>	<u>Standard Not Met</u>
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%
	2nd – Ren STAR Math	54%	33%	13%	6 th	29%	33%	38%
	Kinder. Counting	77%	16%	7%				
	Kinder. Numerals	100%	0%	0%	3 rd	35%	42%	23%
2015-16	K - Counting Objects	95%	2.5%	2.5%	4 th	33%	50%	17%
	1 st – SCOE Benchmark	50%	40%	10%	5 th	50%	21%	29%
	2nd – Ren STAR Math	57.5%	35%	7.5%	6 th	34%	46%	19%

Expected Annual Measurable Outcomes:



Expected Annual Measurable Outcomes:

Math – K & 1 st District Benchmark & SCOE Assessment 2 nd Renaissance STAR Math				CAASPP Data				
<u>SY</u>	<u>Grade</u>	<u>Benchmark</u>	<u>Strategic</u>	<u>Intensive</u>	<u>Grade</u>	<u>Standard Met or Exceeded</u>	<u>Standard Nearly Met</u>	<u>Standard Not Met</u>
2016-17	Kinder. Counting	59% (-18%)	22%	19%				
	Kinder. Numerals	81% (-19%)	11%	8%	3 rd	71% (+36%)	26.32%	23.68%
	K - Counting Objects	86% (-9%)	3%	11%	4 th	18.75% (-14.25%)	52.08%	29.17%
	1 st – SCOE Benchmark	73%	26%	1%	5 th	23.08% (-26.92%)	38.46%	38.76%
	2 nd – Ren STAR Math	58% (+0.5%)	9%	32%	6 th	47.62% (+13.62%)	28.57%	23.81%
	Kinder. Counting							
2017-18	Kinder. Numerals				3 rd			
	K - Counting Objects				4 th			
	1 st – SCOE Benchmark				5 th			
	2 nd – Ren STAR Math				6 th			
	Kinder. Counting							
	Kinder. Numerals							

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ol style="list-style-type: none"> 1. By January 2017, Math Club after school 2 days a week. 2. By February 2018, learn how to use the MAP Skills to identify specific mathematical needs for each student and provide the appropriate instruction for their individual need. 3. Continue to, implement the following programs & tools that will be implemented in the classrooms when needed: <ul style="list-style-type: none"> Number Talks Ten Frames Rekenreks Math Facts in a Flash Accelerated Math (1-2) Follow adopted curriculum MAP Skills ESGI Capturing Kid's Hearts Khan Academy 	<p>Administrator; Teachers; Paraprofessionals</p>	<p>Collect and analyze district-school-level summative and formative Math data; identify students from each grade level for math interventions and their specific mathematical instructional needs.</p> <p>Develop specific criteria for identify, selecting, implementing, monitoring, and evaluating students who need specific mathematical interventions.</p> <p>Online training for MAP & MAP Skills is available</p> <p>Purchase any additional supplies needed.</p>	<p><u>Cost repeated from goal #1 & #3:</u></p> <p>Brain Pop \$2395 Restricted ESGI (K) \$537 Restricted Imagine Lrg \$5700 Rstrctd. L Scholastic Nws \$348.59 Rstrctec Starfall \$ 270.00 Rstrctd L Discovery Strmg \$2600 Rstrctc Earphones \$418.28 Blk Gmt Planners \$820.00 Title I Title I Cert.Exp. \$47,506 Title I Paraprofessionals\$800 Title I NWEA MAP \$4580 LCAP Accelerated Rdr \$2046 LCAP Studies Weekly \$2018.20 Rstrd ltr.</p>

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:

LEA GOAL 2: 100% of our EL students will show proficiency on the CELDT/ELPAC.

SCHOOL GOAL 3: English Language Arts. For the 2017 - 2018 school year, the proficiency level on the Smarter Balanced Assessment (SBAC) for ELA will improve from 28% to 35% for our English Learners (EL).

<p>What data did you use to form this goal?</p> <p>2017 SBAC ELA data</p>	<p>What were the findings from the analysis of this data?</p> <p>Only 4th grade had enough EL students to report data on.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>We will review district benchmark and SBAC data</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Title I, Restricted Lottery, Donations, BFRF Grants, FRE Block Grant, Redding Rancheria Grants</p>
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STRATEGY: Have EL students attend after school math club twice a week. Have EL paraprofessional increase math language in her ELD instruction.

