

# The Single Plan for Student Achievement Template

SCHOOL: Burney Elementary School

County-District School (CDS) Code 45699896050272

Principal: Marcy Schmidt

Date of this revision: March 21, 2018  
2018-2020

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

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

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Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on \_\_\_\_\_.

# 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	12.4%	11.4%	12.60%	45	45	47
African American	0.0%	0.0%	0%	0	0	0
Asian	0.3%	0.3%	0.27%	1	1	1
Filipino	0.3%	0.0%	0%	1	0	0
Hispanic/Latino	16.8%	18.7%	22.52%	61	74	84
Pacific Islander	0.3%	0.3%	0.27%	1	1	1
White	63.7%	62.0%	57.10%	232	245	213
Multiple/No Response	3.9%	1.5%	1.34%	14	6	5
Total Enrollment				364	395	373

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		75	65
Grade 1		50	54
Grade 2		52	45
Grade 3		49	50
Grade 4		61	50
Grade 5		53	60
Grade 6		55	49
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		395	373

Conclusions based on this data:

1.

# 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	21	27	27	5.8%	6.8%	7.2%
Fluent English Proficient (FEP)	2	3	3	0.5%	0.8%	0.8%
Reclassified Fluent English Proficient		1	1	0.0%	4.8%	3.7%

Conclusions based on this data:

1.

# 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	61	51	51	59	50	50	59	50	50	96.7	98	98
Grade 4	48	61	50	45	60	49	45	60	49	93.8	98.4	98
Grade 5	58	50	55	57	50	53	57	50	53	98.3	100	96.4
Grade 6	48	54	47	47	52	46	47	52	46	97.9	96.3	97.9
All Grades	215	216	203	208	212	198	208	212	198	96.7	98.1	97.5

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	2379.	2357.	2395.	5	6.00	14.00	22	2.00	16.00	31	36.00	32.00	42	56.00	38.00
Grade 4	2453.	2438.	2426.	11	15.00	6.12	27	26.67	20.41	33	20.00	32.65	29	38.33	40.82
Grade 5	2463.	2439.	2466.	9	0.00	13.21	18	26.00	20.75	33	20.00	24.53	40	54.00	41.51
Grade 6	2482.	2493.	2475.	6	7.69	6.52	23	25.00	17.39	34	38.46	32.61	36	28.85	43.48
All Grades	N/A	N/A	N/A	8	7.55	10.10	22	20.28	18.69	33	28.30	30.30	38	43.87	40.91

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	7	8.00	8.00	49	34.00	56.00	44	58.00	36.00
Grade 4	9	15.00	8.16	58	50.00	59.18	33	35.00	32.65
Grade 5	7	6.00	15.09	44	40.00	43.40	49	54.00	41.51
Grade 6	4	7.69	4.35	45	50.00	47.83	51	42.31	47.83
All Grades	7	9.43	9.09	49	43.87	51.52	45	46.70	39.39

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	5	4.00	6.00	46	26.00	48.00	49	70.00	46.00
Grade 4	18	16.67	10.20	60	50.00	44.90	22	33.33	44.90
Grade 5	20	8.00	20.75	36	44.00	45.28	45	48.00	33.96
Grade 6	17	15.38	6.52	38	46.15	50.00	45	38.46	43.48
All Grades	14	11.32	11.11	44	41.98	46.97	41	46.70	41.92

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	10	6.00	14.00	66	60.00	68.00	24	34.00	18.00
Grade 4	9	11.67	14.29	71	65.00	65.31	20	23.33	20.41
Grade 5	7	4.00	13.21	68	68.00	45.28	25	28.00	41.51
Grade 6	6	7.69	2.17	68	67.31	65.22	26	25.00	32.61
All Grades	8	7.55	11.11	68	65.09	60.61	24	27.36	28.28

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	7	4.00	16.00	54	50.00	50.00	39	46.00	34.00
Grade 4	20	18.33	8.16	60	50.00	53.06	20	31.67	38.78
Grade 5	14	4.00	15.09	60	44.00	33.96	26	52.00	50.94
Grade 6	15	13.46	10.87	66	63.46	47.83	19	23.08	41.30
All Grades	13	10.38	12.63	60	51.89	45.96	27	37.74	41.41

Conclusions based on this data:

1.

