

School Year: **2018-19**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Fall River Elementary School
Address	24977 Curve Street Fall River Mills, CA 96028
County-District-School (CDS) Code	45699896050272
Principal	Christine Knoch
District Name	Fall River Joint Unified School District
SPSA Revision Date	January 30, 2019
Schoolsite Council (SSC) Approval Date	February 4, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

VISION

Fall River Elementary is a welcoming and safe community of learners and educators dedicated to excellence in which the dignity and diversity of all is respected.

MISSION

The staff at Fall River Elementary is dedicated to reaching our vision. In order for all students to realize their full potential we must:

- Encourage greater parent and community participation.
- Increase the use of technology and participate in a broad-based curriculum.
- Develop students of strong character.
- Increase achievement of all students.

In taking these steps we will greatly improve our students' educational opportunities, by providing them with the opportunity to experience the joy of learning.

School Profile

Fall River Elementary School is located in the Fall River Joint Unified School District in the town of Fall River Mills in Shasta County. The school is one of six in the district. The school serves 295 students in Transitional Kindergarten through 6th grade. At Fall River Elementary School, parents play very important roles through their active participation and involvement in School Site Council, District English Language Advisory Committee, various annual events and special activities, and regular volunteering of their services in and out of the classrooms.

Fall River Elementary is served by 13 classroom teachers, 2 FTE special education teachers, a Title I teacher, 1 FTE speech therapist, a district ESL teacher, a district psychologist, a district nurse, support staff, and paraprofessionals.

Stakeholder 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 use this data from the previous year to update our SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	2.4%	3.6%	2.35%	7	11	7
African American	0.3%	0.3%	0.34%	1	1	1
Asian	0.0%	0.0%	0%	0	0	0
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	36.2%	35.2%	35.23%	108	109	105
Pacific Islander	0.3%	0.3%	0.34%	1	1	1
White	56.7%	56.1%	56.04%	169	174	167
Multiple/No Response	3.4%	1.3%	0.67%	10	4	2
Total Enrollment				298	310	298

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	60	51	45
Grade 1	32	43	37
Grade 2	36	35	41
Grade 3	47	37	37
Grade 4	41	50	43
Grade 5	37	47	49
Grade 6	27	47	46
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment	280	310	298

Conclusions based on this data:

1. Enrollment has been consistently around 300 in the last 3 years.

2. This student group Hispanic & White are significant sub groups.

3. Kindergarten enrollment has decreased over the past 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	57	64	59	19.1%	20.6%	19.8%
Fluent English Proficient (FEP)	8	10	9	2.7%	3.2%	3.0%
Reclassified Fluent English Proficient	5	3	4	9.3%	5.3%	6.3%

Conclusions based on this data:

1. Our Reclassified Fluent English Proficient % of students is dropping.
2. Our Fluent English Proficient (FEP) students are staying steady.
3. Our number of English Learners varies slightly annually.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	38	33	48	37	33	48	37	33	98	97.4	100
Grade 4	44	49	44	42	48	44	42	48	44	95.5	98	100
Grade 5	38	40	48	38	38	47	38	38	47	100	95	97.9
Grade 6	27	42	45	26	42	44	26	42	44	96.3	100	97.8
All Grades	158	169	170	154	165	168	154	165	168	97.5	97.6	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2413.	2424.	2388.	15	21.62	6.06	27	21.62	15.15	29	35.14	39.39	29	21.62	39.39
Grade 4	2473.	2431.	2471.	21	10.42	18.18	38	22.92	38.64	17	22.92	20.45	24	43.75	22.73
Grade 5	2511.	2500.	2452.	24	18.42	6.38	24	42.11	19.15	34	10.53	36.17	18	28.95	38.30
Grade 6	2553.	2534.	2512.	23	11.90	6.82	42	38.10	36.36	19	35.71	34.09	15	14.29	22.73
All Grades	N/A	N/A	N/A	20	15.15	9.52	32	30.91	27.98	25	26.06	32.14	23	27.88	30.36

