

The Single Plan for Student Achievement

School: Faller Elementary School
CDS Code: 15-73742-6009633
District: Sierra Sands Unified School District
Principal: Melissa Christman
Revision Date: November 13, 2014

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

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

Contact Person: Melissa Christman
Position: Principal
Phone Number: (760) 499-1690
Address: 1500 West Upjohn Street
Ridgecrest CA, 93555
E-mail Address: mchristman@ssusd.org

The District Governing Board approved this revision of the SPSA on January 15, 2015.

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School Vision and Mission

Faller Elementary School's Vision and Mission Statements

VISION

Theodore H. Faller Elementary School is committed to having every child, parent, teacher, staff member, and community member be a learner and a leader. The entire Faller School community (including students, family, staff, and community members) assumes responsibility for each student's academic and personal success and for creating a safe, nurturing environment that permeates the entire culture of the school.

REVISED AND APPROVED BY SCHOOL SITE COUNCIL 11-13-14. REAFFIRMED BY SITE COUNCIL YEARLY.

MISSION

The following core values that reflect the vision for our school will permeate the decisions made at our campus. All members of the Faller community will be learners and leaders by:

- BECOMING RESPECTFUL AND CARING CITIZENS – by showing respect for ourselves, the Faller community, for others and the world in which we live.
- BUILDING SELF-DIRECTED AND RESPONSIBLE LEARNERS- by demonstrating daily commitment to learning. Individuals who achieve this will: think critically, value the process as well as the products of learning, and be willing to question, explore, and take responsibility for their learning.
- DEVELOPING SELF-CONFIDENT RISK TAKERS – by having confidence and courage to meet challenges, to learn from mistakes, and to try again.
- CREATING LIFE-LONG READERS AND LEARNERS – by ensuring all students become literate, communicate clearly and are proficient in all subject areas.
- PROVIDING EXPERIENCES FOR PROBLEM SOLVERS – through technology and opportunities to explore, create, and apply learning to new situations.

All members of the Faller community are committed to working towards meeting these objectives. These objectives represent our core values because they will guide everything we do in the school.

School Profile

Theodore H. Faller Elementary School is located in Indian Wells Valley, city of Ridgecrest, with a population of approximately 30,000. Theodore H. Faller Elementary School, in the Sierra Sands Unified School District, currently has a population of 452 students. The October 2014 CBEDS Profile for Faller School indicates that 452 Transitional Kindergarten-5th grade students were enrolled on that day with the following ethnic distribution: 53% white, 32% Hispanic, 4% African American, 2% Pacific Islanders, 1% American Indian, 6% Asian, and 2% multiple ethnicities or did not respond. Of those students, 63% percent are socioeconomically disadvantaged, 13% percent English language learners and 4% students with disabilities.

Our school has 19 teachers who are all highly qualified. Our classified personnel, including our custodians, office personnel, and media assistants, totals 9. We also have a full time school counselor, and intervention paraprofessional, speech therapist and interpreter. Kindergarten through third grade classrooms average 25 students. Enrollment in fourth and fifth grades is capped at 32 students per classroom.

Our preschool opened in October 2009 and services 48 preschools in two half-day programs. Now into its eight year, our After School Program has evolved into an award winning, quality program that provides academic enrichment and a safe constructive alternative for our students. Approximately 100 students participate each school year. It is supervised by the site supervisor and a staff of 5. We also offer a range of programs, clubs and activities before and after school.

Faller provides a balanced, comprehensive, integrated core curriculum including the new California Common Core Standards striving to meet the needs of all students at each grade level. The staff believes that "Every Child Learns and All Children Come First". Children learn most effectively when their academic, physical, emotional, and social needs are met. This year we have incorporated the Character Counts program at Faller School.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

Faller School is a school wide Title 1 elementary school. We utilize an annual Title 1 Parent Survey in the spring as required for a Title 1 school. The one page survey is comprised of questions regarding parental feedback on school culture, parent/community involvement, home/school communication, standards & assessment, and teaching & learning. The findings are reviewed by our site council and shared with staff. Our latest survey, given in March 2014, yielded a 98% parent response. It is found that overall parents strongly agree our school culture, home school connection, standards and assessment and teaching and learning are extremely effective. Ninety-seven percent of our parents believe their student is getting a good education at Faller.

