

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Faller Elementary School
Address	1500 West Upjohn Street Ridgecrest CA, 93555
County-District-School (CDS) Code	15-73742-6009633
Principal	Melissa Christman
District Name	Sierra Sands Unified School District
SPSA Revision Date	October 25, 2018
Schoolsite Council (SSC) Approval Date	November 29, 2018
Local Board Approval Date	January 17, 2019

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

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School Vision and Mission

VISION

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 11-10-16 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, TRUSTWORTHY, FAIR 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, a 2017-18 CA Honor Roll School , a 2016 Gold Ribbon and Title 1 Academic Achievement School, is located in the Indian Wells Valley city of Ridgecrest, with a population of approximately 30,000. Faller School is one of six elementary schools within the Sierra Sands Unified School District and currently has a population of 481 students in transitional kindergarten to fifth grade. The October 2018 CBEDS Profile for Faller School indicates the following ethnic distribution: 54.47% white, 33.26% Hispanic, 4.16% African-American, 0% American Indian, 0% Filipino, 2.91% Asian, 0.83% Pacific Islanders, and 4.37% multiple ethnicities or did not respond. Of those students, 70% percent (data taken from CALPADS November 2018 report) are socioeconomically disadvantaged, 10% percent English language learners and 13% students with disabilities (includes the RSP program 4%, speech 9% and special day class .01%).

Faller School's positive learning environment includes 20 general education classroom teachers, one special education teacher, one projects teacher and one resource specialist who are all highly qualified with the exception of three teachers on an emergency credential. Our classified personnel, including our custodians, office personnel, media assistants, and three special education paraprofessionals totaling 8. We also have a full-time school counselor, a speech therapist and interpreter. Transitional kindergarten through third-grade classrooms average 24 students. Enrollment in fourth and fifth grades is capped at 32 students per classroom.

Starting in 2018, Faller School offers a no cost breakfast and lunch to all students based on the Consolidated Eligibility Program.

Our preschool opened in October 2009 and services 48 preschoolers in two half-day programs. Our After School Program opened in March of 2007 and has evolved into an award-winning, quality program that provides academic enrichment and a safe constructive alternative for our students base on the STEM (Science, Technology, Engineering, Math) curriculum. Approximately 100 students participate each school year. It is supervised by a 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 embedded throughout our award-winning, positive campus.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

August 2018:

Annual Title 1 Meeting- Title 1 overview

Back to School Night- classroom curriculum, expectations, parental involvement

September 2018:

SSC Training- Site Council overview

Staff Meeting- review SBAC data

PBIS/Character Counts Family Night- school climate

October 2018:

ELAC Meeting-servicing our EL students

Math Family Night- family engagement with math

SSC Meeting- parent compact, review SBAC data

November 2018:

SSC Meeting- review and approve Single Plan

December 2018:

January 2019:

Family Code Night- family engagement in computer coding

SSC Meeting- review and approve safety plan

ELAC Meeting- servicing our EL students

February 2019:

Reading Family Night- family engagement in reading

SSC Meeting- review parent survey before disseminating

March 2019:

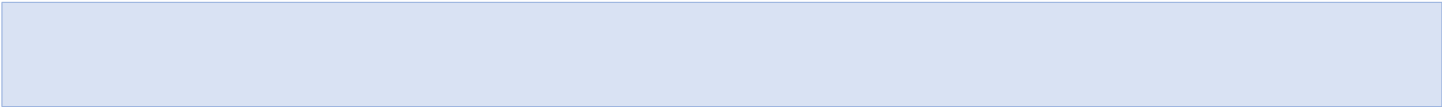
SSC Meeting-mid year review of School Plan

April 2019:

SSC Meeting- review parent survey results

May 2019:

Science Family Night- family engagement in science



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.1%	0.7%	0.44%	5	3	2
African American	6.0%	4.3%	3.96%	27	19	18
Asian	0.7%	0.2%	0.88%	3	1	4
Filipino	3.4%	3.0%	2.64%	15	13	12
Hispanic/Latino	35.3%	38.0%	36.12%	158	167	164
Pacific Islander	1.3%	0.7%	0.88%	6	3	4
White	49.1%	48.4%	50.88%	220	213	231
Multiple/No Response	3.1%	0.0%	0%	14	0	0
Total Enrollment				448	440	454

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		96	90
Grade 1		68	92
Grade 2		73	69
Grade 3		74	73
Grade 4		70	63
Grade 5		59	67
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		440	454

Conclusions based on this data:

1. There was a significant enrollment increase in the 2016-17 kindergarten class(96) resulting in a progressive increase to first grade in 2017-2018. There was a significant enrollment increase in the 2017-18 kindergarten(90) class resulting in a progressive increase to first grade in 2018-2019.
2. We remain stable in the percent of white and Hispanic students.
3. The vast majority of our students are white or Hispanic.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	58	56	53	12.9%	12.7%	11.7%
Fluent English Proficient (FEP)	3	7	13	0.7%	1.6%	2.9%
Reclassified Fluent English Proficient		7	9	0.0%	12.1%	16.1%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	70	74	78	70	73	77	70	73	77	100	98.6	98.7
Grade 4	65	69	62	64	69	62	64	69	62	98.5	100	100
Grade 5	64	59	65	64	57	65	64	57	65	100	96.6	100
All Grades	199	202	205	198	199	204	198	199	204	99.5	98.5	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2403.	2419.	2411.	16	17.81	16.88	14	27.40	27.27	36	32.88	32.47	34	21.92	23.38
Grade 4	2447.	2448.	2470.	13	17.39	27.42	19	26.09	27.42	34	21.74	20.97	34	34.78	24.19
Grade 5	2493.	2478.	2482.	14	10.53	12.31	38	28.07	29.23	20	35.09	26.15	28	26.32	32.31
All Grades	N/A	N/A	N/A	14	15.58	18.63	23	27.14	27.94	30	29.65	26.96	32	27.64	26.47