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	15	21.62	12.12	44	51.35	45.45	42	27.03	42.42	
Grade 4	26	12.50	18.18	50	45.83	61.36	24	41.67	20.45	
Grade 5	29	26.32	8.51	39	50.00	46.81	32	23.68	44.68	
Grade 6	19	19.05	11.36	58	54.76	56.82	23	26.19	31.82	
All Grades	22	19.39	12.50	47	50.30	52.98	31	30.30	34.52	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	21.62	9.09	56	54.05	51.52	31	24.32	39.39
Grade 4	26	8.33	29.55	45	47.92	52.27	29	43.75	18.18
Grade 5	32	39.47	8.51	55	50.00	55.32	13	10.53	36.17
Grade 6	35	21.43	25.00	46	61.90	47.73	19	16.67	27.27
All Grades	25	21.82	18.45	51	53.33	51.79	24	24.85	29.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	10.81	9.09	58	75.68	72.73	25	13.51	18.18
Grade 4	19	4.17	22.73	64	64.58	56.82	17	31.25	20.45
Grade 5	16	13.16	4.26	66	71.05	65.96	18	15.79	29.79
Grade 6	27	16.67	11.36	65	73.81	77.27	8	9.52	11.36
All Grades	19	10.91	11.90	63	70.91	67.86	18	18.18	20.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	24.32	12.12	58	51.35	39.39	17	24.32	48.48
Grade 4	17	14.58	18.18	57	52.08	59.09	26	33.33	22.73
Grade 5	32	21.05	8.51	53	44.74	57.45	16	34.21	34.04
Grade 6	38	16.67	18.18	50	59.52	56.82	12	23.81	25.00
All Grades	27	18.79	14.29	55	52.12	54.17	18	29.09	31.55

Conclusions based on this data:

1. The largest % of students were scoring At or Near Standard in all of the domains.
2. The percentage of all students meeting standards decreased in 17/18 SY for all grade levels, except 4th grade.
3. 4th grade had the lowest % below standard in Reading, Writing, Research/Inquiry. 4th also had the highest % above standards in Reading, Writing & Listening and has an equal % of students as 6th grade in Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	38	33	48	38	33	48	38	33	98	100	100
Grade 4	44	49	44	42	48	44	42	48	44	95.5	98	100
Grade 5	38	40	48	38	39	47	38	39	47	100	97.5	97.9
Grade 6	27	42	45	26	42	44	26	42	44	96.3	100	97.8
All Grades	158	169	170	154	167	168	154	167	168	97.5	98.8	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2416.	2426.	2408.	4	10.53	9.09	31	39.47	21.21	42	26.32	33.33	23	23.68	36.36
Grade 4	2465.	2437.	2470.	7	6.25	9.09	26	12.50	40.91	50	52.08	25.00	17	29.17	25.00
Grade 5	2507.	2483.	2457.	13	12.82	2.13	37	10.26	10.64	21	38.46	44.68	29	38.46	42.55
Grade 6	2517.	2527.	2530.	15	14.29	9.09	19	33.33	40.91	46	28.57	22.73	19	23.81	27.27
All Grades	N/A	N/A	N/A	9	10.78	7.14	29	23.35	28.57	40	37.13	31.55	22	28.74	32.74

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	17	26.32	27.27	52	44.74	27.27	31	28.95	45.45	
Grade 4	17	12.50	29.55	45	33.33	36.36	38	54.17	34.09	
Grade 5	32	12.82	8.51	37	33.33	14.89	32	53.85	76.60	
Grade 6	19	30.95	27.27	50	35.71	38.64	31	33.33	34.09	
All Grades	21	20.36	22.62	46	36.53	29.17	33	43.11	48.21	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	7.89	9.09	60	65.79	57.58	27	26.32	33.33
Grade 4	19	8.33	15.91	62	43.75	47.73	19	47.92	36.36
Grade 5	8	10.26	2.13	55	43.59	61.70	37	46.15	36.17
Grade 6	12	9.52	18.18	35	57.14	59.09	54	33.33	22.73
All Grades	13	8.98	11.31	55	52.10	56.55	32	38.92	32.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	21.05	15.15	73	60.53	54.55	19	18.42	30.30
Grade 4	12	8.33	25.00	60	39.58	45.45	29	52.08	29.55
Grade 5	21	12.82	4.26	53	48.72	48.94	26	38.46	46.81
Grade 6	19	16.67	13.64	54	59.52	47.73	27	23.81	38.64
All Grades	14	14.37	14.29	61	51.50	48.81	25	34.13	36.90