ELA – CAASPP Assessment Data

	Grade	Subgroups	Standard Met or Exceeded	Standard Nearly Met	Standard Not Met
2014-15	3 rd -6 th	EL	19%	31%	50%
2015-16	3 rd only report ed	EL	34%	50%	17%
2016-17	4th only report ed	EL	28.57% (-5.43%)	21.43%	50%
2017-18	3 rd - 6 th	EL			

Expected Annual Measurable Outcomes:

<u>Action/Date</u>	<u>Person(s) Responsible</u>	<u>Task/Date</u>	<u>Cost and Funding Source (Itemize for Each Source)</u>
1. By September 2017, Our EL Paraprofessional will be providing small group instruction. Materials to be used: Treasures ELD workbooks and vocabulary picture cards, small leveled reading groups	Teachers, EL Para, Title 1 Teacher, Special Ed Teachers, Paraprofessionals	EL para to work with lower level EL students on vocabulary development and phonemic awareness. Identify individual EL student needs by evaluation NWEA MAP data and provide targeted instruction.	Cost repeated from goal #1 & #2: Brain Pop \$2395 Restricted ESGI (K) \$537 Restricted Imagine Lrg \$5700 Rstrctd. Lot. Scholastic Nws \$348.59 Restricted Starfall \$ 270.00 Rstrctd Lot Discovery Strmg \$2600 Restricted Earphones \$418.28 Blk Gmt Planners \$820.00 Title I Title I Cert.Exp. \$47,506 Title I Paraprofessionals\$800 Title I NWEA MAP \$4580 LCAP Accelerated Rdr \$2046 LCAP Studies Weekly \$2018.20 Rstrtd ltry
2. By September 2017, We will make available: Brain Pop Imagine Learning Star Fall Education Stereo Earbuds for all of our EL students			

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #: 1, 2 & 3

Actions to be Taken to Reach This Goal ¹ (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
By Fall 2017, all teachers will receive Capturing Kid's Hearts training provided by the Flippen Group	August 2017	Training	\$7,896	Educator Effectiveness
By Fall 2017, transition to Google School	August 2016 – August 2017	Training	\$1,642	LCAP
By Spring 2017, utilize Interim Assessments as a learning tool to better prepare students for SBAC.	January 2017 – June 2017	Training and lodging by Sacramento CDE CAASPP Institute	\$583.96	Educator Effectiveness

¹ See Appendix A: Chart of Legal Specifics 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.

School Leadership Team training on reviewing data for school improvement	August 2017 – June 2017	SCOE training	\$60	Coop \$
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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) with information available at <http://www.cde.ca.gov/fg/lac/co/documents/sbx34budgetflex.doc>.

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"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>

<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<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	\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<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., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>

Total amount of state categorical funds allocated to this school \$

Federal Programs	Allocation	Consolidated in the SWP
<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)</p>	\$77,095	<input checked="" type="checkbox"/>
<p>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).</p>		<input type="checkbox"/>
<p>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)</p>		<input type="checkbox"/>
<p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>		<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

Title III funds may not be consolidated as part of a SWP³

Title VI, Part B: Rural Education Achievement Program

- Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs

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

- Other federal funds: IDEA Special Education** \$9,173
- Other federal funds (list and describe)** \$
- Other federal funds (list and describe)** \$

Total amount of federal categorical funds allocated to this school \$

Total amount of state and federal categorical funds allocated to this school \$

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

LCAP \$ 78,930
Unrestricted Lottery \$ 15,805
EPA \$611,636

³ 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.

Special Education State	\$128,370
Routine Restricted Maintenance	\$ 9,000
Educator Effectiveness	\$ 589

Form D: 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.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Christine Knoch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theresa Tucker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forrest Anders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeannette Bucher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristi Osborne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheri Crane	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candee Parker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

⁴ EC Section 52852

Walt Oilar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jennifer Ibarra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Julia Earnest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Stephanie Ogden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Ruth Strauch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Numbers of members in each category	1	4	1	6	0

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: February 15, 2017.

Attested:

Christine Knoch

Typed name of School Principal


Signature of School Principal

2-22-18
Date

Jennifer Ibarra

Typed name of SSC Chairperson


Signature of SSC Chairperson

3/2/18
Date