School Year: | 2019-20

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Faller Elementary School	15-73742-6009633	December 12, 2019	January 16, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

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 2019:
Annual Title 1 Meeting- Title 1 overview
Back to School Night- classroom curriculum, expectations, parental involvement

September 2019:
SSC Training- Site Council overview
Staff Meeting- review SBAC data
PBIS/Character Counts Family Night- school climate

October 2019:
ELAC Meeting-services for our EL students
Math Family Night- family engagement with math
SSC Meeting- parent compact, review SBAC data, first draft of School Plan

November 2019:
Parent Teacher conferences- teachers provide student progress and school compact

December 2019:
SSC Meeting- review achievement results on CA Dashboard and approve School Plan
PTO Meeting- review achievement results on CA Dashboard

January 2020:
Family Code Night- family engagement in computer coding
SSC Meeting- review and approve safety plan
ELAC Meeting- services for our EL students

February 2020:
Reading Family Night- family engagement in reading
SSC Meeting- review parent survey before disseminating

March 2020:
SSC Meeting-mid year review of School Plan

April 2020:
SSC Meeting- review parent survey results
Science Family Night- family engagement in science

May 2020:
Third Trimester Awards Assemblies- student recognition of academic achievement

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable to this school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.7%	0.44%	%	3	2	
African American	4.3%	3.96%	4.16%	19	18	20
Asian	0.2%	0.88%	1.25%	1	4	6
Filipino	3.0%	2.64%	1.66%	13	12	8
Hispanic/Latino	38.0%	36.12%	33.26%	167	164	160
Pacific Islander	0.7%	0.88%	0.83%	3	4	4
White	48.4%	50.88%	54.47%	213	231	262
Multiple/No Response	%	%	%			
			Total Enrollment	440	454	481

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	96	90	82
Grade 1	68	92	85
Grade 2	73	69	91
Grade3	74	73	69
Grade 4	70	63	88
Grade 5	59	67	66
Total Enrollment	440	454	481

Conclusions based on this data:

1. Faller's enrollment continues to increase each year. In 17-18 it increased by 14 students and in 18-19 by 27 students. This year, 19-20, we have increased by 49 students.

2. The average number of students in each grade level is 80 students.

3. The vast majority of our students continue to be white or Hispanic however the white population has increased each year while the Hispanic population has decreased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	56	53	50	12.7%	11.7%	10.4%
Fluent English Proficient (FEP)	7	13	8	1.6%	2.9%	1.7%
Reclassified Fluent English Proficient (RFEP)	7	9	2	12.1%	16.1%	3.8%

Conclusions based on this data:

1. Our EL population has continued to slowly decrease from 13% in 2016-2017 to 10% in 2018-2019.

2. More students were RFEP in 16-17 and 17-18 than 18-19.

3. Daily designated and integrated EL instruction will be provided to increase the number of students being re-designated.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	78	71	73	77	69	73	77	69	98.6	98.7	97.2
Grade 4	69	62	86	69	62	85	69	62	85	100	100	98.8
Grade 5	59	65	65	57	65	65	57	65	65	96.6	100	100
All Grades	202	205	222	199	204	219	199	204	219	98.5	99.5	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2411.	2420.	17.81	16.88	15.94	27.40	27.27	30.43	32.88	32.47	36.23	21.92	23.38	17.39
Grade 4	2448.	2470.	2453.	17.39	27.42	18.82	26.09	27.42	29.41	21.74	20.97	17.65	34.78	24.19	34.12
Grade 5	2478.	2482.	2513.	10.53	12.31	15.38	28.07	29.23	41.54	35.09	26.15	23.08	26.32	32.31	20.00
All Grades	N/A	N/A	N/A	15.58	18.63	16.89	27.14	27.94	33.33	29.65	26.96	25.11	27.64	26.47	24.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.70	12.99	18.84	54.79	58.44	49.28	31.51	28.57	31.88
Grade 4	17.39	24.19	20.00	55.07	51.61	45.88	27.54	24.19	34.12
Grade 5	17.54	23.08	30.77	40.35	41.54	53.85	42.11	35.38	15.38
All Grades	16.08	19.61	22.83	50.75	50.98	49.32	33.17	29.41	27.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.55	12.99	8.70	52.05	54.55	66.67	27.40	32.47	24.64
Grade 4	14.49	29.03	12.94	52.17	43.55	57.65	33.33	27.42	29.41
Grade 5	19.30	15.38	16.92	47.37	47.69	66.15	33.33	36.92	16.92
All Grades	18.09	18.63	12.79	50.75	49.02	63.01	31.16	32.35	24.20