Conclusions based on this data:

1. The largest % in all domains are At or Near Standard.
2. 4th grade has the lowest % below standard in Problem Solving & Modeling/Data Analysis, Communicating Reasoning and had an equal number of % of students as 6th grade in Concepts & Procedures.
3. 4th grade has the highest % Above Standard in all domains. 4th & 6th grade are both at 50% Meeting or Exceeding Standards in Overall Achievement for All Students.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				58

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*			*	*	*
All Grades	23	39.66	22	37.93	*	*	*	*	58

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	34	58.62	19	32.76	*	*	*	*	58

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6			*	*	*	*	*	*	*
All Grades	18	31.03	14	24.14	15	25.86	11	18.97	58

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	33	56.90	21	36.21	*	*	58

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*			*	*	*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
All Grades	39	67.24	18	31.03	*	*	58

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6			*	*	*	*	*
All Grades	17	29.31	29	50.00	12	20.69	58

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*	*	*	*
All Grades	25	43.10	28	48.28	*	*	58

Conclusions based on this data:

1. The Speaking Domain is our EL's strongest Domain at 67.24%
2. The Reading Domain is our EL's weakest Domain at 29.31%
3. We have 0% of our EL's in Level 1 or 2 under Overall Language.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
298	58.4%	19.8%	0.7%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	19.8%
Foster Youth	2	0.7%
Homeless	3	1.0%
Socioeconomically Disadvantaged	174	58.4%
Students with Disabilities	43	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	7	2.3%
Hispanic	105	35.2%
Two or More Races	15	5.0%
Pacific Islander	1	0.3%
White	167	56.0%

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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Red</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Our Suspension Rates are increasing.
2. Our Chronic Absenteeism is remaining steady.
3. We do not have enough EL's to appear on the dashboard.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 21.5 points below standard Declined -11.1 points 154 students	<p>English Learners</p>  Orange 38.6 points below standard Maintained 0.2 points 33 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 40.3 points below standard Declined -7.5 points 88 students	<p>Students with Disabilities</p>  No Performance Color 43.1 points below standard Declined -7.7 points 29 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.5 points below standard Increased 4.4 points 54 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Orange 11.9 points below standard Declined -17.3 points 94 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47.6 points below standard Increased 3.5 points 25 students	Less than 11 Students - Data Not Displayed for Privacy 8 students	18 points below standard Declined -13.9 points 120 students

Conclusions based on this data:

1. Our EL's are maintaining the ELA levels.
2. Our two largest student groups SED and White declined.
3. Our Hispanic students increased.

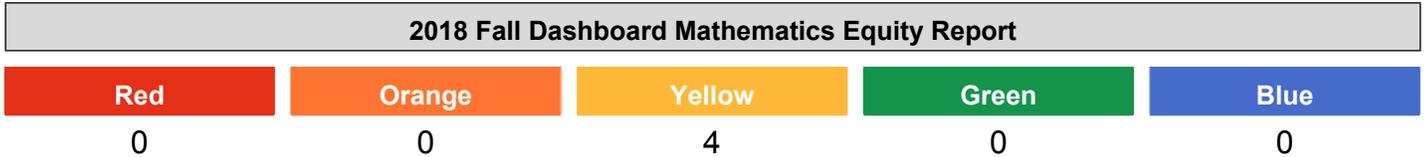
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 28.9 points below standard Maintained 1 points 154 students	<p>English Learners</p>  Yellow 53.1 points below standard Increased 4.9 points 33 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 49.3 points below standard Increased 6.2 points 88 students	<p>Students with Disabilities</p>  No Performance Color 62.5 points below standard Declined -5.2 points 29 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.3 points below standard Increased 7.6 points 54 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Yellow 16.6 points below standard Maintained -1.3 points 94 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.4 points below standard Increased 8.2 points 25 students	Less than 11 Students - Data Not Displayed for Privacy 8 students	21.9 points below standard Maintained 0.9 points 120 students

Conclusions based on this data:

1. Our results for All Students are maintaining.
2. EL's and Hispanics have increased.
3. Our two largest groups, SED and White, have increased or maintained.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
58	39.7%	37.9%	15.5%	6.9%

Conclusions based on this data:

1. Our EL students performed well on the ELPAC.
2. <7% of our EL students are at a beginning stage.
3. 77.6% of our EL's are Moderately Developed or Well Developed.