The Academic Program Survey (APS) was also completed with input from staff in order to identify areas of growth in instruction and professional development needs.

Teachers are surveyed several times a year on current issues or practices at Faller through the SurveyMonkey website.

Classroom Observations

Tenured teachers will now be evaluated every five years. Non-tenured teachers, probationary status, are evaluated every year. Teachers received one to four formal observations and numerous unscheduled visits throughout the year. Findings show teachers implementing the adopted curriculum, using assessments to make instructional decisions, demonstrating the use of Professional Learning Community SMART goals determined at PLC meetings, and providing a safe, nurturing environment for learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in math and language arts (State Assessments-when available, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Common Core Standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in district grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Student performance is regularly reviewed during grade level FAME collaboration time, Professional Learning Communities and Student Assistance Team (SAT) meetings. Teachers meet 5 times a month with their grade level teams. From October through April there is at least one SAT meeting per month. Data results and student achievement are discussed during collaboration time with the focus on student learning. Teachers are able to discuss each student and modify instruction to improve student achievement. Teachers are collaborating in Professional Learning Communities by establishing essential standards in both ELA and Math, formulating SMART goals, identifying formative assessments and reviewing data. Students categorized in essential subgroups are also closely monitored for adequate growth throughout the school year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Benchmarks and formative assessments are administered and reviewed on a weekly to trimester basis. Based on this information, intervention groups are created for all performance bands. Interventions are reviewed on a weekly to a monthly basis to determine effectiveness which drives decision making for future groupings.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Faller staff are highly qualified (ESEA).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are provided SBE-adopted curriculum training in both ELA and math.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Faller School's staff development has been predominantly in the area of English Language Arts, Mathematics, Closing the Achievement Gap, Professional Learning Communities (PLC), Response to Intervention (RTI), Character Counts, Student Engagement and Motivation and Technology. The following trainings have been recently offered: Treasures ELA, Go Math, Character Counts, Kindergarten Curriculum, PLC Summit and Illuminate. Most of our teachers have been trained in Professional Learning Communities (PLC).

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA and math Coaches, ELD Teacher Coordinators, Special Education Program Support Teachers, and two Title 1 Resource Teachers. They support site teachers by assisting in reading instruction, observing, offering model lessons, and providing feedback on best practices. Support staff also provides professional development in teaching strategies and assist with classroom assessments, benchmark testing, report cards, ELD strategies, and technology. In addition, trainings and staff professional development days are used to train in topics such as benchmark tests/ analysis and CELL/ExLL strategies in order to assist teachers in planning instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Our teachers have district grade level meetings three times a year during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. At Faller, teachers meet every week in Professional Learning Communities to provide the collaboration within and across grade levels: Kindergarten/First, Second/Third, Fourth/Fifth. Teachers also meet in collaboration twice a month with the principal and their specific grade level. A teacher at each grade level take on the leadership of the their grade level PLC at Faller and meet with the principal every other week.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state adopted textbooks and supplementary materials, California common core standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Professional Learning Communities collaborate together using data from the benchmark assessments, school wide computer based assessments (ESGI, Early Literacy, Accelerated Reading, Accelerated Math, Moby Max), and teacher formative assessments to analyze student performance and adjust instruction accordingly.

During the 2013-2014 school year, The California Standards Tests were replaced with SBAC Field Tests. No results were released as to the performance of students. The format was to "test the test". When the new SBAC assessment data is available for the 2014-2015, our site will also use that data in determining student performance.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students. The teachers adhere to the protected time for ELA: kindergarten 60 minutes grades 1-3 150 minutes and grades 4-5 120 minutes and in Math: kindergarten 30 minutes, grades 1-5 60 minutes.

10. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being developed in ELA and math to align with the Common Core Standards using the current adopted curriculum.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All standards-based instructional materials are available to all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted instructional materials for our site are included in this document. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction using the embedded intervention and re-teach materials. During reading, math and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers examine student assessment data and meet at grade-level and Professional Learning Committee meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Assistant Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher and support staff in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Best researched-based educational practices utilized include: UNRAAVEL, Rick Marzano's 10 Best Instructional Strategies, CELL/ExCELL, Step Up to Writing, Accelerated Reading and Math, Moby Max and Education City software, as well as differentiated instruction. ELA and math SBE approved materials are implemented with fidelity to ensure mastery of standards.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family and school resources available to assist underachieving students:

- District Nurse
- Resource Teacher/Title 1
- Instructional aides -2
- Translator
- Parent volunteers
- School Attendance Review Board (SARB)
- Intervention- before, during and after school
- ASES- After School Program
- State Preschool
- Counselor- full time provided through ESSC grant
- College Community Health

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Family Nights
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PTO
- School Newsletter/information through automated phone system and internet
- EdLine and school web pages
- Teacher newsletters

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. The annual Title I parent survey, which is an evaluation of our program, is reviewed by the SSC.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council analyzes data including parent survey and budget expenditures, parent involvement and makes educational decisions to ensure students are meeting content standards. They evaluate educational programs for effectiveness at least annually.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the underperforming students at this school include paraprofessional support, strategy groups, during and after school interventions, and an after school program (ASES). Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of supplemental materials and to support academic intervention.

Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Our counselor provides support through individual, small group and whole group lessons.

18. Fiscal support (EPC)

Currently, the state has transitioned to funding of educational services through the LCFF. The district provides general funding in addition to categorical funding. Faller will receive funding from the ESSC and the MCASP federal grants.

Description of Barriers and Related School Goals

At Faller, we strive to address barriers to student learning and work towards minimizing the effects these barriers have on our students. Challenges outside our school such as home environments, homelessness and lack of basic necessities and health care cause some of our students to come to school as intentional non learners or display negative behaviors. There is a discrepancy in digital literacy skills in our students that do not have the same level of exposure to technology within the home environment. We address the environmental behaviors and issues through a full time counselor, universal expectations, behavior modifications, Character Counts recognition programs, awards assemblies, and daily announcements of character. We bridge the gap of digital literacy skills through a focus on technology use in the classroom and computer lab.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	298	299		175	172		15	10		8	4	
Growth API	854	814		866	818		797					
Base API	815	855		853	867		773	808				
Target	A	A		A	A							
Growth	39	-41		13	-49							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	81	89		40	39		176	184		41	41	
Growth API	822	795		800	764		813	767		727	760	
Base API	739	822		718	800		764	814		720	733	
Target	5	A					5	A				
Growth	83	-27					49	-47				
Met Target	Yes	No					Yes	No				

Conclusions based on this data:

1. Significant subgroups, Hispanic and SED need further support due to API decline in 2013.
2. Significant subgroup, white, need further support due to API decline in 2013. Although, the group does remain over the 800 API target.
3. District subgroup SWD, made a gain of 33 API points in 2013. District subgroup EL, declined 36 API points in 2013.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	189	162		117	93		8			--		
Percent At or Above Proficient	63.4	54.2		66.9	54.1		53.3	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	98	
Number At or Above Proficient	43	47		19	17		88	80		16	17	
Percent At or Above Proficient	53.1	52.8		47.5	43.6		50.0	43.5		39.0	41.5	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		--	--	

Conclusions based on this data:

1. Our Hispanic and Students with Disabilities populations have remained steady in 2013. This supports our current RTI intervention practices at Faller.
2. 2013 data shows a marked decrease in our white subgroups compared to 2012. Additional support and resources need to be allocated to this subgroup.
3. 2013 data also shows a decline in schoolwide performance. Research based, schoolwide practices to close the achievement gap will continue to be supported.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	227	190		139	112		11			--		
Percent At or Above Proficient	76.2	63.5		79.4	65.1		73.3	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	98	
Number At or Above Proficient	55	52		27	22		123	95		27	27	
Percent At or Above Proficient	67.9	58.4		67.5	56.4		69.9	51.6		65.9	65.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		--	--	

Conclusions based on this data:

1. Our Hispanic and Students with Disabilities populations have declined in Math AYP in 2013. Implementation of Kid's College computer software program did not yield the results as anticipated when we had used direct instruction as our intervention in 2012.
2. 2013 data shows a marked decrease in our white and SED subgroups compared to 2012. Additional support and resources need to be allocated to this subgroup.
3. 2013 data also shows a decline in schoolwide Math AYP performance. Research based, schoolwide practices to close the achievement gap will continue to be supported.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			5	33	6	40	3	20	1	7	15
2					7	70	3	30			10
3			1	14	4	57	1	14	1	14	7
4			1	14	2	29	4	57			7
5			5	63	2	25	1	13			8
Total			12	26	21	45	12	26	2	4	47