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	14	13.70	12.99	56	54.79	58.44	30	31.51	28.57	
Grade 4	13	17.39	24.19	56	55.07	51.61	31	27.54	24.19	
Grade 5	25	17.54	23.08	48	40.35	41.54	27	42.11	35.38	
All Grades	17	16.08	19.61	54	50.75	50.98	29	33.17	29.41	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	20.55	12.99	51	52.05	54.55	37	27.40	32.47
Grade 4	8	14.49	29.03	70	52.17	43.55	22	33.33	27.42
Grade 5	19	19.30	15.38	48	47.37	47.69	33	33.33	36.92
All Grades	13	18.09	18.63	57	50.75	49.02	31	31.16	32.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	13.70	14.29	70	71.23	71.43	23	15.07	14.29
Grade 4	14	15.94	12.90	69	65.22	72.58	17	18.84	14.52
Grade 5	16	10.53	12.31	70	64.91	72.31	14	24.56	15.38
All Grades	12	13.57	13.24	70	67.34	72.06	18	19.10	14.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	23.29	19.48	56	49.32	58.44	31	27.40	22.08
Grade 4	11	20.29	20.97	66	47.83	62.90	23	31.88	16.13
Grade 5	28	14.04	16.92	55	57.89	53.85	17	28.07	29.23
All Grades	17	19.60	19.12	59	51.26	58.33	24	29.15	22.55

Conclusions based on this data:

1. Fourth grade made significant gains in overall ELA achievement. Fifth grade made a slight increase and third grade a slight decrease in overall ELA achievement.
2. Listening and research/inquiry continue to be an area of strength with the majority of students scoring at or near standards.
3. Areas of need are in reading and writing although reading did show some gains.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	70	74	78	70	74	78	70	74	78	100	100	100
Grade 4	65	69	62	64	69	62	64	69	62	98.5	100	100
Grade 5	64	59	65	64	59	65	64	59	65	100	100	100
All Grades	199	202	205	198	202	205	198	202	205	99.5	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2411.	2431.	2405.	11	13.51	8.97	29	32.43	20.51	33	35.14	41.03	27	18.92	29.49
Grade 4	2455.	2457.	2482.	8	13.04	19.35	25	21.74	24.19	41	36.23	38.71	27	28.99	17.74
Grade 5	2480.	2471.	2460.	11	11.86	9.23	14	8.47	12.31	34	40.68	24.62	41	38.98	53.85
All Grades	N/A	N/A	N/A	10	12.87	12.20	23	21.78	19.02	36	37.13	35.12	31	28.22	33.66

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	20	21.62	15.38	39	55.41	42.31	41	22.97	42.31	
Grade 4	19	23.19	38.71	31	33.33	32.26	50	43.48	29.03	
Grade 5	16	15.25	10.77	31	25.42	27.69	53	59.32	61.54	
All Grades	18	20.30	20.98	34	39.11	34.63	48	40.59	44.39	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	21.62	15.38	51	55.41	48.72	34	22.97	35.90
Grade 4	13	11.59	20.97	55	52.17	53.23	33	36.23	25.81
Grade 5	16	11.86	9.23	41	38.98	44.62	44	49.15	46.15
All Grades	14	15.35	15.12	49	49.50	48.78	37	35.15	36.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	21.62	12.82	51	59.46	58.97	26	18.92	28.21
Grade 4	13	21.74	17.74	52	44.93	58.06	36	33.33	24.19
Grade 5	11	8.47	4.62	47	45.76	46.15	42	45.76	49.23
All Grades	16	17.82	11.71	50	50.50	54.63	34	31.68	33.66

Conclusions based on this data:

1. Both the 4th grade and 5th grade cohort showed in overall math achievement growth from the previous 2 to 3 years based on the overall mean scaled score.
2. Concepts and procedures is an area of need particularly for grades 3 and 5.
3. Grade 3 and 5 show more students not meeting standards than the previous year whereas grade 4 decreased the number of students not meeting standards.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	1481.7	1492.8	1470.2	14
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				53

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	14
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
All Grades	16	30.19	23	43.40	11	20.75	*	*	53

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*	*	*	14
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	33	62.26	14	26.42	*	*	*	*	53

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2			*	*	*	*	*	*	*
Grade 3			*	*	*	*	*	*	14
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	13	24.53	18	33.96	12	22.64	53

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	14
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	23	43.40	25	47.17	*	*	53

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	14
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	43	81.13	*	*	*	*	53

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2			*	*	*	*	*
Grade 3			*	*	*	*	14
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
All Grades	*	*	23	43.40	22	41.51	53

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2			*	*			*
Grade 3	*	*	*	*	*	*	14
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	16	30.19	32	60.38	*	*	53

Conclusions based on this data:

1. More students fall in the overall language performance level 3. Only 20% of our students fall in Level 2.
2. Oral language, including the Speaking Domain, is a strength.
3. Written language is an area of need for our EL students.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
454	72.0%	11.7%	0.4%

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	11.7%
Foster Youth	2	0.4%
Homeless	4	0.9%
Socioeconomically Disadvantaged	327	72.0%
Students with Disabilities	32	7.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	4.0%
American Indian	2	0.4%
Asian	4	0.9%
Filipino	12	2.6%
Hispanic	164	36.1%
Two or More Races	19	4.2%
Pacific Islander	4	0.9%
White	231	50.9%






Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed.
2. English learners will be monitored and provided support to ensure re-designation by fifth grade.
3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspensions remained very low at Faller School in 2017.
2. Chronic absenteeism has remained low.
3. Students academic performance in ELA and math will be a primary focus.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 10.4 points below standard Increased 8.8 points 194 students	<p>English Learners</p>  Orange 46.9 points below standard Declined -12.5 points 40 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Yellow 29.9 points below standard Increased 12.4 points 146 students	<p>Students with Disabilities</p>  No Performance Color 89 points below standard Declined -6.8 points 21 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.4 points below standard Increased 3 points 77 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 6.6 points above standard Increased 18.5 points 91 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.7 points below standard Maintained -1.5 points 26 students	13.9 points above standard Declined -15.6 points 14 students	1 points below standard Increased 15.2 points 154 students

Conclusions based on this data:

- English learners will be provided with extra support in ELA instruction beyond the 30 minutes of designated EL instruction.
- Socioeconomically disadvantaged students will be provided intervention during the day and outside the regular school day to increase ELA performance.
- Hispanic students will be monitored for academic support in ELA.