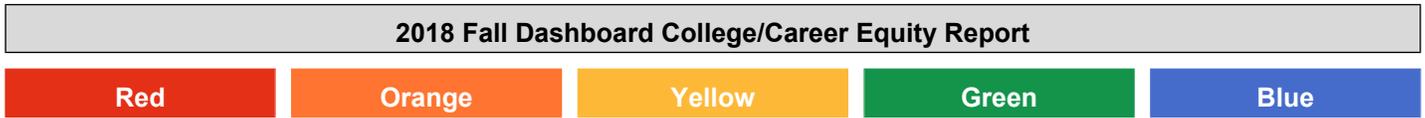
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

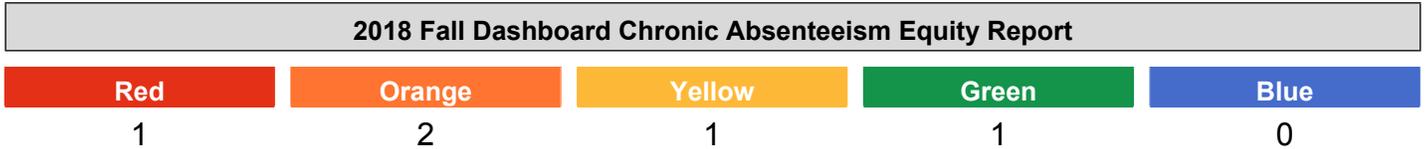
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
16.7% chronically absent	18.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.5%	Increased 2.2%	4 students
312 students	59 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Green
Less than 11 Students - Data Not Displayed for Privacy	21.3% chronically absent	8.9% chronically absent
2 students	Maintained 0.4%	Declined 10.7%
	188 students	45 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.3% chronically absent Declined 0.7% 108 students	 No Performance Color 33.3% chronically absent Increased 9.8% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 11.3% chronically absent Declined 2.4% 177 students

Conclusions based on this data:

1. Our EL's had the largest increase of Chronic Absenteeism.
2. Our SED's have the largest % of Chronic Absenteeism, but maintained.
3. Our Students with Disabilities had the largest % decline.

School and Student Performance Data

Academic Engagement Graduation Rate

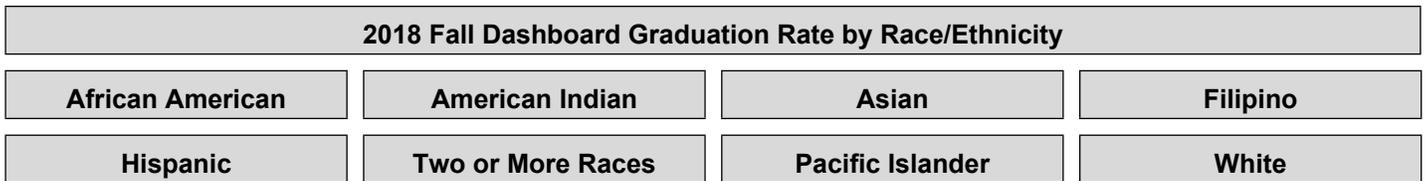
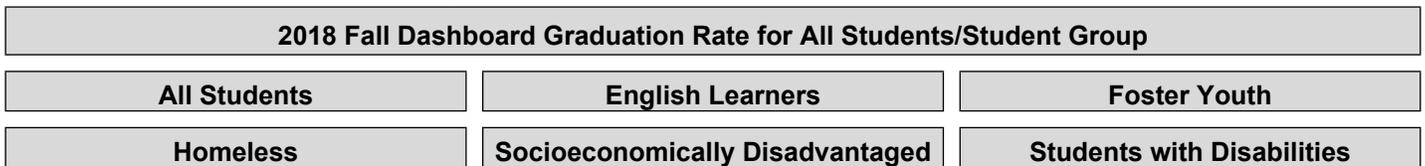
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

