

The Single Plan for Student Achievement

School: Faller Elementary School
CDS Code: 15-73742-6009633
District: Sierra Sands Unified School District
Principal: Melissa Christman
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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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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 10-24-13 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 RESPECTIFUL 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

Faller Elementary School is located in Indian Wells Valley, city of Ridgecrest, with a population of approximately 30,000. Faller currently has a population of 450 students. The October 2013 CBEDS Profile for Faller School indicates that 448 Kindergarten-5th grade students were enrolled on that day with the following ethnic distribution: 50% white, 36% Hispanic, 3% African American, 1% Pacific Islanders, 2% American Indian, , 5% Asian, and 3% multiple ethnicities or did not respond. Of those students, 63% percent are socioeconomically disadvantaged, 13% percent English language learners and 10% students with disabilities.

Our school has 18 teachers who are all highly qualified. Our classified personnel, including our custodians, office personnel, and media assistants, totals 9. We also have a full time school counselor, and part time intervention teacher, speech therapist and interpreter. Kindergarten through third grade classrooms average 30 students. Enrollment in fourth and fifth grades is capped at 32 students per classroom.

Our preschool opened in October 2009 and services 48 preschools in two half-day programs. Now into its seventh year, our After School Program has evolved into a top notch, 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, club and activities before and after school.

Faller provides a balanced, comprehensive, integrated core curriculum including transitioning to the new 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 academic, physical, emotional, and social needs are met.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

Faller School sends a one page survey to families in March as required for a Title 1 school. On average we receive back 56% of our parent surveys which represents approximately 270 students. The findings are reviewed by site council and shared with staff. It is found that overall parents strongly agree our school culture, home school connection, standards and assessment and teaching and learning are extremely effective.

Last year, all staff was surveyed regarding bullying awareness at Faller. The survey found that bullying was addressed quickly and efficiently but that students were confused by the actual definition of bullying. Our identified needs have been addressed through a full time counselor, anti-bullying week and universal expectations.

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

Classroom Observations

Tenured teachers are evaluated every two 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 (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in district grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Student performance is regularly reviewed during grade level FAME collaboration time, Professional Learning Communities and Student Assistance Team (SAT) meetings. Teachers meet 3 times a month twice with their grade level teams (K-1, 2-3, 4-5) and once with their site grade level. From October through April there is at least one SAT meeting per month. Data results and student achievement are discussed during collaboration time with the focus on student learning. Teachers are able to discuss each student and modify instruction to improve student achievement. Teachers are collaborating in Professional Learning Communities by establishing essential standards in both ELA and Math, formulating SMART goals, identifying formative assessments and reviewing data. Students categorized in essential subgroups are also closely monitored for adequate growth throughout the school year.

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

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

Staffing and Professional Development

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

All Faller staff are highly qualified (ESEA).

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

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

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Faller School's staff development has been predominantly in the area of English Language Arts, Mathematics, Closing the Achievement Gap, Professional Learning Communities (PLC), Response to Intervention (RTI), Positive Behavior Community (PBC), Student Engagement and Motivation and Technology. The following trainings have been offered: Treasures ELA, Writing Benchmarks, Step Up to Writing, CELL/ExLL, Houghton- Mifflin Math, Larry Bell's Closing the Achievement Gap, PLC Summit, RTI, PBC, Rick Morris' Student Motivation and Illuminate. Most of our teachers have been trained in Professional Learning Communities (PLC).

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

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

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

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

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials, California content 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, CST assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

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. 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, Education City software, and differentiated instruction.

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. An annual Title I parent survey and evaluation 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 a full-time project teacher, 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 materials for our library.

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)

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

Due to accountability and increases in identified subgroups, Faller has focused additional time and resources to the following subgroups. Socioeconomically Disadvantaged students has progressively risen to 64%. Twenty percent of our population is Hispanic. Our percent of English Language Learners is at 15% and our students with disabilities at 10%. Our goals for all subgroups have been to show a 5% increase in scoring proficient in ELA and math on state testing.