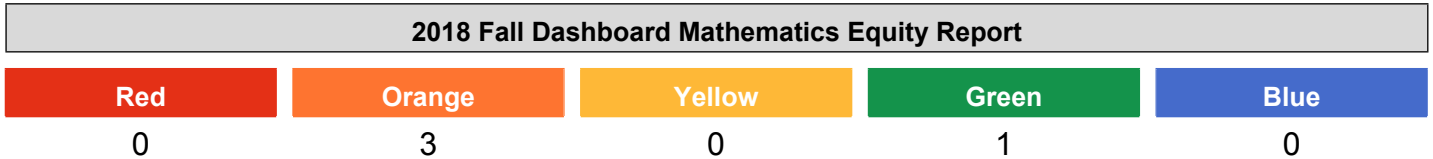
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 30.5 points below standard Declined -5 points 194 students	<p>English Learners</p>  Orange 52.3 points below standard Declined -26.1 points 40 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 48.4 points below standard Declined -4.5 points 146 students	<p>Students with Disabilities</p>  No Performance Color 77.3 points below standard Increased 20.3 points 21 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.1 points below standard Declined -10.6 points 77 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 8.8 points below standard Increased 7 points 91 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.3 points below standard Declined -21.4 points 26 students	7.7 points below standard Declined -23.3 points 14 students	24.8 points below standard Maintained 0.5 points 154 students

Conclusions based on this data:

1. Socioeconomically disadvantaged students will be provided intervention during the day and outside the regular school day to increase ELA performance.
2. Hispanic students will be monitored for academic support in math.
3. English learners will be monitored for extra support in math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
53	30.2%	43.4%		

Conclusions based on this data:

1. Since most EL students are level 3 or 4 they will be provided with support to assist in re-designation by 5th grade.
2. Level 3 students will be provided additional support beyond the 30 minutes of designated EL instruction daily.

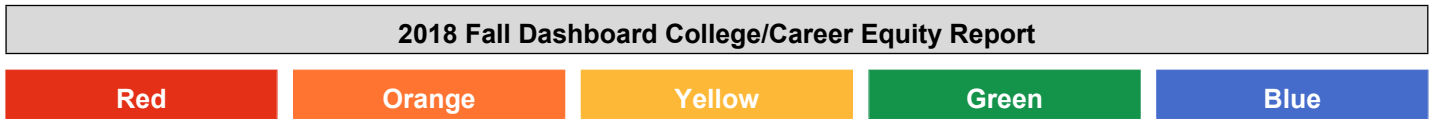
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

1. Not applicable for this school.

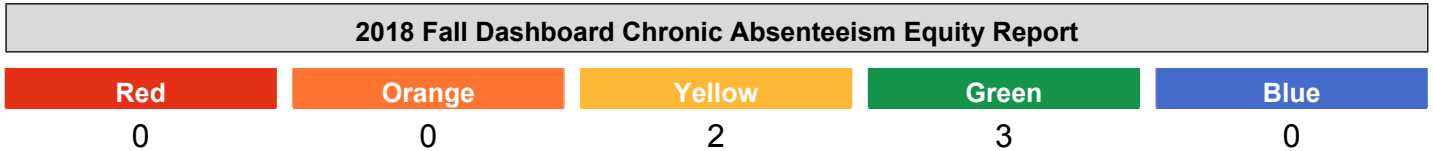
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>8.1% chronically absent</p> <p>Declined 2%</p> <p>481 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>10.2% chronically absent</p> <p>Declined 3.2%</p> <p>59 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>28.6% chronically absent</p> <p>14 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>10.6% chronically absent</p> <p>Declined 2.8%</p> <p>350 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>8.3% chronically absent</p> <p>Declined 7.9%</p> <p>48 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% chronically absent Declined 15% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 15.4% chronically absent Increased 15.4% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.7% chronically absent Declined 0.8% 176 students	 No Performance Color 0% chronically absent Declined 12% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 8.2% chronically absent Declined 0.7% 244 students

Conclusions based on this data:

1. Economically disadvantaged students will be provided support to reduce absences.
2. EL students will be provided with support to reduce absences.
3. All students will be provided with incentives to attend school on a regular basis.

School and Student Performance Data

Academic Engagement Graduation Rate

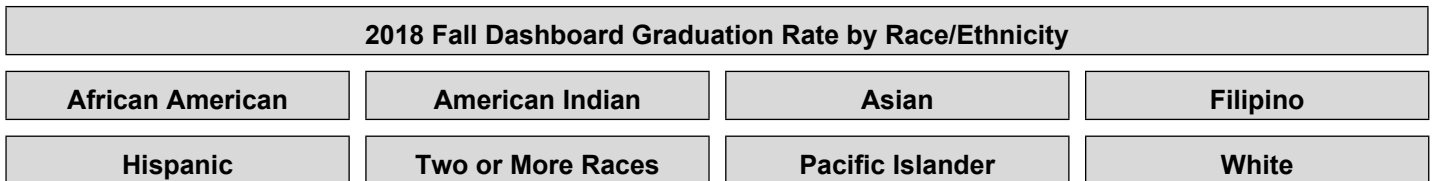
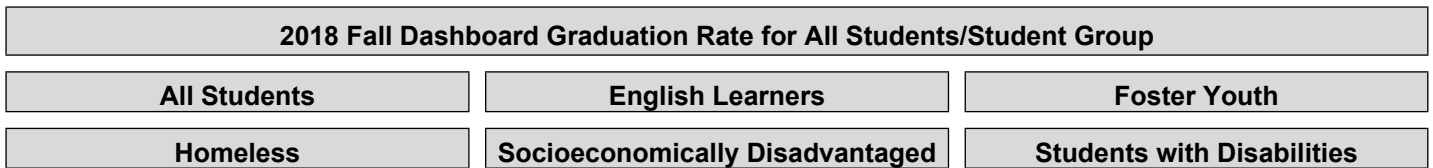
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

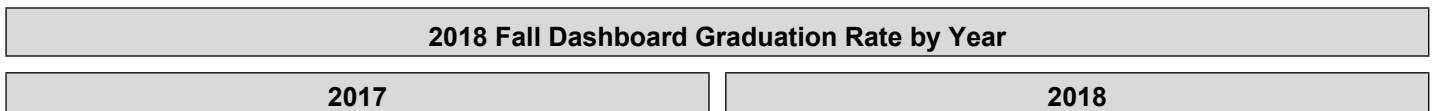
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. Not applicable to this school