# 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	61	51	51	59	50	50	59	50	50	96.7	98	98
Grade 4	48	61	50	45	61	49	45	61	49	93.8	100	98
Grade 5	58	49	54	56	49	52	56	49	52	96.6	100	96.3
Grade 6	48	54	47	47	52	46	47	52	46	97.9	96.3	97.9
All Grades	215	215	202	207	212	197	207	212	197	96.3	98.6	97.5

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	2369.	2386.	2406.	7	4.00	8.00	15	18.00	34.00	31	30.00	18.00	47	48.00	40.00
Grade 4	2464.	2437.	2449.	2	9.84	4.08	33	14.75	26.53	56	39.34	40.82	9	36.07	28.57
Grade 5	2450.	2451.	2472.	2	6.12	13.46	14	12.24	9.62	34	26.53	32.69	50	55.10	44.23
Grade 6	2454.	2465.	2469.	6	7.69	0.00	17	11.54	15.22	21	26.92	30.43	55	53.85	54.35
All Grades	N/A	N/A	N/A	4	7.08	6.60	19	14.15	21.32	35	31.13	30.46	42	47.64	41.62

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	10	8.00	16.00	31	44.00	38.00	59	48.00	46.00
Grade 4	18	19.67	12.24	47	26.23	40.82	36	54.10	46.94
Grade 5	9	10.20	17.31	30	20.41	25.00	61	69.39	57.69
Grade 6	9	7.69	2.17	30	34.62	36.96	62	57.69	60.87
All Grades	11	11.79	12.18	34	31.13	35.03	55	57.08	52.79

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	5	10.00	18.00	42	34.00	52.00	53	56.00	30.00
Grade 4	9	9.84	12.24	56	39.34	51.02	36	50.82	36.73
Grade 5	5	2.04	9.62	38	51.02	44.23	57	46.94	46.15
Grade 6	13	3.85	2.17	40	40.38	52.17	47	55.77	45.65
All Grades	8	6.60	10.66	43	41.04	49.75	49	52.36	39.59

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
<b>Grade 3</b>	7	6.00	20.00	51	52.00	44.00	42	42.00	36.00
<b>Grade 4</b>	18	14.75	8.16	47	44.26	48.98	36	40.98	42.86
<b>Grade 5</b>	2	6.12	9.62	36	36.73	48.08	63	57.14	42.31
<b>Grade 6</b>	9	11.54	2.17	45	26.92	34.78	47	61.54	63.04
<b>All Grades</b>	8	9.91	10.15	44	40.09	44.16	47	50.00	45.69

**Conclusions based on this data:**

1.

# 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 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				26

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 4	*	*			*	*			*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*					*
All Grades	11	42.31	*	*	*	*			26

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 4	*	*			*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*					*
All Grades	13	50.00	*	*	*	*			26



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 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	26

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 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	15	57.69	*	*	*	*	26

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 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	14	53.85	11	42.31	*	*	26

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 4			*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	*	*	11	42.31	*	*	26

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 4			*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	*	*	17	65.38	*	*	26

Conclusions based on this data:

1.

# 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
373	67.0%	7.2%	0.3%

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	27	7.2%
Foster Youth	1	0.3%
Homeless	6	1.6%
Socioeconomically Disadvantaged	250	67.0%
Students with Disabilities	39	10.5%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	47	12.6%
Asian	1	0.3%
Hispanic	84	22.5%
Two or More Races	22	5.9%
Pacific Islander	1	0.3%
White	213	57.1%

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. .