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	13.70	14.29	21.74	71.23	71.43	68.12	15.07	14.29	10.14
Grade 4	15.94	12.90	16.47	65.22	72.58	67.06	18.84	14.52	16.47
Grade 5	10.53	12.31	20.00	64.91	72.31	63.08	24.56	15.38	16.92
All Grades	13.57	13.24	19.18	67.34	72.06	66.21	19.10	14.71	14.61

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	23.29	19.48	10.14	49.32	58.44	68.12	27.40	22.08	21.74
Grade 4	20.29	20.97	10.59	47.83	62.90	62.35	31.88	16.13	27.06
Grade 5	14.04	16.92	21.54	57.89	53.85	60.00	28.07	29.23	18.46
All Grades	19.60	19.12	13.70	51.26	58.33	63.47	29.15	22.55	22.83

Conclusions based on this data:

1. Both third and fifth grade made gains in their overall ELA achievement with fifth grade making a significant increase of over 30 points. Fourth grade decreased their ELA achievement by 17 points.

2. Students meeting standards overall in ELA continues to increase each year with a 7 point increase this past year. Before and after school interventions will be continued to support students not meeting standards.

3. Areas of focus would be to decrease the number of students not meeting standards in reading and writing by providing intensive intervention for students during the school day.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	78	72	74	78	69	74	78	69	100	100	95.8
Grade 4	69	62	86	69	62	85	69	62	85	100	100	98.8
Grade 5	59	65	65	59	65	65	59	65	65	100	100	100
All Grades	202	205	223	202	205	219	202	205	219	100	100	98.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.	2405.	2432.	13.51	8.97	10.14	32.43	20.51	36.23	35.14	41.03	37.68	18.92	29.49	15.94
Grade 4	2457.	2482.	2462.	13.04	19.35	4.71	21.74	24.19	32.94	36.23	38.71	41.18	28.99	17.74	21.18
Grade 5	2471.	2460.	2523.	11.86	9.23	24.62	8.47	12.31	21.54	40.68	24.62	36.92	38.98	53.85	16.92
All Grades	N/A	N/A	N/A	12.87	12.20	12.33	21.78	19.02	30.59	37.13	35.12	38.81	28.22	33.66	18.26

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.62	15.38	33.33	55.41	42.31	47.83	22.97	42.31	18.84
Grade 4	23.19	38.71	18.82	33.33	32.26	44.71	43.48	29.03	36.47
Grade 5	15.25	10.77	35.38	25.42	27.69	41.54	59.32	61.54	23.08
All Grades	20.30	20.98	28.31	39.11	34.63	44.75	40.59	44.39	26.94

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.62	15.38	14.49	55.41	48.72	62.32	22.97	35.90	23.19
Grade 4	11.59	20.97	10.59	52.17	53.23	51.76	36.23	25.81	37.65
Grade 5	11.86	9.23	21.54	38.98	44.62	53.85	49.15	46.15	24.62
All Grades	15.35	15.12	15.07	49.50	48.78	55.71	35.15	36.10	29.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	21.62	12.82	14.49	59.46	58.97	72.46	18.92	28.21	13.04
Grade 4	21.74	17.74	9.41	44.93	58.06	61.18	33.33	24.19	29.41
Grade 5	8.47	4.62	15.38	45.76	46.15	63.08	45.76	49.23	21.54
All Grades	17.82	11.71	12.79	50.50	54.63	65.30	31.68	33.66	21.92

Conclusions based on this data:

1. Both third and fifth grade made significant gains from the year before in their overall math achievement with third grade increasing by 27 points and fifth grade increasing by 63 points. Fourth grade decreased their math achievement by 20 points.