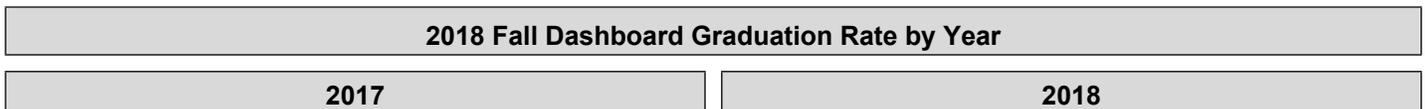
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 3.3% suspended at least once Increased 3.3% 332 students	 Blue 0% suspended at least once Maintained 0% 63 students	 No Performance Color Less than 11 Students - Data Not 7 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 6 students	 Red 3.9% suspended at least once Increased 3.9% 203 students	 Red 8.5% suspended at least once Increased 8.5% 47 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9% suspended at least once Increased 0.9% 114 students	 No Performance Color 10% suspended at least once Increased 10% 20 students	 No Performance Color Less than 11 Students - Data 1 students	 Red 4.3% suspended at least once Increased 4.3% 188 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.1% suspended at least once	0% suspended at least once	3.3% suspended at least once

Conclusions based on this data:

1. Students with Two or More Races have the largest % of suspensions.
2. EL's have 0% suspension rate.
3. 2018 suspension rate has declined from the 2016 data as it looks like there was an error in 2017 reporting.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

For the 2018- 2019 school year, we would like to increase our ELA CAASPP Domain of Reading from 12.50% Above Standard to 20% Above Standard

LCAP Goal

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

Basis for this Goal

Fall River Elementary Reading Domain had been declining in past years. By increasing our Reading Domain % meeting standard will bring us closer to Shasta County's Overall students meeting standards in ELA which is 49%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC data	12.5% Above standard in ELA Reading Domain	20% Above standard in ELA Reading Domain
District Fluency Benchmark	2nd Grade Winter 2018 65% student reading fluently at benchmark	2nd Grade Spring 2019 80% student reading fluently at benchmark
District Fluency Benchmark	3rd Grade Winter 2018 66% student reading fluently at benchmark	3rd Grade Spring 2019 80% student reading fluently at benchmark
District Fluency Benchmark	4th Grade Winter 2018 78% student reading fluently at benchmark	4th Grade Spring 2019 80% student reading fluently at benchmark
District Fluency Benchmark	5th Grade Winter 2018 81% student reading fluently at benchmark	5th Grade Spring 2019 maintain 81% student reading fluently at benchmark or above
District Fluency Benchmark	6th Grade Winter 2018 33% student reading fluently at benchmark	6th Grade Spring 2019 50% student reading fluently at benchmark

Planned Strategies/Activities

Strategy/Activity 1

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 most of the grade level PIT groups allowing our PIT groups to be a lower teacher / student ratio.

Students to be Served by this Strategy/Activity

All Students

Timeline

By June 2019

Person(s) Responsible

Certificated staff, principal, paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	1260
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teacher professional development for SIPPS
Amount	4772
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	SIPPS curriculum
Amount	200
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Paper, pencils, etc.
Amount	23453
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title I Teacher Salary

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

By June 2019

Person(s) Responsible

Certificated staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	5891
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader

Strategy/Activity 3

Improve Spelling programs

Students to be Served by this Strategy/Activity

1st - 6th grade students

Timeline

By June 2019

Person(s) Responsible

Certificated personnel

Proposed Expenditures for this Strategy/Activity

Amount	589
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Spelling City.com

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

Kindergarten and EL students

Timeline

By June 2019

Person(s) Responsible

Certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	270
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	More Starfall.com

Strategy/Activity 5

Kindergarten students receive supplemental phonics instruction

Students to be Served by this Strategy/Activity

Kindergarten students

Timeline

By June 2019

Person(s) Responsible

Certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	44
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Zoophonics supplies

Strategy/Activity 6

Assess students to see areas of strength and weakness

Students to be Served by this Strategy/Activity

1st - 6th grade students

Timeline

By June 2019

Person(s) Responsible

Certificated staff, principal

Proposed Expenditures for this Strategy/Activity

Amount	3578
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	NWEA MAP assessment
Amount	537
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	ESGI 12 month license - Kindergarten assessment program
Amount	608