# 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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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		
All Students	English Learners	Foster Youth
 Yellow 44.5 points below standard Increased 6.2 points 187 students	 No Performance Color 55 points below standard Declined -8.4 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 57.4 points below standard Increased 10.3 points 134 students	 No Performance Color 90.9 points below standard Maintained -1.5 points 28 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 53.1 points below standard Increased 33.2 points 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.8 points below standard Maintained -0.4 points 46 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 39.2 points below standard Increased 3.1 points 107 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
64.1 points below standard Declined -13.5 points 14 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	43.6 points below standard Increased 8 points 170 students

**Conclusions based on this data:**

1.

# 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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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		
All Students	English Learners	Foster Youth
 Yellow 51.1 points below standard Increased 12 points 187 students	 No Performance Color 86.1 points below standard Declined -7.1 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 59.1 points below standard Increased 17.5 points 134 students	 No Performance Color 73.3 points below standard Increased 21.6 points 28 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 28 points below standard Increased 18.7 points 23 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 75.7 points below standard Increased 13.4 points 46 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Yellow 46.4 points below standard Increased 5.1 points 107 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

<b>Current English Learner</b> 90.4 points below standard Declined -13.3 points 14 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>English Only</b> 48 points below standard Increased 14.5 points 170 students
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**Conclusions based on this data:**

1.



# 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
26	42.3%	30.8%	26.9%	

**Conclusions based on this data:**

1.

# 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.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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.

# 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.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 19.1% chronically absent Maintained 0.1% 398 students	 No Performance Color 7.4% chronically absent Declined 2.6% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Orange 23.2% chronically absent Declined 1.2% 285 students	 Red 29.2% chronically absent Increased 9.9% 48 students

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>American Indian</b>  Orange 22.4% chronically absent Declined 7.6% 49 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>  Orange 16.5% chronically absent Increased 4% 91 students	<b>Two or More Races</b>  No Performance Color 34.8% chronically absent Increased 20.1% 23 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Yellow 18% chronically absent Declined 1.5% 233 students

#### Conclusions based on this data:

1.

# 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.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

# 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:











This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 3% suspended at least once Increased 3% 438 students	 No Performance Color 0% suspended at least once Maintained 0% 28 students	 No Performance Color Less than 11 Students - Data Not 5 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0% suspended at least once Maintained 0% 14 students	 Red 3.2% suspended at least once Increased 3.2% 312 students	 Orange 3.8% suspended at least once Increased 3.8% 52 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  Blue 0% suspended at least once Maintained 0% 50 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data 2 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 3.2% suspended at least once Increased 3.2% 94 students	<b>Two or More Races</b>  No Performance Color 3.8% suspended at least once Increased 3.8% 26 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1 students	<b>White</b>  Red 3.4% suspended at least once Increased 3.4% 265 students

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

2018 Fall Dashboard Suspension Rate by Year		
<b>2016</b>	<b>2017</b>	<b>2018</b>
6.4% suspended at least once	0% suspended at least once	3% suspended at least once

#### Conclusions based on this data:

1.

## Form A: Planned Improvements in Student Performance

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

School Goal # 1: Goals should be prioritized, measurable, and focused on identified student learning needs.

### **By June 2019-2020 school year, family and community involvement on the BES site will increase as measured by volunteer hours, participation in school activities and events.**