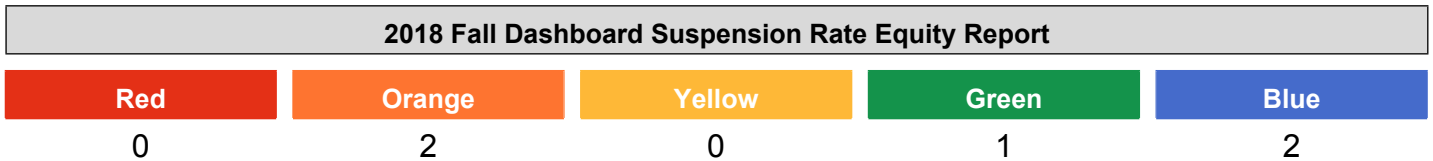
School and Student Performance Data

Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.6% suspended at least once</p> <p>Maintained -0.2%</p> <p>492 students</p>	<p>English Learners</p> <p>Orange</p> <p>3.3% suspended at least once</p> <p>Increased 3.3%</p> <p>60 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least once</p> <p>18 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.8% suspended at least once</p> <p>Maintained -0.1%</p> <p>360 students</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -2.3%</p> <p>52 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 23 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0% suspended at least once Maintained 0% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.1% suspended at least once Increased 1.1% 180 students	 No Performance Color 0% suspended at least once Declined -3.8% 21 students	 No Performance Color Less than 11 Students - Data 4 students	 Blue 0.4% suspended at least once Declined -0.9% 245 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1% suspended at least once	0.8% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1. Suspensions are decreasing each year.
2. Hispanic students will be provided with support to reduce suspensions.
3. EL students will be provided with support to reduce suspensions.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

State Priority #2-State Standards (Conditions of Learning); #4-Pupil Achievement (Pupil Outcomes); #7-Course Access (Conditions of Learning)

Goal Statement

Provide a rigorous academic program which promises college and career readiness.

LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academic Program Survey Implementation Rubric (Scale 1-4)	Level 3.3 in ELA/ELD and 4 in math	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math
3rd-5th grade CAASPP Assessments	2017 CAASPP Data: 3rd ELA: 45 3rd Math: 46 4th ELA: 43 4th Math: 35 5th ELA: 39 5th Math: 20	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

Planned Strategies/Activities

Strategy/Activity 1

1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	5466
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	computers, monitors, headphones, printers
Amount	5000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Library books to supplement core subjects
Amount	5000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	projectors and lamps for projectors
Amount	697
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	hover cam
Amount	4800
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	teacher materials and supplies warehouse
Amount	4000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	ink and toner for classroom printers
Amount	5000
Source	General Unrestricted

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	copies at multilith
Amount	1400
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Office supplies: folders, files, labels
Amount	2000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	toner for the office copier
Amount	488
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	whiteboard markers and erasers

Strategy/Activity 2

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, and Department Chairs (secondary)

Proposed Expenditures for this Strategy/Activity

Amount	1557.36
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Step Up to Writing materials
Amount	2000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies

Description

Orton Gillingham phonics materials

Strategy/Activity 3

3. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal and projects teacher

Proposed Expenditures for this Strategy/Activity

Amount

105,618.00

Source

Title I Part A: Site Assigned ESSA Teacher

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

site assigned project teacher salary and benefits

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

State Priority #5-Pupil Engagement (Engagement); #6-School Climate (Engagement); #8- Other Pupil Outcomes (Pupil Outcomes)

Goal Statement

Maximize student engagement and achievement.

LCAP Goal

Maximize student engagement and achievement.

Basis for this Goal

SBAC Assessments; Dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 94.9%; Faller Attendance Rate 95.7% District Chronic Absenteeism Rate 10.21%	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%
Suspension Rate	2016-17 Suspension Rate .8%	Decrease/Maintain Suspension rate by 1%
California Healthy Kids Survey	Fall 2017 Survey Summary: 41% of 5th grade felt connected to school all the time; 23% of 7th grade strongly agree they are connected to their school 13% of 9th and 12% of 11th strongly agree they are connected to their school	Maintain/Increase school connectedness by 1%

Planned Strategies/Activities

Strategy/Activity 1

1. Provide before/after school or lunch time academic interventions. (5,000 LCFF, Title I to supplement these opportunities)

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount 4192

Source LCFF Supp Conc - Intervention (BS/AS)

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Goal 2, Action 4 LCAP

Amount 808

Source LCFF Supp Conc - Intervention (BS/AS)

Budget Reference 3000-3999: Employee Benefits

Description Goal 2, Action 4 LCAP

Amount 1700

Source Title I Part A: Allocation

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Teachers provide before or after school intervention

Amount 328

Source Title I Part A: Allocation

Budget Reference 3000-3999: Employee Benefits

Description employee benefits

Strategy/Activity 2

2. Provide evidence-based, supplemental academic intervention materials.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount 10,000

Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	LexiaReading Core5
Amount	3295
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math
Amount	3500
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Dreambox Math

Strategy/Activity 3

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Character Counts, etc.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s)

Proposed Expenditures for this Strategy/Activity

Amount	1137
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Reward charms for reaching academic goals
Amount	206
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Kindergarten Jumbo Journals
Amount	562
Source	General Unrestricted

Budget Reference	4000-4999: Books And Supplies
Description	chart paper and highlight tape
Amount	333
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	reading certificates
Amount	1000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	principal medals for perfect attendance and citizenship
Amount	233
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	AR incentive brag tags
Amount	4200
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	rewards, charms, bookmarks, pencils, posters, banners, books, DVDs for Character Counts

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

State Priority #3-Parental Involvement (Engagement)

Goal Statement

Grow family and community partnerships that benefit students.

LCAP Goal

Grow family and community partnerships that benefit students.