Another challenge we face at Faller is behavior issues which interfere with learning. This can be due to such factors as intentional non-learners, home environments, homelessness, and lack of basic necessities. Our goal is to minimize the effects of these issues and limiting its impact on our school environment. We address these issues through a full time counselor, Positive Behavior support systems, universal expectations, behavior modifications, recognition programs like Popcorn with the Principal and awards assemblies and daily announcements of citizenship.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	270	298	299	152	175	172	24	15	10	8	8	4
Growth API	814	854	814	851	866	818	773	797				
Base API	816	815	855	841	853	867	786	773	808	878		
Target	A	A	A	A	A	A						
Growth	-2	39	-41	10	13	-49						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	74	81	90	39	40	39	162	176	184	39	41	40
Growth API	740	822	795	721	799	764	764	813	767	720	727	756
Base API	749	739	822	698	718	800	769	764	814	704	720	733
Target	5	5	A				5	5	A			
Growth	-9	83	-27				-5	49	-47			
Met Target	No	Yes	No				No	Yes	No			

Conclusions based on this data:

1. The achievement gap between our subgroups is closing.
2. Faller continues to meet the state goal of 800 or above.
3. Data shows that due to limited growth, our white and SED students need additional support.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	147	189	162	96	117	93	13	8		--	--	
Percent At or Above Proficient	54.4	63.4	54.2	63.2	66.9	54.1	54.2	53.3	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	99	100	100	98
Number At or Above Proficient	27	43	47	14	19	17	70	88	80	14	16	16
Percent At or Above Proficient	36.5	53.1	52.2	35.9	47.5	43.6	43.2	50.0	43.5	35.9	39.0	40.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	--	--	--	Yes	Yes	No	--	--	--

Conclusions based on this data:

1. Our Hispanic and Students with Disabilities populations has shown growth and their AYP is holding steady. This supports our current RTI intervention practices at Fallier.
2. Data shows a marked decrease in our white subgroups compared to the year before. Additional support and resources need to be allocated to this sub group.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	99	100	100	100	100	100	100
Number At or Above Proficient	176	227	190	112	139	112	11	11		--	--	
Percent At or Above Proficient	65.7	76.2	63.5	73.7	79.4	65.1	50.0	73.3	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	99	100	100	98
Number At or Above Proficient	36	55	53	16	27	22	86	123	95	20	27	26
Percent At or Above Proficient	48.6	67.9	58.9	41.0	67.5	56.4	53.8	69.9	51.6	51.3	65.9	65.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	No	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

- Over a 3 year period, our Hispanic, EL and students with disabilities have shown significant growth going from 48.9 to 58.9, 40 to 56, and 51.3 to 65 respectively.
- Our implementation of Kid's College computer software program did not yield the results as anticipated when we had used direct instruction as our intervention the year before.
- Data shows a marked decrease in our socioeconomically disadvantaged subgroup compared to the year before. Additional support and resources need to be allocated to this subgroup.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	2	18	5	45	3	27	1	9		11
2	1	13	2	25	4	50	1	13	0	0		8
3	0	0	1	14	3	43	3	43	0	0		7
4	1	7	5	36	6	43	2	14	0	0		14
5	0	0	3	60	1	20	1	20	0	0		5
Total	2	4	13	29	19	42	10	22	1	2		45

Conclusions based on this data:

1. Data indicates that most EL students entering Faller assess at the Early Advanced through Early Intermediate levels.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	5	31	6	38	5	31	16
1	0	0	2	18	5	45	3	27	1	9	11
2	1	11	2	22	4	44	2	22	0	0	9
3	0	0	1	13	4	50	3	38	0	0	8
4	1	7	5	36	6	43	2	14	1	13	14
5	0	0	3	50	2	33	1	17	0	0	6
Total	2	3	13	20	26	41	17	27	6	9	64

Conclusions based on this data:

1. The majority of our EL students are at the early intermediate (2) or intermediate (3) level.
2. Kindergarten has the most EL students for a total of 16.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	49	39	45
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	49	39	45
Number Met	22	18	23
Percent Met	44.9%	46.2%	51.1%
NCLB Target	54.6	56.0	57.5
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	52	9	43	7	54	8
Number Met	9	--	9	--	12	--
Percent Met	17.3%	--	20.9%	--	22.2%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	*	Yes	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. Faller did not meet AMAO 1 however, the percent of students meeting the annual growth target is increasing each year.
2. Faller met AMAO 2 and is improving every year for EL students attaining English proficiency.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	Yes

Conclusions based on this data:

1. The number of EL students throughout the district increased in scoring proficient.
2. The district exceeded the NCLB target.
3. Faller CELDT scores are commensurate with the district.

