

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 12, 2015

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:

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data)	13
Title III Accountability (District Data).....	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	20
School Goal #3.....	22
School Goal #4.....	23
School Goal #5.....	25
Centralized Services for Planned Improvements in Student Performance	26
Summary of Expenditures in this Plan.....	27
Total Allocations and Expenditures by Funding Source	27
Total Centralized Services Expenditures by Funding Source	28
Total Expenditures by Object Type.....	29
Total Expenditures by Object Type and Funding Source	30
Total Expenditures by Goal	31
School Site Council Membership	32

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 10-15-15 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 448 students. The October 2015 CBEDS Profile for Faller School indicates that 448 Transitional Kindergarten-5th grade students were enrolled on that day with the following ethnic distribution: 49% white, 35% Hispanic, 6% African American, 1% Pacific Islanders, 1% American Indian, 4% Asian, and 3% multiple ethnicities or did not respond. Of those students, 66% percent are socioeconomically disadvantaged, 13% percent English language learners and 6% students with disabilities.

Our school has 17 classroom teachers who are all highly qualified. Our classified personnel, including our custodians, office personnel, and media assistants, totals 6. We also have a full time school counselor, and intervention paraprofessional, speech therapist and interpreter. Kindergarten through third grade classrooms average 24.5 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. Beginning in March of 2007, 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 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. The Character Counts program is successfully practiced 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 2015, yielded a 95% 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-five 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 google forms or 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 at the beginning of the school year 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, Late Start Wednesdays and Student Assistance Team (SAT) meetings. 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 reviewing 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 and analysis of teaching 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. Teachers meet every week on Late Start Wednesdays in Professional Learning Communities. Teachers also meet in collaboration twice a month with the principal and their specific grade level. A teacher at each grade level takes on the leadership of the their grade level PLC at Faller and meet with the principal every month.

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. SBAC assessment data for the 2014-2015 has been reviewed to determine the needs of our students.

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, other 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	64	64	100.0	64	2391.1	11	17	34	38
Grade 4	71	67	94.4	67	2427.2	6	24	28	42
Grade 5	72	71	98.6	71	2492.7	14	34	24	28
All Grades	207	202	97.6	202		10	25	29	36

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	13	45	42	8	52	41	8	72	20	8	50	42
Grade 4	12	42	46	6	60	34	12	66	22	4	61	34
Grade 5	20	44	37	21	46	32	15	65	20	28	52	20
All Grades	15	44	42	12	52	36	12	67	21	14	54	32

Conclusions based on this data:

1. Third and Fourth grade are on target with the county. Fifth grade was above county and state.
2. Areas of strength are listening in 3rd and 4th and demonstrating effective communication in 3rd and 5th.
3. Areas of need are the foundational skills of reading in grades 3-5. Writing and research were other areas of need in 3rd and 4th grade. Writing was found to be an area of need in 5th.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	64	64	100.0	64	2425.1	11	23	45	20
Grade 4	71	68	95.8	68	2448.1	7	26	32	34
Grade 5	72	71	98.6	71	2487.7	13	13	37	38
All Grades	207	203	98.1	203		10	21	38	31

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	22	50	28	22	48	30	17	61	22
Grade 4	18	32	50	10	53	37	6	56	38
Grade 5	18	30	52	13	48	39	13	46	41
All Grades	19	37	44	15	50	35	12	54	34

Conclusions based on this data:

1. All grades 3-5 exceeded the county and was close to approaching the state level.
2. There is a consistent dip from 3rd to 5th grade.
3. Concepts and procedures was an area of need for grades 4-5.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***	2		***** **	***	*****
1	2	22	3	33	4	44					9
2	1	6	7	44	4	25	3	19	1	6	16
3			1	13	5	63	2	25			8
4			1	14	6	86					7
5	1	17	3	50	2	33					6
Total	4	8	15	31	22	46	5	10	2	4	48

Conclusions based on this data:

1. Data indicates that the majority of the EL students fall into the Intermediate level.
2. The Beginning and Early Intermediate ELs fall into the kindergarten, and 2nd through 3rd grades. Support will be target there to help the ELs to move up a level.
3. Twenty EL students (39%) are close to or could qualify for RFEF depending on additional data.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					4	27	6	40	5	33	15
1	2	22	3	33	4	44					9
2	1	6	7	44	4	25	3	19	1	6	16
3			1	13	5	63	2	25			8
4			1	13	6	75			1	13	8
5	1	14	3	43	3	43		1	13		7
Total	4	6	15	24	26	41	11	17	7	11	63

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	45	49	48
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	45	49	48
Number Met	23	24	29
Percent Met	51.1%	49.0%	60.4%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	54	8	43	13	52	9
Number Met	12	--	7	--	12	--
Percent Met	22.2%	--	16.3%	--	23.1%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
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. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	321	306	307
Percent with Prior Year Data	100.0	100.0	100
Number in Cohort	321	306	307
Number Met	173	178	164
Percent Met	53.9	58.2	53.4
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	231	145	213	146	225	144
Number Met	51	71	42	69	49	54
Percent Met	22.1	49.0	19.7	47.3	21.8	37.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	Yes	Yes	

Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

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 #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
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 Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	2015-2016	principal				
Adopt/Purchase Common Core instructional materials	2015-2016	district				
Develop and implement Common Core materials and common assessments to further inform instruction and intervention	2015-2016	principal	ESGI software- Kinder and TK	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	716.00
			Language for Learning	4000-4999: Books And Supplies	Title I Part A: Allocation	778.43

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	2015-2016	principal, teachers	purchase professional literature	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	559.00
			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
			FAME materials	4000-4999: Books And Supplies	General Unrestricted	189.80
Identify and roll out resources and technological tools as needed	2015-2016	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	2500.00
			library books	4000-4999: Books And Supplies	General Unrestricted	4000.00
			lamps for projectors	4000-4999: Books And Supplies	General Unrestricted	2000.00
Provide Illuminate training/coaching support	2015-2016	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.	2015-16	principal	Standards Plus	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3025.05
			STAR Math Enterprise	5000-5999: Services And Other Operating Expenditures	General Unrestricted	408.41
			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
			MacGraw Hill Rdg Intervention	4000-4999: Books And Supplies	Title I Part A: Allocation	1116.55
			Rewards charms for reaching academic goals	4000-4999: Books And Supplies	General Unrestricted	1496
			Kindergarten Jumbo Journals	4000-4999: Books And Supplies	General Unrestricted	207.60
			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	612.47
			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.	2015-2016	district	all teachers attend district grade level meetings each trimester	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	6000
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	650.00
			PD in common core best practices	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	3000.00
			PLC training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	3775.00
			Centralized Project Teacher Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18449
				3000-3999: Employee Benefits	Title I Part A: Allocation	5565
			PD in learning and engagement	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2500.00
			PD in technology in the classroom	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2500.00
			PD DVD Student Engagement	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	278.08

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support classroom materials and supplies	2015-16	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 multilith	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4500.00
			Studies Weekly, 4th grade	4000-4999: Books And Supplies	Title I Part A: Allocation	225.15

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 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2015 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 45% of 3rd grade students, 44% of 4th grade students, and 47% of 5th grade students met or exceeded standards. In math, district wide, 43% of 3rd grade students, 41% of 4th grade students, and 30% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention support and data collection	2015-16	principal, intervention paraprofessional and intervention media specialist	intervention paraprofessional	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18,338.17
			intervention paraprofessional	3000-3999: Employee Benefits	Title I Part A: Allocation	3769.45
			intervention media specialist and data collection	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	27,692.21
			intervention media specialist and data collection	3000-3999: Employee Benefits	Title I Part A: Allocation	20,769.92

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide before/after school intervention	2015-16	principal, teachers	teachers provide before or after school intervention	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500.00
				3000-3999: Employee Benefits	Intervention (BS/AS)	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 #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
Data Used to Form this Goal:
Spring 2015 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	2015-2016	principal				
Maintain clean campus	ongoing	custodian	custodial supplies	4000-4999: Books And Supplies	General Unrestricted	4000
Attend monthly safety meetings	monthly 2015-2016	principal, committee member				