Basis for this Goal

District LCAP Parent Survey results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Surveys	Spring 2018 LCAP Parent Survey: 82% of districtwide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See 2018 Title 1 Parent Survey Results Addendum	See 2018 Title 1 Parent Survey Results Addendum

Planned Strategies/Activities

Strategy/Activity 1

1. Engage parents/guardians in ongoing, two-way communication.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount

1200

Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Homework folders
Amount	700
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic Subscription-Let's Find Out-Kindergarten
Amount	2500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	toner and ink cartridges for parent communication newsletters, fliers, notices. parent nights, compacts, surveys
Amount	1000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	paper for parent communication newsletters, fliers, notices. parent nights, compacts ,surveys
Amount	2000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	gr. 2-5 student planners

Strategy/Activity 2

2. Provide monthly Family Nights to increase parent/guardian engagement.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	350
Source	Title I Part A: Parent Involvement

Budget Reference	2000-2999: Classified Personnel Salaries
Description	childcare or classified employee assisting with family night
Amount	35
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	employee benefits
Amount	400
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	materials for parent night activities
Amount	300
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	light refreshments for parents

Strategy/Activity 3

3. Provide parent/guardian education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, etc.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal. Site Leadership Team, Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Principal attends ACSA Leadership Summit: lodging, food, transportation
Amount	300
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies

Description	parent literature
Amount	1320
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Loving Solutions Parent Education
Amount	254
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Loving Solutions Parent Education
Amount	561
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Loving Solutions Materials
Amount	200
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Loving Solutions light refreshments

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

State Priority # 1 Basic Services (Conditions of Learning)

Goal Statement

Guarantee safe and well-maintained facilities.

LCAP Goal

Guarantee safe and well-maintained facilities.

Basis for this Goal

Results of Facility Inspection Tool; Dashboard data-local indicators

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection Tool	2017 FIT Rating: Exemplary	Maintain/Increase FIT rating

Planned Strategies/Activities

Strategy/Activity 1

1. Support safe and well-maintained facilities.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

Description

custodial supplies

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

State Priority #1-Basic Services (Conditions of Learning)

Goal Statement

Develop, value, and retain a high-quality diverse educational team.

LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

Basis for this Goal

Dashboard data-local indicators

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number/rate of fully credentialed teachers	2017-18 Number/rate of fully credentialed teachers: 18/20 or 90%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Planned Strategies/Activities

Strategy/Activity 1

1. Provide professional development in identified area(s) of site need and district initiatives.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s), Counselor(s)

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies

Description	Professional literature
Amount	1695
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes so teachers can observe best practices
Amount	231
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits
Amount	17,868.64
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development in common core best practices, learning and engagement, technology in the classroom, PLC, restorative practices, Character Counts for substitutes, benefits, registration, hotel, food, transportation
Amount	500
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	training for counselor
Amount	200
Source	General Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	noon supervisor training/beginning of year

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Provide an academic program fully aligned to the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric	Increase District APS Rubric Score of 2 in ELA/ELD and 2 in Math	2017-18 APS Site Rubric Scores: ELA/ELD-3.3 Math-4

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Adopt/Purchase Common Core instructional materials	Adopted/Purchased ELA/ELD instructional materials in 2017-18 school year.	District Funded	District Funded
Develop and implement Common Core materials and common assessments to further inform instruction and intervention	Common Core materials and common assessments were developed and implemented.	District Funded	District Funded
Identify best practices of CCSS	Best practices of CCSS identified.	purchase professional literature- title TBD 4000-4999: Books And Supplies Title I Part A: Allocation 600.00	purchase professional literature- Guided Reading 4000-4999: Books And Supplies Title I Part A: Allocation 475.28
		Teacher observations of each other- substitute 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 800.00	Teacher observations of each other- substitute 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1843.49
		3000-3999: Employee Benefits Title I Part A: Allocation 100.00	3000-3999: Employee Benefits Title I Part A: Allocation 421.41
Identify and roll out resources and technological tools as needed	Resources and technological tools identified and rolled out as needed.	computers 4000-4999: Books And Supplies General Unrestricted 3672.73	computers 4000-4999: Books And Supplies General Unrestricted 900.82

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		monitors 4000-4999: Books And Supplies General Unrestricted 242.48	monitors 4000-4999: Books And Supplies General Unrestricted 254.48
		headphones, voice links 4000-4999: Books And Supplies General Unrestricted 1000.00	headphones, voice links 4000-4999: Books And Supplies General Unrestricted 1399.05
		printers 4000-4999: Books And Supplies General Unrestricted 1260.03	printers 4000-4999: Books And Supplies General Unrestricted 1746.07
		library books 4000-4999: Books And Supplies General Unrestricted 1135.32	library books 4000-4999: Books And Supplies General Unrestricted 197.92
		projectors and lamps for projectors 4000-4999: Books And Supplies General Unrestricted 5200.00	projectors and lamps for projectors 4000-4999: Books And Supplies General Unrestricted 4985.68
		hover cam 4000-4999: Books And Supplies General Unrestricted 446.66	hover cam 4000-4999: Books And Supplies General Unrestricted 446.66
		mouse pad/ magnetic clips 4000-4999: Books And Supplies General Unrestricted 250.00	mouse pad/ magnetic clips 4000-4999: Books And Supplies General Unrestricted 288.98
Provide professional development in ELA and math	ELA and math professional development provided.	teachers attend district trainings 1000-1999: Certificated Personnel Salaries District Funded	teachers attend district trainings 1000-1999: Certificated Personnel Salaries District Funded
Provide supplement resources to enhance instruction of common core standards.	Supplemental resources provided to enhance instruction of common core standards.	Step Up to Writing material 4000-4999: Books And Supplies Title I Part A: Allocation 519.12	Step Up to Writing material 4000-4999: Books And Supplies Title I Part A: Allocation 52.49
		STAR Math Enterprise 5000-5999: Services And Other Operating Expenditures District Funded	STAR Math Enterprise 5000-5999: Services And Other Operating Expenditures District Funded
		Standards Plus Intervention material 4000-4999: Books And	Standards Plus Intervention material 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies Title I Part A: Allocation 384.36	Supplies Title I Part A: Allocation 384.36
		Studies Weekly 4th and 5th grade 4000-4999: Books And Supplies Title I Part A: Allocation 1071.00	Studies Weekly 4th and 5th grade 4000-4999: Books And Supplies General Unrestricted 1071.00
		Rewards charms for reaching academic goals 4000-4999: Books And Supplies General Unrestricted 1136.03	Rewards charms for reaching academic goals 4000-4999: Books And Supplies General Unrestricted 1136.03
		Kindergarten Jumbo Journals 4000-4999: Books And Supplies General Unrestricted 205.84	Kindergarten Jumbo Journals 4000-4999: Books And Supplies General Unrestricted 205.84
		Scholastic Subscription- Let's Find Out- Kindergarten 4000-4999: Books And Supplies Title I Part A: Parent Involvement 620.00	Scholastic Subscription- Let's Find Out- Kindergarten 4000-4999: Books And Supplies Title I Part A: Parent Involvement 632.50
		4th and 5th grade organizational binders 4000-4999: Books And Supplies Title I Part A: Allocation 432.70	4th and 5th grade organizational binders 4000-4999: Books And Supplies Title I Part A: Allocation 0
		chart paper and highlight tape 4000-4999: Books And Supplies General Unrestricted 561.92	chart paper and highlight tape 4000-4999: Books And Supplies General Unrestricted 561.92
Provide professional development in common core, best practices, and technology.	Professional development provided in leadership, learning engagement and PLC.	all teachers attend district grade level meetings each trimester 1000-1999: Certificated Personnel Salaries District Funded	all teachers attend district grade level meetings each trimester 1000-1999: Certificated Personnel Salaries District Funded
		3000-3999: Employee Benefits District Funded	3000-3999: Employee Benefits District Funded
		PD in common core best practices 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1000.00	PD in common core best practices 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		PD in leadership- ACSA Leadership Summit 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1700.00	PD in leadership- ACSA Leadership Summit 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1629.00
		PD in learning and engagement 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2000.00	PD in learning and engagement 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 545.08
		PD in technology in the classroom 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2000.00	PD in technology in the classroom 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0
		PD in PLC- conference fee 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6100.00	PD in PLC- conference fee 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6690.00
		PD in PLC- travel, hotel, food 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 7000.00	PD in PLC- travel, hotel, food 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6936.56
support classroom materials and supplies	Classroom materials and supplies provided.	teacher purchases additional materials and supplies 4000-4999: Books And Supplies General Unrestricted 3600.00	teacher purchases additional materials and supplies 4000-4999: Books And Supplies General Unrestricted 4232.72
		purchase ink and toner for classroom printers 4000-4999: Books And Supplies General Unrestricted 4000.00	purchase ink and toner for classroom printers 4000-4999: Books And Supplies General Unrestricted 3852.93
		make copies at multilith 5000-5999: Services And Other Operating Expenditures General Unrestricted 4500.00	make copies at multilith 5000-5999: Services And Other Operating Expenditures General Unrestricted 3216.36
		Studies Weekly, 4th/5th grade 4000-4999: Books	Studies Weekly, 4th/5th grade 4000-4999: Books