What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?		
Current volunteer hours, data from previous year for PTA membership and meeting,	This is one of the priorities for LCAP / LCFF		
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?		
We have not been collecting data, so we do not have a baseline as yet.	School and district administration, certificated and classified personnel, parents		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
All students, but particularly LI/EL/ FY	School, district, and statewide assessments		
What process will you use to monitor and evaluate the data?	PTA activities and events such as Family Science Night and the Book Exchanges, School Year's Eve, Site Council attendance, Back to School Night and Open House; parent conferences; texting communication apps		
Collect volunteer hours, sign in sheets from school activities			
<b>Strategies/Actions to Implement this Goal</b>	<b>Start/Completion Date/Personnel</b>	<b>Each Funding Source/Amount</b>	<b>Process for Evaluation of Implementation</b>
Positive parent contact: emails, texts, phone calls, notes, robo-calls,	August 2018 through June 2020: Staff, PTA, Site Council, Project SHARE		Contact logs; record in Aeries; record of robo-calls;
Weekly newsletters from classroom	August 2018 through June 2020: Staff		Copies turned in to office
Plans for volunteers' hours: in class activities, take home projects	August 2018 through June 2020		Volunteer sign in and highlighted class lists
Parents as resources for teaching units	August 2018 through June 2020		Volunteer sign in and highlighted class lists
Parents as resources for college and career readiness	August 2018 through June 2020		Volunteer sign in and highlighted class lists
Whole school volunteer hours	August 2018 through June 2020: Staff, PTA, Site Council, Project SHARE		Class list highlighted and turned in to office when volunteer checks out
Community professionals as resources for college and career readiness	August 2018 through June 2020: Staff, PTA, Site Council, Project SHARE, Rotary		Class list with notation of guest, topic, and time. Burney-FR Rotary as lunch guest each week



Math Night, Reading Night, Family Science Night	August 2018 through June 2020(Staff) (PTA, Project SHARE)	PTA, grants	Sign in sheets
Book exchanges	August 2018 through June 2020	PTA	Sign in sheets
Fitness Activities	August 2018 through June 2020	SPARK Grant: resources and professional development	SPARK home connect letters
Classroom social media pages	August 2018 through June 2020		
Parent Computer Night	August 2018 through June 2020		Aeries logins
Prizes for Back to School, Open House	August 2018 through June 2020	PTA/Title 1	
Food Incentives for participation	August 2018 through June 2020	\$200 Title 1/PTA	
Homework assistance: school phone for texting, teacher available for phone conference	August 2018 through June 2020: Staff, PTA, Site Council, Project SHARE		Grades, student progress
Utilize all of PTAs resources	August 2018 through June 2020		
PTA Art Docent Program	August 2018 through June 2020	\$150	Log volunteer hours
Classroom liaison with PTA	August 2018 through June 2020		Log volunteer hours

## Form B: Centralized Support for Planned Improvements in Student Performance

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

Program Support Goal # 1.1 (Based on conclusions from analysis of program components and student data pages)				
<b>Adult participation: Bring parents and community members into the classrooms for a variety of reasons</b>				
Groups participating in this goal (e.g., students, parents, teachers, administrators):  PTA, Rotary, local clergy, Burney Community Garden Co-op		Anticipated annual growth for each group:  10%		
Means of evaluating progress toward this goal:  Attendance sheets and volunteer hours logs		Group data to be collected to measure gains:  Sign in sheets and volunteer hour logs		
Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

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

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

## Form A: Planned Improvements in Student Performance

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

School Goal # 2: Goals should be prioritized, measurable, and focused on identified student learning needs.

**By June of the 2019-2020 school year, 70% of K-2 students will make one year's academic growth per school year in reading as measured by the DRA assessment.**

What data did you use to form this goal (findings from data analysis)?  School and county wide data		How does this goal align to your Local Educational Agency Plan goals?  FRJUSD Performance Goal #1: All students will reach high standards, at a minimum attaining having met or exceeded in reading and mathematics.	
What did the analysis of the data reveal that led you to this goal?  Data for the district and county revealed that student reading skills have stagnated, and BES scores are lower than county wide averages.		Which stakeholders were involved in analyzing data and developing this goal?  School and district administration, certificated and classified personnel, parents, students	
Who are the focus students and what is the expected growth?  All students k-2		What data will be collected to measure student achievement?  DRA benchmark results and county data	
What process will you use to monitor and evaluate the data?  Benchmarks are given three times a year if not more.			
<b>Strategies/Actions to Implement this Goal</b>	<b>Start/Completion Date/Personnel</b>	<b>Each Funding Source/Amount</b>	<b>Process for Evaluation of Implementation</b>
Use of SIPPS in first and second grade	Ongoing	Title 1, \$1200	Student progress
Analyze county results	August/September	\$250	Charts and graphs
Review data with staff and provide time for grade level teams to identify areas of need	August		List of students in each performance band
Identify students for intensive and strategic support	August and ongoing		Schedule with support programs
Allocate resources according to need	September and ongoing		Schedule of services