2. Students meeting standards overall in math increased from 17-18 to 18-19 while students not meeting standards decrease from 34% to 18%. Concepts and procedures is an area of need particularly for grades 3 and 5. Before and after school interventions will be provided to students not meeting standards.

3. Areas of focus would be to continue to intervene with students not meeting standards in math. Problem Solving and modeling/data analysis are areas of need as well as concepts and procedures. During the day targeted intervention will be provided.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	8
Grade 1	*	*	*	*	*	*	*	9
Grade 2	*	*	*	*	*	*	*	9
Grade 3	1481.7	*	1492.8	*	1470.2	*	14	7
Grade 4	*	1524.7	*	1530.2	*	1518.9	*	15
Grade 5	*	*	*	*	*	*	*	4
All Grades							53	52

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	14	*
4	*	20.00	*	53.33	*	26.67		0.00	*	15
5	*	*	*	*	*	*		*	*	*
All Grades	30.19	21.15	43.40	59.62	20.75	17.31	*	1.92	53	52

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*	*	*	14	*
4	*	60.00	*	26.67		13.33		0.00	*	15
5	*	*	*	*		*		*	*	*
All Grades	62.26	46.15	26.42	44.23	*	7.69	*	1.92	53	52

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2		*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	14	*
4	*	6.67	*	40.00	*	40.00		13.33	*	15
5	*	*	*	*	*	*	*	*	*	*
All Grades	*	7.69	24.53	42.31	33.96	40.38	22.64	9.62	53	52

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	14	*
4	*	20.00	*	80.00		0.00	*	15
5	*	*	*	*	*	*	*	*
All Grades	43.40	26.92	47.17	69.23	*	3.85	53	52

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	14	*
4	*	86.67	*	13.33		0.00	*	15
All Grades	81.13	75.00	*	23.08	*	1.92	53	52

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
3		*	*	*	*	*	14	*
4		6.67	*	66.67	*	26.67	*	15
All Grades	*	13.46	43.40	71.15	41.51	15.38	53	52

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	Writing Domain **Percentage of Students by Domain Performance Level for All Students**							
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	14	*
4	*	26.67	*	66.67		6.67	*	15
All Grades	30.19	21.15	60.38	71.15	*	7.69	53	52

Conclusions based on this data:

1. The majority (60%) of students fall in the overall language performance level of 3. 81% of our students fall in level 3 or 4. Only 17% of our students fall in Level 2 and 2% in level 1.

2. Students reading at the somewhat/moderately developed level significantly increased from 41% to 71%.

3. Written language is an area of need for our EL students with 50% of our students at a level 1 or 2. Designated and integrated EL instruction will be provided to EL students to address individual needs.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
481	**69.6**	**10.4**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	10.4
Homeless	9	1.9
Socioeconomically Disadvantaged	335	69.6
Students with Disabilities	51	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	4.2
Asian	6	1.2
Filipino	8	1.7
Hispanic	160	33.3
Two or More Races	21	4.4
Pacific Islander	4	0.8
White	262	54.5

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Faller students made significant gains in math moving from orange to green. ELA remained yellow however gains were made there as well. Academic interventions will continue to be provided for students not meeting standards.

2. Chronic absenteeism moved from green to yellow. The A2A program will continue to be implemented to educate parents on the importance of daily school attendance.