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Headphones

Strategy/Activity 7

Additional ELA / Phonics instruction offered during a ELA Boost

Students to be Served by this Strategy/Activity

Low performing students and EL students

Timeline

By June 2019

Person(s) Responsible

Certificated staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	5700
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Imagine Learning 50 student licenses

Strategy/Activity 8

Cross curricular reading instruction

Students to be Served by this Strategy/Activity

All students

Timeline

By June 2019

Person(s) Responsible

Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	1300
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Discovery Education Streaming Plus

Strategy/Activity 9

Paraprofessional assistance with PIT groups and student reading

Students to be Served by this Strategy/Activity

Students struggling in reading

Timeline

By June 2019

Person(s) Responsible

Teachers and principal

Proposed Expenditures for this Strategy/Activity

Amount	8803
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessionals working with students who struggle with reading.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

For the 2018 - 2019 school year, we want to raise All students in the Math CAASPP domain of Problem Solving & Modeling/Data Analysis from 11.31% to 20%.

LCAP Goal

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

Basis for this Goal

Fall River Elementary Problem Solving & Modeling/Data Analysis Domain is low. By increasing our this Domain % meeting standard will bring us closer to Shasta County's Overall students meeting standards in Math which is 39%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC data	11.31% above standard in Problem Solving & Modeling/Data Analysis	20% above standard in Problem Solving & Modeling/Data Analysis
NWEA MAP data	First grade data is 46% below average.	Decrease below average percentage to 30%.
NWEA MAP data	Second grade data is 29% below average.	Decrease below average percentage to 15%.
NWEA MAP data	Third grade data is 43% below average.	Decrease below average percentage to 30%.
NWEA MAP data	Fourth grade data is 44% below average.	Decrease below average percentage to 30%
NWEA MAP data	Fifth grade data is 55% below average.	Decrease below average percentage to 40%
NWEA MAP data	Sixth grade data is 50% below average.	Decrease below average percentage to 40%

Planned Strategies/Activities

Strategy/Activity 1

Supplemental Math Facts practice.

Students to be Served by this Strategy/Activity

All Students

Timeline

By June 2019

Person(s) Responsible

Certificated staff, principal, paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	District Funded
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Incentives - Principal's Math Test pencils
Amount	2259
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Math & Math Facts in a Flash
Amount	2395
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Brain Pop combo
Amount	1300
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Discovery Education Streaming Plus
Amount	47
Source	Title I
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Incentives to attend Math/Science Night
Amount	50
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Breakout EDU individual platform access

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

Incoming Kindergarten students

Timeline

By June 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Early math learning supplies for incoming kindergartners

Strategy/Activity 3

Assess students to see where their strengths and weakness are.

Students to be Served by this Strategy/Activity

1st - 6th grade students

Timeline

By June 2019

Person(s) Responsible

Certificated staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	3577
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	NWEA MAP assessment program

Strategy/Activity 4

Title I teacher teaches a 5th grade math class. Having our Title I teacher teach 5th grade math, allows our 5th/6th grade combination class to have math in a straight Math grade level classroom

Students to be Served by this Strategy/Activity

5th grade students

Timeline

By June 2019

Person(s) Responsible

Title I teacher

Proposed Expenditures for this Strategy/Activity

Amount	23453
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title I Teacher Salary

Strategy/Activity 5

Paraprofessional available to push into support students with math work

Students to be Served by this Strategy/Activity

Students who are struggling with math

Timeline

By June 2019

Person(s) Responsible

Teachers and Principal

Proposed Expenditures for this Strategy/Activity

Amount	8802
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional assisting students with math work

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Chronic Absenteeism

Goal Statement

We would like to decrease our Over All Chronic Absenteeism from 16.7% to 10%.

LCAP Goal

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

Basis for this Goal

Fall River Elementary's chronic absenteeism is at 16.7% in 2018 with the state average being 10%. Instructional efficiency is impacted by absences.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP School and Student Performance Data	16.7% chronically absent in 2018	10% chronic absent in 2019

Planned Strategies/Activities

Strategy/Activity 1

Principal will run absent reports every two months. Behavior Paraprofessional sending out letters to parents. Contacting parents. Improve germ awareness and sanitizing classrooms and student hands. Perfect Attendance awards

Students to be Served by this Strategy/Activity

All Students

Timeline

By June 2019

Person(s) Responsible

Certificated staff, classified staff, principal

Proposed Expenditures for this Strategy/Activity

Amount	50
Source	District Funded

Budget Reference	4000-4999: Books And Supplies
Description	Stamps
Amount	200
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	sanitizer
Amount	100
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Paper, certificates, ink

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Suspension Rate

Goal Statement

We want to decrease our suspension rate for all students from 3.3% to 2%.