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		And Supplies Title I Part A: Allocation 1071.00	And Supplies General Unrestricted 0
			Privacy shields for testing 4000-4999: Books And Supplies General Unrestricted 229.01
		grid paper 4000-4999: Books And Supplies General Unrestricted 56.90	grid paper 4000-4999: Books And Supplies General Unrestricted 0
		permabound books 4000-4999: Books And Supplies Title I Part A: Allocation 3649.40	permabound books 4000-4999: Books And Supplies Title I Part A: Allocation 4489.25
		whiteboard markers/eraser accessory kits 4000-4999: Books And Supplies General Unrestricted 487.13	whiteboard markers/eraser accessory kits 4000-4999: Books And Supplies General Unrestricted 487.13
provide office supplies	Office and administration supplies provided.	folders, files, labels 4000-4999: Books And Supplies General Unrestricted 1400.00	folders, files, labels 4000-4999: Books And Supplies General Unrestricted 3243.53
		toner 4000-4999: Books And Supplies General Unrestricted 2000.00	toner 4000-4999: Books And Supplies General Unrestricted 2000.00
			office supplies 4000-4999: Books And Supplies General Unrestricted 1389.43
			Administration supplies 4000-4999: Books And Supplies General Unrestricted 472.22

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of 4th/5th grade organizational binders and Professional Development in technology. Studies Weekly was moved to unrestricted budget and we did not need to order grid paper since we had enough.

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

Overall, the actions/services were effective in meeting Goal 1. 2017-18 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 1 has been changed to a new goal: Provide a rigorous academic program which promises college and career readiness.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC ELA and Math Performance Data	<p>Increase SBAC ELA performance by 1%.</p> <p>Increase SBAC math performance by 1%.</p> <p>Increase subgroups (SED, EL, and SPED) by 2%.</p>	<p>2017 SBAC performance data:</p> <p>2018 SBAC performance data:</p> <p>3rd ELA: 45%</p> <p>3rd ELA: 44%</p> <p>3rd Math: 46%</p> <p>3rd Math: 29%</p> <p>4th ELA: 43%</p> <p>4th ELA: 52%</p> <p>4th Math: 35%</p> <p>4th Math: 42%</p> <p>5th ELA: 39%</p> <p>5th ELA: 40%</p> <p>5th Math: 20%</p> <p>5th ELA: 21%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intervention support and data collection	Intervention support and data collection provided.	<p>intervention media specialist and data collection 2000-2999: Classified Personnel Salaries District Funded</p> <p>intervention media specialist and data collection 3000-3999: Employee Benefits District Funded</p>	<p>intervention media specialist and data collection 2000-2999: Classified Personnel Salaries District Funded</p> <p>intervention media specialist and data collection 3000-3999: Employee Benefits District Funded</p>
Provide before/after school intervention	Before/after school intervention provided.	teachers provide before or after school intervention 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 4500.00	teachers provide before or after school intervention 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 4500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits Intervention (BS/AS) 500.00	3000-3999: Employee Benefits Intervention (BS/AS) 500
		teachers provide before and after school intervention 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000.00	teachers provide before and after school intervention 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1884.00
		3000-3999: Employee Benefits Title I Part A: Allocation 250.00	3000-3999: Employee Benefits Title I Part A: Allocation 606.63
Counselor will provide small group social skills instruction, one-on-one counseling intervention and parent education	Counselor provided small social skills instruction and one-on-one counseling intervention	counseling intervention 1000-1999: Certificated Personnel Salaries District Funded	counseling intervention 1000-1999: Certificated Personnel Salaries District Funded
		3000-3999: Employee Benefits District Funded	3000-3999: Employee Benefits District Funded
Supplemental reading intervention material	Supplemental reading intervention material provided.	LexiaReadingCore5 4000-4999: Books And Supplies Title I Part A: Allocation 10,200.00	LexiaReadingCore5 4000-4999: Books And Supplies Title I Part A: Allocation 9,900.00
			Read Naturally Live license 1 yr 4000-4999: Books And Supplies Title I Part A: Allocation 746.93
Orton Gillingham materials	Provided Orton Gillingham materials.	Orton Gillingham materials 4000-4999: Books And Supplies Title I Part A: Allocation 907.72	Orton Gillingham materials 4000-4999: Books And Supplies Title I Part A: Allocation 907.72
Step Up to Writing training	Step Up to Writing training was not offered.	Gr. K-5 teachers 5000-5999: Services And Other Operating Expenditures District Funded	Gr. K-5 teachers 5000-5999: Services And Other Operating Expenditures District Funded
		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Restorative Practices training	Restorative Practices training provided to school site counselor.	counselor 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 430.00	counselor 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 440.00