Conclusions based on this data:

1. Data indicates that most EL students entering Faller perform at the Early Advanced through Intermediate levels.
2. The Beginning and Early Intermediate EL's fall into the 1st through 3rd grades. Support will be target there to help the EL's to move up a level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	25	4	50	2	25	8
1			5	33	6	40	3	20	1	7	15
2					7	58	3	25	2	17	12
3			2	25	4	50	1	13	1	13	8
4			1	13	3	38	4	50			8
5			5	63	2	25	1	13			8
Total			13	22	24	41	16	27	6	10	59

Conclusions based on this data:

1. The majority of our EL students are at the early intermediate (2) or intermediate (3) level.
2. 1st grade has the most EL students for a total of 5.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	39	45	49
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	39	45	49
Number Met	18	23	24
Percent Met	46.2%	51.1%	49.0%
NCLB Target	56.0	57.5	59.0
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	43	7	54	8	43	13
Number Met	9	--	12	--	7	--
Percent Met	20.9%	--	22.2%	--	16.3%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	Yes	*	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1. Faller did not meet AMAO 1 target of 59%; however the percentage of students remains steady over the last three years.
2. Faller did not meet AMAO 2 and experienced a decline in its percentage.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	No	Yes	Yes

Conclusions based on this data:

1. Although the district did not meet AMAO 1, the percentage of EL's rose by 4%.
2. The district did not meet AMAO 2.
3. The district met the AMAO 3 targets/

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP #4, State Priority #1-Basic Services	
LEA GOAL:	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
SCHOOL GOAL #1:	
Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.	
Data Used to Form this Goal:	
Spring 2014 District Student Survey results	
Findings from the Analysis of this Data:	
District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.	
How the School will Evaluate the Progress of this Goal:	
Annual Target for 2015 Increase student survey results to 43% agree	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Collaborate with district personnel to communicate staffing needs.	2014-2015	principal			
Maintain clean campus	ongoing	custodian	purchase of trash receptacles for front of campus	4000-4999: Books And Supplies	1000
			custodial supplies	4000-4999: Books And Supplies	3500
Attend monthly safety meetings	monthly 2014-2015	principal, committee member			