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: ELA
LEA GOAL:
Provide an academic program aligned with the Common Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
59 percent of all 3rd through 5th grade students will score proficient or advanced on the third trimester ELA benchmark.
Data Used to Form this Goal:
benchmark assessments
Findings from the Analysis of this Data:
This goal is derived from analyzing last year's CST results and increasing by 5%.
How the School will Evaluate the Progress of this Goal:
After administering and scanning the benchmarks into Illuminate, teachers will meet to analyze the data to develop instructional goals for the following year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate in Professional Learning Communities teams and grade levels on standards, benchmarks, and state testing including analyzing data (via FAME).	weekly	principal and staff	personnel	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	600
				3000-3999: Employee Benefits	EIA-SCE Carryover	66
Professional development training and collegial observations as need.	ongoing	principal, staff	personnel	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	2206
			travel, registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	3865

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Paraprofessional support for ELA instruction	ongoing	principal, paraprofessional	personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	13,069.61
			personnel	3000-3999: Employee Benefits	Title I Part A: Allocation	3553.88
Provide intervention through services of a project teacher	Aug. 2013-May 2014	principal, project teacher	salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	68819
			benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	23746.58
Provide access to common core through the use of technology	ongoing	principal, media assistant	personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,441.11
			personnel	3000-3999: Employee Benefits	Title I Part A: Allocation	8,966.52
			Renaissance Learning (STAR Reading)	4000-4999: Books And Supplies	School and Library Improvement Program Block	872.67
			Education City	4000-4999: Books And Supplies	School and Library Improvement Program Block	1971.90
Supplemental materials and equipment			4th grade writing material	4000-4999: Books And Supplies	School and Library Improvement Program Block	2130.63
			copy paper	4000-4999: Books And Supplies	School and Library Improvement Program Block	250
			Scholastic News	4000-4999: Books And Supplies	LCFF-ED	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology and equipment	Aug.	principal, computer assistant	computers and monitors	4000-4999: Books And Supplies	School and Library Improvement Program Block	3000
			projector lamps	4000-4999: Books And Supplies	School and Library Improvement Program Block	1000
			printers	4000-4999: Books And Supplies	School and Library Improvement Program Block	2000
			radio cassette players and headphones	4000-4999: Books And Supplies	LCFF-ED	1000
			computer table in computer lab	4000-4999: Books And Supplies	LCFF-ED	1434
			toner	4000-4999: Books And Supplies	School and Library Improvement Program Block	679.62
			Bose SoundDock portable system	4000-4999: Books And Supplies	School and Library Improvement Program Block	342.03
Library material	ongoing	principal, librarian	fiction books	4000-4999: Books And Supplies	School and Library Improvement Program Block	3000
			nonfiction books	4000-4999: Books And Supplies	School and Library Improvement Program Block	3000

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: Math
LEA GOAL:
Provide an academic program aligned with the Common Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #2:
Sixty-eight percent of all 3rd through 5th grade students will score proficient or advanced on the third trimester math benchmark.
Data Used to Form this Goal:
benchmark assessments
Findings from the Analysis of this Data:
This goal is derived from analyzing last year's CST results and increasing by 5%.
How the School will Evaluate the Progress of this Goal:
After administering and scanning the benchmarks into Illuminate, teachers will meet to analyze the data to develop instructional goals for the following year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access to common core standards through technology.	ongoing	principal, media assistant	personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,441.11
			personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,966.52
Collaborate in Professional Learning Communities teams and grade levels on standards, benchmarks, and CST testing (via FAME).	monthly	principal, staff	personnel	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	600
				3000-3999: Employee Benefits	EIA-SCE Carryover	66