Assess essential standards every 2-3 weeks	Ongoing		Data analysis from Encore, ESP
Analyze assessment data by class and grade level: using essential standards, implement re-teaching, re-assessment, and RTI	Ongoing		ESP, Data Analysis Form
Focused PD based on identified needs	August-June	Dependent on Title 1 Funds	Offered to staff and implemented in classrooms
Educate and encourage wellness	Ongoing	In kind; \$800 SPARK Grant	Nutrition education (HOTM), Jog Your Brain, mental health counseling, dental wellness education, safe routes to school program, SPARK home connect, 5 <sup>th</sup> grade physical fitness results
Continue character education program	August 2018 through June 2020		Decrease in behavior referral; increase in academic responsibility; character cards
REACH/Reading Mastery (SRA) Read Naturally Phonic for Reading Barton – reading intervention	Ongoing		Pre and post test; classroom assessments, District benchmarks, county data
Improved parental communication: Home and School Connection Newsletter, weekly all call updates, email, school newsletter, school website, Reading Night	August 2018 through June 2020	\$1500	Improved parental involvement in school functions, understanding of standards and levels
Set academic goals with each student and discuss with parent at conference; post goals in classroom	ongoing		Conference with student and parent of those students who do not reach academic goal; goals posted
Keyboarding	ongoing	LCAP or Title 1	
Physical Education: evidence based curriculum used in at least 75% of PE lessons	August 2018 through June 2020: Staff, PTA, Site Council, Project SHARE	Training every five years: \$3,000. Replacement equipment \$1000 per year.	Lesson plans; improved student health and performance on CAASPP; fifth grade physical fitness test
Chrome Books	Ongoing	Title 1; Grant from Rancheria, BFREF	Increased test scores

## Form B: Centralized Support for Planned Improvements in Student Performance

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

<b>Program Support Goal # 2.1</b> (Based on conclusions from analysis of program components and student data pages)				
<b>Fluency for k-2, comprehension</b>				
Groups participating in this goal (e.g., students, parents, teachers, administrators):		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
<b>Actions to be Taken to Reach This Goal<sup>3</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	<b>Start Date<sup>4</sup></b> <b>Completion Date</b>	Proposed Expenditures	Estimated Cost	Funding Source
Title 1 teacher progress monitoring every two weeks: intensive students first and second grade	August 2018 through June 2020	Cost of teacher/para	\$79,361	Title 1
Title 1 support for Read Naturally and small groups	August 2018 through June 2020	Cost of teacher		Title 1

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

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

## Form A: Planned Improvements in Student Performance

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

School Goal # 3: Goals should be prioritized, measurable, and focused on identified student learning needs.

**By June of the 2019-2020 school year, 70% of 3-6 students will make one year's academic growth per school year in both ELA and Math as measured by NWEA/MAP.**

What data did you use to form this goal (findings from data analysis)?  Winter NWEA MAP testing 2017		How does this goal align to your Local Educational Agency Plan goals?  FRJUSD Performance Goal #1: All students will reach high standards, at a minimum having met or exceeded reading and mathematics..	
What did the analysis of the data reveal that led you to this goal?  SBAC scores did not give us usable data but the NWEA MAP scores show individual student growth		Which stakeholders were involved in analyzing data and developing this goal?  School and district administration, certificated and classified personnel, parents, students	
Who are the focus students and what is the expected growth?  All 3-6 students taking the NWEA MAP test.		What data will be collected to measure student achievement?  NWEA MAP results from assessments during fall, winter, and spring	
What process will you use to monitor and evaluate the data?  NWEA MAP will be given three times a school year. The winter scores will be compared to determine a year's growth. The fall and spring scores will be used to monitor student progress and set goals			
<b>Strategies/Actions to Implement this Goal</b>	<b>Start/Completion Date/Personnel</b>	<b>Each Funding Source/Amount</b>	<b>Process for Evaluation of Implementation</b>
NWEA MAP 3x year	yearly	LCAP or Title 1	Student progress
Analyze SBAC results	August/September	\$250	Charts and graphs
Review data with staff and provide time for grade level teams to identify areas of need	August		List of students in each performance band
Identify students for intensive and strategic support	August and ongoing		Schedule with support programs
Allocate resources according to need	September and ongoing		Schedule of services
Assess essential standards every 2-3 weeks	Ongoing	Embedded in series	Calendar; data analysis; ESP
Analyze assessment data by class and grade	Ongoing		ESP, Data Analysis Form