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards	
LEA GOAL:	
Provide an academic program fully aligned to the Common Core State Standards	
SCHOOL GOAL #2:	
Provide an academic program fully aligned to the Common Core State Standards	
Data Used to Form this Goal:	
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	
Findings from the Analysis of this Data:	
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math	
How the School will Evaluate the Progress of this Goal:	
Annual target for 2015 APS Rubric 2	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Develop Common Core instructional materials	2014-2015	principal			
Adopt/Purchase Common Core instructional materials	2014-2015	district			
Develop and implement Common Core common assessments to further inform instruction and intervention	2014-2015	principal	ESGI software- Kinder and TK	5000-5999: Services And Other Operating Expenditures	General Unrestricted 300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	2014-2015	principal, teachers	purchase professional literature	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	500.00
			teacher collaboration through FAME program supported by substitutes and classified staff	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1800.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	200.00
				2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1800.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	200.00
Identify and roll out resources and technological tools as needed	2014-2015	principal	computers	4000-4999: Books And Supplies	General Unrestricted	3160.17
			monitors	4000-4999: Books And Supplies	General Unrestricted	2000.00
			headphones, voice links	4000-4999: Books And Supplies	General Unrestricted	1200.00
			printers	4000-4999: Books And Supplies	General Unrestricted	3000.00
			interactive boards	4000-4999: Books And Supplies	General Unrestricted	1756.39
			library books	4000-4999: Books And Supplies	General Unrestricted	4000.00
			lamps for projectors	4000-4999: Books And Supplies	General Unrestricted	1000.00
Provide Illuminate training/coaching support	2014-2015	district				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Provide supplement resources to enhance instruction of common core standards.	2014-15	principal	Flocabulary	5000-5999: Services And Other Operating Expenditures	General Unrestricted 1200.00
			Education City	5000-5999: Services And Other Operating Expenditures	General Unrestricted 2345.00
			STAR Reading Spanish	5000-5999: Services And Other Operating Expenditures	General Unrestricted 275.00
			English in a Flash	5000-5999: Services And Other Operating Expenditures	General Unrestricted 200.00
			STAR Math Enterprise	5000-5999: Services And Other Operating Expenditures	General Unrestricted 408.41
			Rewards charms for reaching academic goals	4000-4999: Books And Supplies	General Unrestricted 1496
			Kindergarten Jumbo Journals	4000-4999: Books And Supplies	General Unrestricted 243.27
			Scholastic Subscription-Let's Find Out-Kindergarten	5000-5999: Services And Other Operating Expenditures	General Unrestricted 558.73
			classroom easels	4000-4999: Books And Supplies	General Unrestricted 641.47
			chart paper an highlight tape	4000-4999: Books And Supplies	General Unrestricted 2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development in common core, best practices, and technology.	2014-2015	district	all teachers attend district grade level meetings each trimester	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	6000.00
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	650.00
			Administrator PD in common core best practices	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2177.00
			PLC leader training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2000.00
Provide intervention support and data collection	2014-15	principal, intervention para, and intervention media specialist	intervention paraprofessional	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,587.02
			intervention media specialist and data collection	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	27,567.38
			intervention media specialist and data collection	3000-3999: Employee Benefits	Title I Part A: Allocation	20,327.91
			intervention paraprofessional	3000-3999: Employee Benefits	Title I Part A: Allocation	2576.38
support classroom materials and supplies	2014-2015	principal	teacher purchases additional materials and supplies	4000-4999: Books And Supplies	General Unrestricted	4000.00
			purchase ink and toner for classroom printers	4000-4999: Books And Supplies	General Unrestricted	4000.00
			make copies at multith	5000-5999: Services And Other Operating Expenditures	General Unrestricted	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
provide after school intervention for underperforming students	2014-15	principal, teacherfs	teachers provide after school intervention	1000-1999: Certified Personnel Salaries	Intervention (BS/AS)
				3000-3999: Employee Benefits	Intervention (BS/AS)
					Amount
					4500.00
					500.00

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP #1, #3, and #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Reduce rate of students receiving a D or F in a core course
SCHOOL GOAL #3:
Not Applicable for Elementary
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Translation/interpreting services (Spanish) will be provided to assist students and parents.	all year	interpreter	personnel, interpreter	2000-2999: Classified Personnel Salaries	District Funded
Provide opportunity for our EL families and community involvement through the PTO, School Site Council, ELAC committee, family nights and parenting classes.	All year	principal, staff, office clerk, volunteer	Materials, supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement
					850

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP #4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Improve school connectedness and school climate for students
SCHOOL GOAL #4:
Improve school connectedness and school climate for students
Data Used to Form this Goal:
2014 District Student Survey
2012-13 Data:
Suspension Rate
Expulsion Rate
Attendance Rate
Dropout Rate
Graduation Rate
Findings from the Analysis of this Data:
District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey
2012-13 Data:
Suspension Rate: 8.8%
Expulsion Rate: 0.5%
Attendance Rate: 95%
Dropout Rate: 1.0%
Graduation Rate: 92.7%

How the School will Evaluate the Progress of this Goal:

Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Review student/staff/parent survey responses and discuss concerns	Spring 2015	principal, School Site Council			
Develop and implement strategies to improve school connectedness	2014-2015	principal	Homework folders	4000-4999: Books And Supplies	Title I Part A: Parent Involvement 560.19
			Staff lanyards	4000-4999: Books And Supplies	General Unrestricted 254.82
			Principal certificates	4000-4999: Books And Supplies	General Unrestricted 67.54
			Principal stickers	4000-4999: Books And Supplies	General Unrestricted 57.20
Fully implement Character Counts	2014-2015	principal, counselor	Rewards: charms, bookmarks, pencils posters, banners	None Specified	ESSC Counseling Grant
			books, DVDs	None Specified	ESSC Counseling Grant
			staff training	None Specified	ESSC Counseling Grant

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Host Family Nights to increase parent involvement	2014-2015	principal, teachers	communication, paper	4000-4999: Books And Supplies	Title I Part A: Parent Involvement
			light refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement
			materials for activities with families	4000-4999: Books And Supplies	Title I Part A: Parent Involvement
					Amount
					100.00
					300.00
					317.81