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology	Aug.	principal, computer assistant	computers and monitors	4000-4999: Books And Supplies	School and Library Improvement Program Block	3000
			projector lamps	4000-4999: Books And Supplies	School and Library Improvement Program Block	1000
			printers	4000-4999: Books And Supplies	School and Library Improvement Program Block	2000
supplemental material	ongoing	principal	copy paper	4000-4999: Books And Supplies	School and Library Improvement Program Block	250
			toner	4000-4999: Books And Supplies	School and Library Improvement Program Block	679.62
Professional Development Training to support math instruction.	Sept.	principal, staff	personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2190
			travel, registration	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	3445
Provide during school math intervention	.weekly	principal, intervention teacher	stipend	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1575
Provide observation time of colleagues to enhance instructional delivery methods.	monthly	principal, staff	personnel	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	2000
Provide intervention before and after school hours.	all year	staff	personnel cost, materials	1000-1999: Certificated Personnel Salaries	District Funded	

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: ELD
LEA GOAL:
Provide an academic program aligned with the Common Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #3:
All English learners will advance one performance band on the CELDT each year until they are re-designated as fluent.
Data Used to Form this Goal:
yearly CELDT scores
Findings from the Analysis of this Data:
According to 2011-2012 CELDT data, 30% of our EL students made expected annual progress in learning English. Staff has found that moving from level 3 to 4 takes more than a year to accomplish because the growth band is larger and students are expected to show proficiency in writing as well.
How the School will Evaluate the Progress of this Goal:
Review of CELDT data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Specialized interventions will be provided to English Language Learners who are not progressing as measured on the CELDT test and CST.	trimester	principal and staff	personnel, Project Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	
			EL intervention material	4000-4999: Books And Supplies	LCFF-EL	1000
			personnel, EL Summer Academy	1000-1999: Certificated Personnel Salaries	LCFF-EL	1477
			personnel, EL Summer Academy	2000-2999: Classified Personnel Salaries	LCFF-EL	500

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

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: School Climate
LEA GOAL:
Provide safe, drug free, well maintained, culturally sensitive, and adequately equipped schools to insure a positive learning environment.
SCHOOL GOAL #4:
Provide a continuum of sustainable, effective, early intervention mental health support services that meet student social and emotional needs and support academic achievement as measured by a 40% reduction in discipline referrals.
Data Used to Form this Goal:
Previous discipline records, ESSC grant
Findings from the Analysis of this Data:
Stated in the grant, Faller poverty rate of over 60% is above that of the district level at 48%. Faller has 5% military dependents and the second highest rate of special education students in the district. Out of the 585 total office referrals, 385 were for inappropriate behavior
How the School will Evaluate the Progress of this Goal:
discipline records, parent sign in for parent night

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide group counseling through researched based developmentally appropriate programs.	trimester	principal and counselor	personnel	1000-1999: Certificated Personnel Salaries	ESSC Counseling Grant	
Intense intervention for individual counseling	monthly	principal, counselor	personnel	1000-1999: Certificated Personnel Salaries	ESSC Counseling Grant	
One or more multilevel classroom lessons on bullying, anger and defiance.	trimester	principal, counselor	personnel	1000-1999: Certificated Personnel Salaries	ESSC Counseling Grant	
			materials	4000-4999: Books And Supplies	ESSC Counseling Grant	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
One family night to increase parent capacity to provide support at home	Sept.	principal, clerk	materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1188
School communication and incentives	Aug.	principal	Project Wisdom	4000-4999: Books And Supplies	School and Library Improvement Program Block	399
			Nicky's homework folders	4000-4999: Books And Supplies	School and Library Improvement Program Block	609.99
			Principal award medals	4000-4999: Books And Supplies	School and Library Improvement Program Block	628.54