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of Step Up to Writing training due to district's focus on the core ELA/ELD adoption training.

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

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. 2018 SBAC ELA met or exceeded standards percentages increased at the 4th (9%) and 5th (1%) grade levels. 2018 SBAC Math met or exceeded standards percentages increased at the 4th (7%) and 5th (1%) grade levels. Area of focus for the district and site continue to be in math achievement.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 2 has been changed to a new goal: Maximize student engagement and achievement.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District California Healthy Kids Student and Staff Survey	Increase the percentage of students and staff that feel safe at school.	The California Healthy Kids Survey was administered in the fall of 2017. See 5th grade district results below: 74% of students feel safe at school most or all of the time. 52% of staff feel they are safe at school and 48% feel students are safe at school.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with district personnel to communicate staffing needs.	Collaborated with district personnel to communicate staffing needs.	1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded	
Maintain clean campus	Maintained clean campus.	custodial supplies 4000-4999: Books And Supplies General Unrestricted 5000.00	custodial supplies 4000-4999: Books And Supplies General Unrestricted 4350.65
Attend bi-monthly safety meetings	Attended monthly safety meetings.		bandages, nursing supplies 4000-4999: Books And Supplies General Unrestricted 190.45
Counselor will provide bully prevention strategies and conflict resolution.	During whole class instruction, the counselor provided bully prevention lessons specifically in the month of October		

Analysis

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

As noted in the "Actual Actions/Services" section above, all planned actions and services were implemented as planned.

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

Because the metric utilized, the California Healthy Kids Survey (CHKS), has not been utilized consistently over time, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 3. In the 2018 administration of the CHKS, data will be provided in both site and district grade levels.

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

Material differences between budgeted expenditures and actual expenditures are related to close to maximum implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 3 has been changed to a new goal: Grow family and community partnerships that benefit students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Eight State Priority Metrics, SSUSD Data Portrait/3 Year Data Trend, Ongoing District Progress Reports	Maintain or improve opportunities for stakeholder engagement.	Due to the release of the California School Dashboard, these metrics are no longer applicable in the forms indicated. See CA School Dashboard results.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review student/staff/parent survey responses and discuss concerns	Reviewed student/staff/parent survey responses and discuss concerns.		
Develop and implement strategies to improve school connectedness	Developed and implemented strategies to improve school connectedness.	Homework folders 4000-4999: Books And Supplies Title I Part A: Allocation 898.06	Homework folders 4000-4999: Books And Supplies Title I Part A: Allocation 690.09
			Aeries 2018 Spring Users' Conference 5000-5999: Services And Other Operating Expenditures General Unrestricted 875.00
		Reading certificates 4000-4999: Books And Supplies General Unrestricted 332.08	Reading certificates 4000-4999: Books And Supplies General Unrestricted 232.88
		Principal medals for Perfect Attendance and Citizenship Award 4000-4999: Books And Supplies Title I Part A: Parent Involvement 756.79	Principal medals for Perfect Attendance and Citizenship Award 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
			Student Records Workshop 5000-5999: Services And Other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			Operating Expenditures General Unrestricted 170.00
Fully implement Character Counts	Partially implemented Character Counts.	AR incentive brag tags 4000-4999: Books And Supplies General Unrestricted 232.88	AR incentive brag tags 4000-4999: Books And Supplies General Unrestricted 1136.03
		Grade 2-5 yearly planners 4000-4999: Books And Supplies Title I Part A: Allocation 1500.00	Grade 2-5 yearly planners 4000-4999: Books And Supplies Title I Part A: Allocation 1618.70
		Rewards: charms, bookmarks, pencils 4000-4999: Books And Supplies General Unrestricted 1000.00	Rewards: charms, bookmarks, pencils 4000-4999: Books And Supplies General Unrestricted 316.90
		posters, banners 4000- 4999: Books And Supplies General Unrestricted 1000.00	posters, banners 4000- 4999: Books And Supplies General Unrestricted 0
		books, DVDs 4000- 4999: Books And Supplies General Unrestricted 200.00	books, DVDs 4000- 4999: Books And Supplies General Unrestricted 0
		staff training 1000-1999: Certificated Personnel Salaries General Unrestricted 2000.00	staff training 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		3000-3999: Employee Benefits General Unrestricted	3000-3999: Employee Benefits General Unrestricted 0
Host Family Nights to increase parent involvement	Hosted Family Nights to increase parent involvement.	communication, paper 4000-4999: Books And Supplies Title I Part A: Parent Involvement 100.00	communication, paper 4000-4999: Books And Supplies Title I Part A: Parent Involvement 125.86
		light refreshments for parents 4000-4999: Books And Supplies Title I Part A: Parent Involvement 307.21	light refreshments for parents 4000-4999: Books And Supplies Title I Part A: Parent Involvement 97.43
		materials for activities with families 4000-4999: Books And Supplies	materials for activities with families 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I Part A: Allocation 200.00	Title I Part A: Allocation 10.12
Childcare during Back to School Night, Kindergarten Orientation, Parent Nights, Site Council Meetings	Provided childcare during Back to School Night, Kindergarten Orientation, Parent Nights, Site Council Meetings.	supervision of students and children during parent events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 350.00	supervision of students and children during parent events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 248.81
Parent communication and involvement will be encouraged through the use of a Parent Center in our multi-purpose room	Parent communication and involvement provided through site Parent Resource Center.	3000-3999: Employee Benefits Title I Part A: Parent Involvement	3000-3999: Employee Benefits Title I Part A: Parent Involvement 19.32
Provide parent education	Loving Solutions Parenting Class was not provided last year.	parent literature 4000-4999: Books And Supplies Title I Part A: Parent Involvement 300.00	parent literature 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of Character Counts staff training, CC posters and parent literature.