LCAP Goal

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

Basis for this Goal

We want to create new learning opportunities for our misbehaving students. By decreasing our suspension rate, we hope to decrease our chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data School and Student Performance data	3.3%	2%

Planned Strategies/Activities

Strategy/Activity 1

School Team has developed alternative means of corrections, Behavior paraprofessional speaks to students about behaviors. ProACT training for staff, Trauma Training

Students to be Served by this Strategy/Activity

All students

Timeline

By June 2019

Person(s) Responsible

Certificated staff, Principal, Behavior Paraprofessional

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP data	60%	55.2%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Collaborative meetings to create PIT Groups./ Sept. 2017</p> <p>Monthly & Weekly collaborations. Throughout 2017/18 school year.</p>	<p>Collaborative meetings to create PIT Groups./ Sept. 2017</p> <p>Monthly & Weekly collaborations. Throughout 2017/18 school year.</p> <p>Began PIT groups</p>	<p>Brain Pop, ESGI (K), Imagine Lrg, Scholastic Nws, Starfall, Discovery Streaming, Studies Weekly 4000-4999: Books And Supplies Lottery: Instructional Materials 13869</p>	<p>Brain Pop, ESGI (K), Imagine Lrg, Scholastic Nws, Starfall, Discovery Streaming, Studies Weekly 4000-4999: Books And Supplies Lottery: Instructional Materials 13869</p>
		<p>NWEA MAP, Accelerated Rdr 4000-4999: Books And Supplies LCFF 6626</p>	<p>NWEA MAP, Accelerated Rdr 4000-4999: Books And Supplies LCFF 49126</p>
		<p>Planners, Title I Cert.Exp., Paraprofessionals 49126</p>	<p>Planners, Title I Cert.Exp., Paraprofessionals 49126</p>

Analysis

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

Our leadership team discussed different ways to present the idea of PIT groups to our staff. We presented activities to target student needs. After continued discussion in our leadership team meetings it was decided to begin to use SIPPS for some of our lowest level students. it was also decided that collaboration time must be provided to the staff to maximize effectiveness of program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We see a collaborative effort throughout the grade levels and more time looking at student data.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

This goal was changed in 18-19 to look at SBAC data specifically the Reading Domain of All students. We have purchased SIPPS for all PIT groups except the highest 6th grade groups and have sent all teachers implementing this program to a SIPPS professional development.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math All students 2017 - 34.13%	Increase CAASPP Math scored by 5%	35.71%
District Benchmarks / NWEA	Increase District Math Benchmarks by 5%	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
By January 2017, Math Club after school 2 days a week.	Math Club was offered after school 2 days a week.	After School Tutoring Stipend 1000-1999: Certificated Personnel Salaries LCFF 1000	After School Tutoring Stipend 1000-1999: Certificated Personnel Salaries LCFF 1000
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.	It was decided that MAP Skills is not the proper tool for our need.	NWEA MAP Accelerated Math 4000-4999: Books And Supplies LCFF 6626	NWEA MAP Accelerated Math 4000-4999: Books And Supplies LCFF 6626
Continue to, implement the following programs & tools that will be implemented in the classrooms when needed: Number Talks Ten Frames Rekenreks Math Facts in a Flash Accelerated Math (1-2) Follow adopted curriculum MAP Skills ESGI	All were implemented.	ESGI (K) 4000-4999: Books And Supplies Lottery: Instructional Materials 537	ESGI (K) 4000-4999: Books And Supplies Lottery: Instructional Materials 537