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 Core Subjects and EL support
SCHOOL GOAL #1:
Provide support services to improve classroom instruction and meet the needs of parents and students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation services and EL Support.	July- June- yearly	EIA-LEP Project Teacher	EIA-LEP Project Teacher salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	3,606.80
			EIA-LEP Project Teacher benefits	3000-3999: Employee Benefits	LCFF-EL	1,018.61
			Translator salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	4,037.18
			Translator benefits	3000-3999: Employee Benefits	LCFF-EL	3,676.46
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	150.30
Elementary Counselor	August-May	Principal	Elementary Counselor Certificated Salary	1000-1999: Certificated Personnel Salaries	LCFF-ED	10,929.79
			Elementary Counselor Benefits	3000-3999: Employee Benefits	LCFF-ED	4,016.89

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School and Library Improvement	26,814	0.00
Title I Part A: Allocation	87,029	-62,550.33
Title I Part A: Parent Involvement	2,038	0.00
Title I Part A: Professional Development	9,500	0.00
EIA-SCE Carryover	5,538	0.00
LCFF-ED	2,934	0.00
LCFF-EL	2,977	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
EIA-SCE Carryover	5,538.00
LCFF-ED	2,934.00
LCFF-EL	2,977.00
School and Library Improvement Program Block	26,814.00
Title I Part A: Allocation	149,579.33
Title I Part A: Parent Involvement	2,038.00
Title I Part A: Professional Development (PI Schools)	9,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mrs. Melissa Christman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Andrea Miller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Betsy Parsons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Brianna Albrecht	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Charisse MacGregor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Verkuyl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Navarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Deluna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Hess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Amy Worley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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

TITLE 1 PARENT INVOLVEMENT POLICY

Faller Family Involvement Policy

In support of strengthening student academic achievement and in accordance with Title I, Part A of the No Child Left Behind Act, Faller Elementary School seeks to involve parents and families in an effective home-school partnership in order to provide the best possible education for our students. These family involvement activities are integrated into the school's Single Plan for Student Achievement. Elements of this policy include:

1. Regular Communication With Faller Families:

In order to build consistent and effective communication between the home and the school and to allow teachers and administrators to communicate effectively and in a timely manner with parents, regular communication may include the following:

- **Teacher Welcome Letters**
- **Annual School Calendar**
- **Trimester Report Cards**
- **Family Nights**
- **School-Family-Student Contracts**
- **Volunteer Opportunities**
- **Family/Teacher Outreach & Support**
- **Monthly School Newsletters**
- **Special Event / Reminder Notices**
- **Twice Yearly Family Conferences**
- **School Assemblies**
- **Interim progress reports for students who are working below grade-level standards**
- **SARC Report (School Accountability Report Card)**
- **Edline School Website faller.ssusd.org**
- **PTO and school e-mails**
- **Auto-dialer to families**

2. Title I Family Meetings:

Annual Title I meetings will be held to inform families of the school's participation in the program and to explain its requirements and families' right to be involved. Family members of students are encouraged to help organize, plan, and review the Title I programs for improvement purposes. Regular School Site Council meetings provide opportunities for families to formulate suggestions that the School Site Council will consider.

3. Family Trainings:

These are opportunities to help families develop skills to use at home that support their children's academic efforts and social development. They provide families with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.

4. Family Support:

A) Homework

Homework is assigned and serves a number of purposes: to practice and extend classroom learning, to develop responsibility and work habits, and to provide families an opportunity to

interact with their children and their education. Families can support the school and their child's success by helping with homework in the following ways:

- 1) Help your child get organized. Remind him/her to bring home the necessary materials: binder, pencils, paper, etc.
- 2) Agree upon a regular study time and stick to it.
- 3) See that your child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, phone, family noise, Etc.)
- 4) Ask to see what your child has done each night and that it is returned to the teacher. Show interest in what he or she does at school.
- 5) Contact the teacher if your child has difficulty understanding an assignment. Our goal is to help your child reach grade level standards and beyond.

B) Citizenship and Student Behavior

Students are to display good citizenship in the cafeteria, on the playground, on the bus, and in the classroom. Staff and families should work together to help children understand the meaning and importance of good citizenship and responsible behavior. Students earn Faller sun dollars by following the Three BE Rules: Be Safe, Be Respectful, Be Responsible. Specific rights, rules and responsibilities regarding student behavior are detailed on the Student Rights and Responsibilities page of the District Student/Family Handbook. Faller also has its own handbook available on line or a requested hard copy.