level: using essential standards, implement re-teaching, re-assessment, and RTI			
Focused PD based on identified needs	August-June	Dependent on Title 1 funds	Offered to staff and implemented in classrooms
Educate and encourage wellness	Ongoing	In kind; \$500 SPARK Grant	Nutrition education(HOTM), Jog Your Brain, mental health counseling, dental wellness education, safe routes to school program, SPARK home connect, 5 <sup>th</sup> grade physical fitness results
Continue character education programs	ongoing		Decrease in behavior referral; increase in academic responsibility; character cards
Use of apps, subscription programs	August 2018 through June 2020		SBAC and NWEA MAP results
Improved parental communication: Home and School Connection Newsletter, weekly all call updates, email, school newsletter, school website, Reading Night	August 2018 through June 2020	\$260	Improved parental involvement in school functions, understanding of standards and levels
Set academic goals with each student and discuss with parent at conference; post goals in classroom	ongoing		Conference with student and parent of those students who do not reach academic goal; goals posted
Keyboarding and mouse skills	August 2018 through June 2020	LCAP	Progression through KWT
Physical Education: evidence based curriculum used in at least 75% of PE lessons	August 2018 through June 2020: Staff, PTA, Site Council, Project SHARE	Training every five years: \$3,000. Replacement equipment \$500 per year.	Lesson plans; improved student health and performance on CAASPP; fifth grade physical fitness test
Chrome Books	ongoing	Title 1, Grant from Rancheria and BFREF	Increased test scores

## Form B: Centralized Support for Planned Improvements in Student Performance

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

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

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

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



### Form C: Programs Included in this Plan

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

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

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 95,895
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/> Other federal funds (list and describe) <sup>7</sup>	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$ 95,895

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

## Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Marcy Schmidt	X				
Jennifer Arseneau		X			
Ginny Casaurang		X			
Jenni Garner		X			
Morgan Stevenson		X			
Jeanine Ferguson			X		
Kevin Bower				X	
Breanna Covert				X	
Megan Howard				X	
Melissa Madden				X	
Heather Sanchez				X	
Rachel Mercado				X	
Numbers of members in each category	1	4	1	6	

<sup>8</sup> At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Form E: Recommendations and Assurances

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

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

\_\_\_ State Compensatory Education Advisory Committee \_\_\_\_\_ Signature

\_\_\_ English Learner Advisory Committee \_\_\_\_\_ Signature

\_\_\_ Special Education Advisory Committee \_\_\_\_\_ Signature

\_\_\_ Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature

\_\_\_ District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature

\_\_\_ Compensatory Education Advisory Committee \_\_\_\_\_ Signature

\_\_\_ Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature

\_\_\_ Continual School Improvement Committee \_\_\_\_\_ Signature

\_\_\_ School Advisory Committee \_\_\_\_\_ Signature

\_\_\_ Other committees established by the school or district **(list)** \_\_\_\_\_ Signature

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

Attested:

Marcy Schmidt

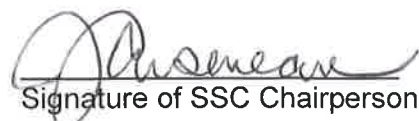
\_\_\_\_\_  
Typed name of School Principal

  
Signature of School Principal

2/4/19  
Date

Jennifer Arseneau

\_\_\_\_\_  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

2/4/19  
Date