3. There were no suspensions at Faller School in 2018-2019 due in part to our Character Counts and PBIS systems.
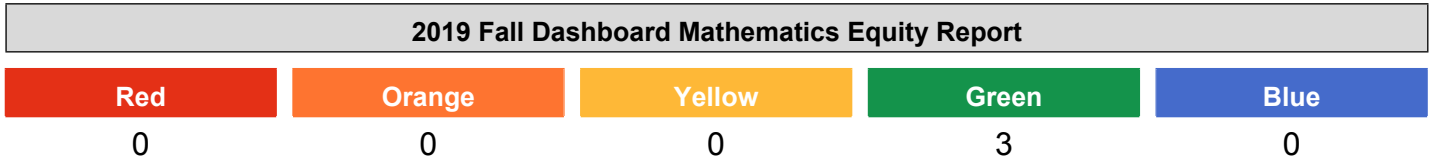
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	
5.1 points below standard	36.9 points below standard	
Increased ++5.3 points	Increased ++10.1 points	
201	27	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	21.8 points below standard	64.6 points below standard
3	Increased ++8.1 points	Increased Significantly ++32.5 points
	143	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
37.2 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
11		1	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
19.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.4 points above standard
Increased ++9.2 points			Maintained ++2.7 points
67	4	3	109

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
57.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0.2 points below standard
Increased Significantly ++21.9 points	7	Maintained ++0.8 points
20		174

Conclusions based on this data:

1. English learners increased significantly with a 21.9 point increase but will continue to be provided with extra support in ELA instruction.

2. Socioeconomically disadvantaged students increased by 8 points but will continue to be provided intervention during the day and outside the regular school day to increase ELA performance.

3. Students with disabilities significantly increased by 32.5 points but will continue to 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:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
7.8 points below standard	22.1 points below standard	
Increased Significantly ++22.7 points	Increased Significantly ++30.1 points	
201	27	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	19 points below standard	46.3 points below standard
3	Increased Significantly ++29.4 points	Increased Significantly ++39.2 points
	143	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
80.7 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
11		1	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
12.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.5 points above standard
Increased Significantly ++34 points	4	3	Increased ++11.3 points
67			109

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.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
38.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	5.6 points below standard
Increased Significantly ++38.1 points	7	Increased Significantly ++19.2 points
20		174

Conclusions based on this data:

1. All students increased significantly by 22.7 points and will continue to be provided before school intervention as well as access to our computer adaptive programs.

2. Hispanics and African American students will be monitored closely and provided support in their math achievement.

3. Our goal is to be at or above standard in math for all students by next year.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
66.7 making progress towards English language proficiency
Number of EL Students: 42
Performance Level: Very High
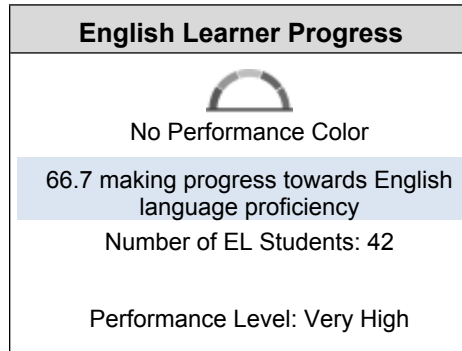
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	10	2	26

Conclusions based on this data:

1. English learners overall performed at the "very high" performance level.

2. Since most EL students are level 3 or 4 they will be provided with support to assist in re-designation by 5th grade.

3. A focus will be to provide additional support through integrated and designated EL instruction to those students who maintained or decreased a level.

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.

2019 Fall Dashboard College/Career Equity Report

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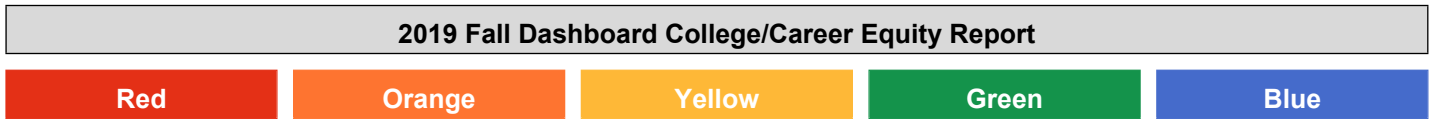
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:
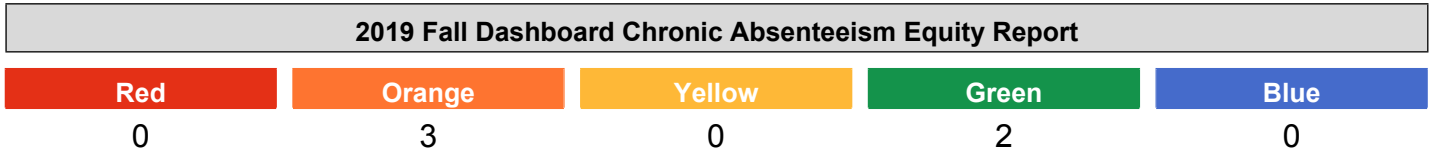
1. Not applicable for this school.