C) Faller Family Visitations

A wonderful way to show your child you are interested in his/her life at school is to visit the classroom, library, or computer lab. The school welcomes any adult family member who wishes to help at our school. The following visitation guidelines will help minimize disruption of the class.

- 1) Schedule your visit with the classroom teacher and school office in advance.
- 2) Please leave younger children at home to lessen distractions.
- 3) The day you visit, stop by the office to sign in as a visitor and receive a visitor's badge.
- 4) When in the classroom, do not engage the teacher in conversation that would prevent her/him from supervising and interacting with the students.
- 5) Before leaving campus, please check out through the office.

D) After School Program

The Afterschool Program provides our students with a quality program incorporating help with homework, enrichment and recreational activities from 2:20-6:00 pm Monday through Friday.

E) Family Participation

Family members are urged to involve themselves in one or more school or district committees. These committees meet monthly (in most cases) to plan for student activities and academic programs, to discuss family and staff concerns, to approve categorical program budgets, and to enhance family understanding and skills. Without family participation, our many extra programs could not exist, and our students would not be nearly so successful. Notices about meetings and activities of the activities listed below will be sent home regularly. Family members wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.

- 1) Faller Parent Teacher Organization – This parent-teacher organization (PTO) plans student activities and raises funds for the “extras” as needed at the school site.
- 2) School Site Council – This group of family members and Faller staff determines school improvement goals and prioritizes budget expenditures for some categorical programs.
- 3) English Language Advisory Council (ELAC) – This group of English Language family members and staff assists in planning the program to serve English Language learners at the school site and explore opportunities for all students to learn English. The district ELAC helps set district English Language program goals and plans for the spending of extra funding provided by the state for this purpose.

Other opportunities for participation include:

Jr. Olympics	FAME	Winter Program	Fall Carnival
PTO	Family Nights	Field Trips	
School Site Activities	Pride Day	School/Classroom Volunteer	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
FALLER ELEMENTARY SCHOOL PARENT SURVEY 2012/13
A California Distinguished School and Title 1 Achieving School Award Winner

TOTALS	253=53%
	2012-13
SCHOOL CULTURE	
Parents are greeted warmly and courteously when they visit the school.	95
The student discipline is appropriate in this school.	92
I am aware of classroom and school wide behavior, expectations, consequences and rewards.	96
My child feels safe at this school.	94
HOME/SCHOOL COMMUNICATION	
Parents are able to talk to someone at the school when they have concerns or questions.	97
Teachers and school communicate frequently with parents.	94
Are you able to access the school handbook and monthly newsletter on line?	67
Have you visited the Faller website at http://faller.ssusdschools.org	34
STANDARDS AND ASSESSMENT	
This is a school with high academic standards for all students and all ability levels.	96
I know the standards my child must meet.	97
Parents are fully informed about their child's academic progress through progress reports or conferences.	97
TEACHING AND LEARNING	
My child is making good progress in reading.	94
My child is making good progress in writing.	93
My child is making good progress in math.	93
My child has regularly assigned homework.	99
My child is getting a good education.	96
PARENT/COMMUNITY INVOLVEMENT	
Do you:	
• Visit the school	89
• Assist in class as a volunteer or aide	47
• Attend school functions such as parent/teacher conferences, family nights or other school	84

events	
<ul style="list-style-type: none"> • Serve on school committees such as PTO and SSC 	4
<ul style="list-style-type: none"> • Help your child with homework, math facts, test prep 	91
Parents are invited and encouraged to:	
<ul style="list-style-type: none"> • Visit the school 	
<ul style="list-style-type: none"> • Assist in class as a volunteer or aide 	
<ul style="list-style-type: none"> • Attend school functions such as parent/teacher conferences, family nights or other school events 	
<ul style="list-style-type: none"> • Serve on school committees such as PTO and SSC 	