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

Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 4.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 4 has been changed to a new goal: Guarantee safe and well-maintained facilities.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annually increase percent of English Language Learners making progress in learning English.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard EL Status and Change Data	Increase the percentage of EL students making progress toward English proficiency.	2016-67.9% 2017-63.0% Declined -5.0%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Provided professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Professional development for staff	Professional development for staff
Create and implement a school wide ELD plan for designated and integrated instruction	Created and implemented a school wide ELD plan for designated and integrated instruction		
Continue to support English Language Learners and their families by providing information and support through English Learner Advisory Committees	Continued support through English Learner Advisory Committees		
Provide intervention during school holidays/vacations	Did not offer	teachers provide 2nd-5th grade intensive intervention during school breaks 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3000.00	teachers provide 2nd-5th grade intensive intervention during school breaks 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 0
		3000-3999: Employee Benefits Title I Part A: Allocation 1000.00	3000-3999: Employee Benefits Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		materials 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	materials 4000-4999: Books And Supplies Title I Part A: Allocation 0

Analysis

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

As noted in the "Actual Actions/Services" section above, none of the planned actions and services were implemented as planned including the intensive intervention during school breaks.

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

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 5.

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

Material differences between budgeted expenditures and actual expenditures are related to no implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 5 has been changed to a new goal: Develop, value, and retain a high-quality diverse educational team.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	166213.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	213435.00

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	42,222.00	0.00
Title I Part A: Allocation	56,875.00	0.00
Title I Part A: Parent Involvement	3,720.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00	0.00
Title I Part A: Site Assigned ESSA Teacher	105,618.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	42,222.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	56,875.00
Title I Part A: Parent Involvement	3,720.00
Title I Part A: Site Assigned ESSA Teacher	105,618.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	114,725.00
2000-2999: Classified Personnel Salaries	350.00
3000-3999: Employee Benefits	1,656.00
4000-4999: Books And Supplies	55,040.36
5000-5999: Services And Other Operating Expenditures	41,663.64

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Unrestricted	200.00
4000-4999: Books And Supplies	General Unrestricted	35,522.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	6,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supp Conc - Intervention (BS/AS)	4,192.00
3000-3999: Employee Benefits	LCFF Supp Conc - Intervention (BS/AS)	808.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3,395.00
3000-3999: Employee Benefits	Title I Part A: Allocation	559.00
4000-4999: Books And Supplies	Title I Part A: Allocation	17,757.36
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	35,163.64
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,320.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	350.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	289.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,761.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Site Assigned ESSA Teacher	105,618.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Mrs. Melissa Christman	Principal
Mrs. Kristy McLaughlin (2 years 17-19)	Classroom Teacher
Mrs. Jessica Auld (2 years 17-19)	Classroom Teacher
Mr. Blake Onishi (2 years 17-19)	Classroom Teacher
Ms. Sylvia Payanes (2 years 17-19)	Other School Staff
Mr. Jake Easley (2 years 18-20)	Parent or Community Member
Ms. Vanessa Jahen (2 years 18-20)	Parent or Community Member
Mrs. Jessica Kenady (2 years 17-19)	Parent or Community Member
Mrs. Jesse Allande (2 years 17-19)	Parent or Community Member
Mrs. Danielle Fillingham (2 years 17-19)	Parent or Community Member
Alternate: Mrs. Calli Lehmann	Parent or Community Member

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

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/29/18.

Attested:

Melissa Christman
Jesse Allande

Principal, Melissa Christman on 11/29/18	11-29-18
SSC Chairperson, Jesse Allande on 11/29/18	11/29/18

SIERRA SANDS UNIFIED SCHOOL DISTRICT
FALLER ELEMENTARY SCHOOL PARENT SURVEY COMPARISON
2016 Gold Ribbon School and
2016 Title 1 Achieving School Award Winner
2015-2018

TOTALS (number responses / percent of population)	366 83%	389 88%	445 97%
	15-16	16-17	17-18
SCHOOL CULTURE			
Parents are greeted warmly and courteously when they visit the school.	93	93	94
The student discipline is appropriate in this school.	87 9.2 DNK	81 9 DNK	84 6 DNK
I am aware of classroom and school wide behavior, expectations, consequences and rewards.	96	94	93
My child feels safe at this school.	93	93	93
HOME/SCHOOL COMMUNICATION			
Parents are able to talk to someone at the school when they have concerns or questions.	95	95	92
Teachers and school communicate frequently with parents.	93	88	97
Are you able to access the school handbook and monthly newsletter on line? (changed to "Are you aware"....2014-15)	95	93	95
Have you visited the Faller website at http://faller.ssusd.org	77	83	87
Do you use Parent Square regularly?		74	86
STANDARDS AND ASSESSMENT			
This is a school with high academic standards for all students and all ability levels. (revised to "This is a school with high academic standards." 2017-18)	85 9 DNK	81 11 DNK	83 11 DNK
I know the standards my child must meet.	98	95	97
Parents are fully informed about their child's academic progress through progress reports or conferences.	99	94	97
TEACHING AND LEARNING			
My child is making good progress in reading.	93	90	92
My child is making good progress in writing.	94	89	92
My child is making good progress in math.	91	90	92
My child has regularly assigned homework.	99	98	98
My child is getting a good education.	94	92	94
PARENT/COMMUNITY INVOLVEMENT			
Do you:			
• Visit the school	92	90	92
• Assist in class as a volunteer or aide	41	47	37
• Attend school functions such as parent/teacher conferences, family nights or other school events	77	74	74
• Serve on school committees such as PTO and SSC	17	13	9
• Help your child with homework, math facts, test prep	99	99	98
Parents are invited and encouraged to:			
• Visit the school			
• Assist in class as a volunteer or aide			
• Attend school functions such as parent/teacher conferences, family nights or other school events			
• Serve on school committees such as PTO and SSC			