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
7.7	13	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Increased +2.8	3
518	54	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
33.3	10.9	4.8
Increased +4.8	Maintained +0.3	Declined -3.5
15	359	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
4.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.5	0	6	10
22			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
11.4	8.3	Less than 11 Students - Data Not Displayed for Privacy	6.1
Increased +1.8	Increased +8.3	4	Declined -2.1
175	24		277

Conclusions based on this data:

1. Although our overall chronic absenteeism rate of 7.7% is well below the district and state level, three of our sub groups either increased or maintained.

2. EL students and economically disadvantaged students will be provided with support to reduce absences.

3. All students will continue to 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.

| 2019 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

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

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

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

| 2019 Fall Dashboard Graduation Rate by Year |

| 2018 | 2019 |

Conclusions based on this data:

1. Not applicable to this school

School and Student Performance Data
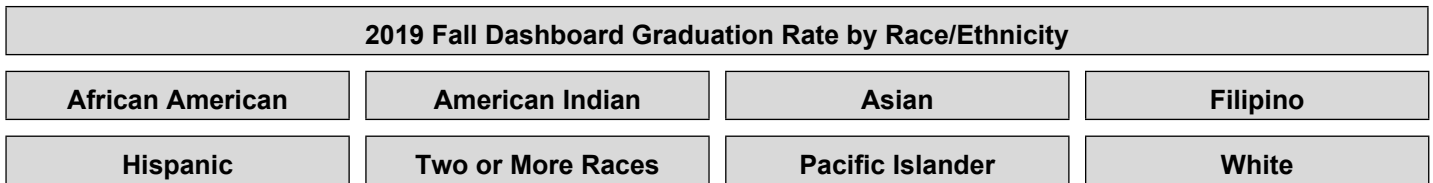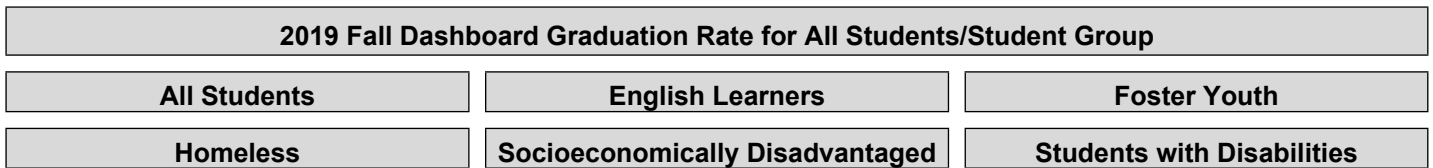
Conditions & Climate
Suspension Rate

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

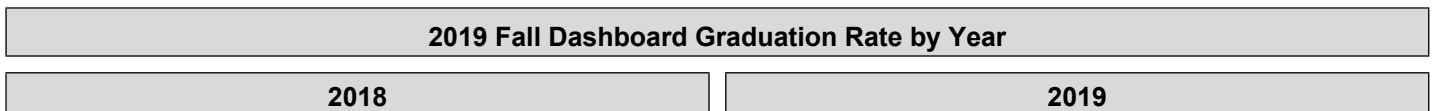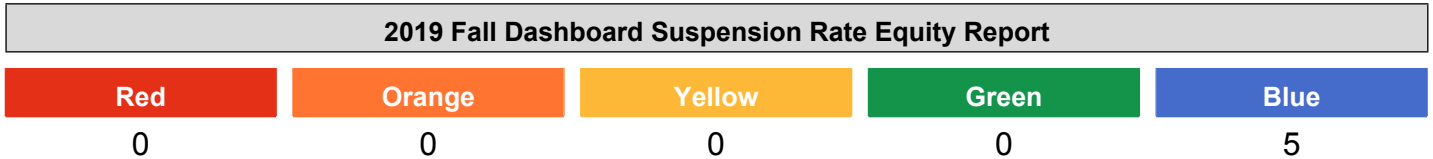| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not
Declined -0.6	Declined -3.3	3
531	54	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
0	0	0
Maintained 0	Declined -0.8	Maintained 0
15	368	64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
0		Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 10
Maintained 0 22			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data Not Displayed for Privacy 4	0
Declined Significantly -1.1 177	Maintained 0 24		Declined -0.4 288