FALLER ELEMENTARY SCHOOL

1500 Upjohn, Ridgecrest, CA 93555
Phone (760) 499-1690 Fax (760) 499-1695
<http://faller.ssusdschools.org>



SCHOOL-PARENT-STUDENT CONTRACT 2013-2014

*Faller Elementary School, as a Title I school, is required to have a School-Parent-Student Contract outlining the responsibilities of each group. This contract was developed by the staff and School Site Council. This contract is in effect during the **2013-2014** school year.*

SCHOOL RESPONSIBILITIES:

The staff at Faller Elementary School agrees to:

- ◇ Provide a safe and orderly school environment.
- ◇ Provide quality teaching and leadership.
- ◇ Show respect for all students.
- ◇ Hold high expectations for ourselves, our students, and other staff members.
- ◇ Seek your cooperation as parents to work as partners in the school.
- ◇ Help determine the educational needs of your child.
- ◇ Provide frequent assessment and continuous feedback on how your child is progressing academically.
- ◇ Adjust the instructional program to meet the needs of your child.
- ◇ Schedule Parent/Teacher Conferences
- ◇ Provide access to information regarding state standards and assistance in helping your child meet/exceed those standards.

Principal: _____

Teacher: _____

PARENT / GUARDIAN RESPONSIBILITIES:

I will encourage and support my child's learning by doing the following:

- ◇ Make sure my child is on time and prepared everyday for school.
- ◇ Monitor my child's homework and make sure study time is in a quiet place.
- ◇ Limit TV viewing and read together daily with my child.
- ◇ Ensure that my child comes to school with adequate rest, nutrition, and proper hygiene. I will notify the school of concerns that may affect my child's performance.
- ◇ Support the school's rules and procedures.
- ◇ Respect the school, staff, the students and other families.
- ◇ Promptly read all communication from the school and respond accordingly.
- ◇ Know how my child is doing in school by communicating with teachers and attending parent-teacher conferences.

- ◇ Participate, as appropriate, in decisions relating to my child's education.
- ◇ Volunteer my time, talents or resources.

Parent/Guardian Signature:

STUDENT RESPONSIBILITIES:

I will become an active partner in my own learning progress by doing the following:

- ◇ Attend school regularly and on time.
- ◇ Come to school ready to learn and with the necessary supplies.
- ◇ Follow all school and classroom rules.
- ◇ Help to keep my school safe and clean.
- ◇ Ask for help when needed.
- ◇ Complete class work and homework neatly and return it to the teacher on time.
- ◇ Share all school and classroom communication with my parents and return signed papers to my teacher in a timely manner.
- ◇ Be respectful of myself, fellow students and all staff of Faller Elementary.

◇ *Read or be read to at a grade-level
appropriate number of minutes each day.*

Student: _____

**(Print
Name)** _____

Grade: _____

Date: _____



Melissa Christman
Faller Elementary School



Documents

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2013 Single Plan For Student Achievement	2013-12-02		View	View	28

Previous Section

Current Section

Next Section

[School Site Council Membership](#)

Recommendations and Assurances

1 updated data fields saved successfully.

- [Save Data](#)
- [View Current Document](#)
- [View Section](#)

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:

- 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 Single 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 **(Check those that apply)**:

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)

Signature

Melissa Christman
Signature

Signature

Signature

Signature

Signature

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 .

Attested:

Typed Name of School Principal

Melissa Christman 11-14-13

Signature of School Principal Date

Typed Name of SSC Chairperson

Betsy Parsons 11-14-13

Signature of SSC Chairperson Date

[Previous Section](#)

[Current Section](#)

[Next Section](#)

[School Site Council Membership](#)

Recommendations and Assurances

 **HOW TO USE - DOCUMENT TRACKING SERVICES**

- 1. Click on the # under '**Edit By Sections**' for the document you want to work with
- 2. Click each Section Name (e.g. "Section 1.") to edit your document data
- 3. To **update** your data make changes in the appropriate fields and click '**Save Data**'.
- 4. To **view** the updated document, click '**View Current Document**'.
- 5. To **print** the document, click on the '**Print**' icon on your internet browser.

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