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
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	Spring 2016	principal, School Site Council, staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement strategies to improve school connectedness	2015-2016	principal	Homework folders	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	578.87
			Staff lanyards	4000-4999: Books And Supplies	General Unrestricted	254.82
			Reading certificates	4000-4999: Books And Supplies	General Unrestricted	68.02
			Principal stickers	4000-4999: Books And Supplies	General Unrestricted	57.20
			staff team building activities	5000-5999: Services And Other Operating Expenditures	General Unrestricted	399.00
			AR incentive dog tags	4000-4999: Books And Supplies	General Unrestricted	948.78
			5th grade yearly planners	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	194.68
Fully implement Character Counts	2015-2016	principal, counselor	Rewards: charms, bookmarks, pencils	None Specified	ESSC Counseling Grant	
			posters, banners	None Specified	ESSC Counseling Grant	
			books, DVDs	None Specified	ESSC Counseling Grant	
			staff training	None Specified	ESSC Counseling Grant	
Host Family Nights to increase parent involvement	2015-2016	principal, teachers	communication, paper	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150.00
			light refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150.00
			materials for activities with families	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	137.45
Childcare during Back to School Night and Kindergarten Orientation	2015-16	principal	supervision of students and children during parent events	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	150.00

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 making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2014-15 Annual AMAO 1 (CELDT) Results
Findings from the Analysis of this Data:
2014-15 AMAO 1-CELDT: 60.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2014 - 2015: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2015-16	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6851.04
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2459.53

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	42,036	0.00
Title I Part A: Allocation	127,855	18,847.99
Title I Part A: Parent Involvement	2,077	0.00
Title I Part A: Professional Development	13,984	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	42,036.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	109,007.01
Title I Part A: Parent Involvement	2,077.00
Title I Part A: Professional Development (PI Schools)	13,984.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	9,310.57

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	30,749.00
2000-2999: Classified Personnel Salaries	47,980.38
3000-3999: Employee Benefits	31,654.37
4000-4999: Books And Supplies	39,584.99
5000-5999: Services And Other Operating Expenditures	22,135.27

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	35,694.86
5000-5999: Services And Other Operating	General Unrestricted	6,341.14
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	20,249.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	47,830.38
3000-3999: Employee Benefits	Title I Part A: Allocation	30,504.37
4000-4999: Books And Supplies	Title I Part A: Allocation	2,120.13
5000-5999: Services And Other Operating	Title I Part A: Allocation	8,303.13
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	150.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,211.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	716.00
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	559.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	6,775.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,445.44
Goal 2	75,569.75
Goal 3	4,000.00
Goal 4	3,088.82

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	X				
Mrs. Kristi McLaughlin		X			
Mrs. Jessica Auld		X			
Mr. Blake Onishi		X			
Mrs. Charisse MacGregor			X		
Mrs. Marissa Bennett (1 year 15-16)				X	
Mrs. Barbara Cook (2 years 14-16)				X	
Mrs. Ashley Douglas (2 years 15-17)				X	
Mrs. Jessica Kenady (1 year 15-16)				X	
Mrs. Megan Schneiter (2 years 15-17)				X	
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	_____
	Signature
English Learner Advisory Committee	_____
	Signature
Special Education Advisory Committee	_____
	Signature
Gifted and Talented Education Program Advisory Committee	_____
	Signature
District/School Liaison Team for schools in Program Improvement	_____
	Signature
Compensatory Education Advisory Committee	_____
	Signature
Departmental Advisory Committee (secondary)	_____
	Signature
Other committees established by the school or district (list):	_____
	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/13/2014.

Attested:

Melissa Christman	<i>Melissa Christman</i>	11-12-15
Typed Name of School Principal	Signature of School Principal	Date
Kristy McLaughlin	<i>Kristy McLaughlin</i>	11-12-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date