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)
SCHOOL GOAL #5:
Increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)
Data Used to Form this Goal:
2012-13 Annual AMAO 2 (CELDT) Results
Findings from the Analysis of this Data:
2012-13 AMAO 2-CELDT: 22.1%
How the School will Evaluate the Progress of this Goal:
Annual target for 2015: AMAO 2-CELDT: 23.1%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	2014-2015	principal, district	Professional development for staff	None Specified	District Funded

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	41,664	0.00
Title I Part A: Allocation	62,224	-4,834.69
Title I Part A: Parent Involvement	2,128	0.00
Title I Part A: Professional Development	11,327	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	41,664.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	67,058.69
Title I Part A: Parent Involvement	2,128.00
Title I Part A: Professional Development (PI Schools)	11,327.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	12,300.00
2000-2999: Classified Personnel Salaries	41,954.40
3000-3999: Employee Benefits	24,454.29
4000-4999: Books And Supplies	36,004.86
5000-5999: Services And Other Operating Expenditures	12,464.14

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Unrestricted	33,376.86
5000-5999: Services And Other Operating	General Unrestricted	8,287.14
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,800.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	41,954.40
3000-3999: Employee Benefits	Title I Part A: Allocation	23,304.29
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,128.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	6,000.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	650.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	500.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	4,177.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,500.00
Goal 2	120,170.13
Goal 3	850.00
Goal 4	1,657.56

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mrs. Melissa Christman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Andrea Miller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Terry McGuire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Brianne Albrecht	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Charisse MacGregor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Jake Easley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Karla Navarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Barbara Cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Maria Hess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Amalia Hollingsworth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) 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

☒ English Learner Advisory Committee

☐ Special Education Advisory Committee

☐ Gifted and Talented Education Program Advisory Committee

☐ District/School Liaison Team for schools in Program Improvement

☐ Compensatory Education Advisory Committee

☐ Departmental Advisory Committee (secondary)

☐ Other committees established by the school or district (list):

Signature

Kavita Henry

Signature

Signature

Signature

Signature

Signature

Signature

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 11/13/2014.

Attested:

Melissa Christman

Typed Name of School Principal

Melissa Christman

Signature of School Principal

Date

12-9-14

Terry McGuire- Vice Chairperson

Typed Name of SSC Chairperson

Terry McGuire

Signature of SSC Chairperson

Date

12-9-14

Title I School-Level Parental Involvement Policy Faller Elementary School 2014-15

Faller Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents and other school site members are asked to preview the policy and come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed and distributed at the next School Site Council meeting which is open to the public. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Faller Elementary School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- *Parents of Title I student are invited to attend the first Title I meeting of the school year. A flyer is sent out which states the date, location, and time of the annual Title I meeting.*
- *At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about Faller programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher concerns about their child's progress.*

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- *All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via the monthly newsletter, weekly auto-dialer message and posting of meeting notices on the school marquee and in the office., and posting of meeting notices in the office. The agenda is posted in the school office at least 72 hours in advance of the meeting.*
- *Title I parents are invited to request a Title I meeting. This is announced at the annual Title I parent meeting.*

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.

- *Parents of Title I students are provided timely information about Title I programs at:*
 - *Parent Teacher Conferences*
 - *Title I Parent Meetings*
 - *School Site Council Meetings*
 - *English Learner Advisory Committee Meeting*

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at:

- *Back to School Night*
- *Parent Conferences*
- *Student Study Teams*

- *School Site Council Meetings*
- *English Learner Advisory Committee (ELAC) Meetings*
- *School Plan for Student Achievement*

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- *All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the school year. SSC meetings are announced at the school office via postings and an agenda is posted 72 hours prior to the meeting*
- *All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a phone call, email, or letter.*
- *Parent conferences are especially designed to address student needs. Formal Parent conferences occur two times per school year (November and March as needed). At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via the monthly newsletter, weekly auto-dialer message and posting of meeting notices on the school marquee and in the office., and posting of meeting notices in the office. If a parent cannot attend a meeting, a phone conference is encouraged. On some occasions, teachers will reschedule a parent conference to meet the parent's needs.*
- *Parents and staff can request a Student Study Team meeting to discuss student concerns.*
- *Scheduled meetings are planned for students with Individual Educational Plans (IEPs) and/or 504 Plans.*