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Capturing Kid's Hearts Khan Academy		Brain Pop Imagine Lrg Scholastic News Starfall Discovery Streaming 4000-4999: Books And Supplies Lottery: Instructional Materials 11313	Brain Pop Imagine Lrg Scholastic News Starfall Discovery Streaming 4000-4999: Books And Supplies Lottery: Instructional Materials 11313
		Planners Title I Cert.Exp. Paraprofessionals 4000-4999: Books And Supplies Title I Part D 49126	Planners Title I Cert.Exp. Paraprofessionals 4000-4999: Books And Supplies Title I Part D 49126
		Earphones 4000-4999: Books And Supplies Lottery: Instructional Materials 418	Earphones 4000-4999: Books And Supplies Lottery: Instructional Materials 418

Analysis

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

Accelerated Math has allowed to teachers to differentiate student work based on student needs. The use of number Talks, ten Frames and Rekenreks have given teachers tools to provide direct instruction to improve number sense. Math Facts in a Flash have provided a tool for students to do more practice with their number fact fluency. Math Club allowed struggling students additional instruction in math.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

4th, 6th and All students overall achievement showed growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

We will not be offering math club, as we do not a certificated staff member who wanted to teach it. This could negatively effect our results.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP SBAC	28% of EL's are meeting standards in ELA	21.88% of EL's are meeting standards in ELA

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	EL Paraprofessional provided small group instruction	Paraprofessional 2000-2999: Classified Personnel Salaries Title I Part D 800	Paraprofessional 2000-2999: Classified Personnel Salaries LCFF 30000
By September 2017, We will make available: Brain Pop Imagine Learning Star Fall Education Stereo Earbuds for all of our EL students	Supplemental programs were made available to EL students	NWEA MAP 4000-4999: Books And Supplies LCFF 6626 Brain Pop ESGI (K) Imagine Lrg Scholastic News Starfall Discovery Streaming Studies Weekly 4000-4999: Books And Supplies Lottery: Instructional Materials 13869 Planners Title I Cert.Exp. 4000-4999: Books And Supplies Title I Part D 48326	NWEA MAP 4000-4999: Books And Supplies LCFF 6626 Brain Pop ESGI (K) Imagine Lrg Scholastic News Starfall Discovery Streaming Studies Weekly 4000-4999: Books And Supplies Lottery: Instructional Materials 13869 Planners Title I Cert.Exp. 4000-4999: Books And Supplies Title I Part D 48326

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Earphones 4000-4999: Books And Supplies Lottery: Instructional Materials 418	Earphones 4000-4999: Books And Supplies Lottery: Instructional Materials 418

Analysis

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

Our EL paraprofessional worked in small groups to deliver ELD instruction to our students. She used a variety of strategies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Less than 7% of our EL students were at Level 1 Beginning Stage of the ELPAC

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

We now have a full time EL Certificated staff member providing ELD instruction rather than a paraprofessional.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	85442
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	36077

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	17602	0.00
Title I	69988	0.00
District Funded	650	0.00
Lottery: Instructional Materials	11598	0.00
General Fund	100	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	650.00
General Fund	100.00
LCFF	17,602.00
Lottery: Instructional Materials	11,598.00
Title I	69,988.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	247.00
1000-1999: Certificated Personnel Salaries	46,906.00
2000-2999: Classified Personnel Salaries	17,605.00
4000-4999: Books And Supplies	33,920.00
5000-5999: Services And Other Operating Expenditures	1,260.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	District Funded	200.00
4000-4999: Books And Supplies	District Funded	450.00
4000-4999: Books And Supplies	General Fund	100.00
4000-4999: Books And Supplies	LCFF	16,342.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,260.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	11,598.00
0001-0999: Unrestricted: Locally Defined	Title I	47.00
1000-1999: Certificated Personnel Salaries	Title I	46,906.00
2000-2999: Classified Personnel Salaries	Title I	17,605.00
4000-4999: Books And Supplies	Title I	5,430.00

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
Forrest Anders	Classroom Teacher
Melinda Booker	Classroom Teacher
Kristi Osborne / Jeannette Bucher	Classroom Teacher
Sheri Crane	Other School Staff
Jeanette Nunn	Parent or Community Member
Amanda Harris	Parent or Community Member
Jennifer Ibarra	Parent or Community Member
Julia Earnest	Parent or Community Member
Stephanie Ogden	Parent or Community Member
Ruth Strauch	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

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 2/20/2019.

Attested:

Principal, Christine Knoch on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program