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	0

Conclusions based on this data:

1. There were no suspensions at Faller during the 2018-2019 school year.

2. We will continue our Character Counts and PBIS program and strategies which prove to be effective.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability
CAASPP Assessments	District 2019 CAASPP Data: ELA 51% Site: ELA 50% Math 36% Math 43.6% District: Site: 3rd ELA: 48% 46% 3rd Math: 49% 46% 4th ELA: 50% 48% 4th Math: 45% 38% 5th ELA: 50% 57% 5th Math: 38% 46%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5566	General Unrestricted 4000-4999: Books And Supplies computers, monitors, headphones, printers
5000	Title I Part A: Allocation 4000-4999: Books And Supplies Library books to supplement core subjects
5200	General Unrestricted 4000-4999: Books And Supplies projectors and lamps for projectors
900	General Unrestricted 4000-4999: Books And Supplies hover cam
5500	General Unrestricted 4000-4999: Books And Supplies teacher materials and supplies warehouse, administrator supplies
4000	General Unrestricted 4000-4999: Books And Supplies ink and toner for classroom printers
5200	General Unrestricted 5000-5999: Services And Other Operating Expenditures copies at multilith
3500	General Unrestricted 4000-4999: Books And Supplies Office supplies: folders, files, labels
2000	General Unrestricted 4000-4999: Books And Supplies

	toner for the office copier
500	General Unrestricted 4000-4999: Books And Supplies whiteboard markers and erasers

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1557.36	Title I Part A: Allocation 4000-4999: Books And Supplies Step Up to Writing materials
2000	Title I Part A: Allocation 4000-4999: Books And Supplies Orton Gillingham phonics materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
106,833.00	Title I Part A: Site Assigned ESSA Teacher 1000-1999: Certificated Personnel Salaries site assigned project teacher salary and benefits

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Maximize student engagement and achievement.

Goal 2

Maximize student engagement and achievement.

Identified Need

Identified needs based on SBAC assessment data and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5% Faller Attendance Rate 96% Faller Chronic Absenteeism Rate 8.1%	Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism by 2%
Suspension Rate	District Suspension Rate 6.6%; Faller Suspension Rate .6%	Decrease/Maintain Suspension rate by .2%
California Healthy Kids Survey	Fall 2018 Survey Summary: 37% of 5th grade felt connected to school all the time	Maintain/Increase school connectedness by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF Supp Conc - Intervention (BS/AS) 1000-1999: Certificated Personnel Salaries Goal 2, Action 4 LCAP
994	LCFF Supp Conc - Intervention (BS/AS) 3000-3999: Employee Benefits Goal 2, Action 4 LCAP
5000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teachers provide before or after school intervention, spring break intervention
994	Title I Part A: Allocation 3000-3999: Employee Benefits employee benefits
7281.82	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Summer Academy- intervention for incoming grades 1-5 summer 2019
1718.18	Title I Part A: Allocation 3000-3999: Employee Benefits Summer Academy- intervention for grades1-5 summer 2019

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures LexiaReading Core5
3295	Title I Part A: Allocation

	5000-5999: Services And Other Operating Expenditures Reflex Math
8200	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Dreambox Math

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	General Unrestricted 4000-4999: Books And Supplies Reward charms for reaching academic goals
600	General Unrestricted 5000-5999: Services And Other Operating Expenditures bus transportation for Jr. Olympics (Gr.1-5) and CCCC "I'm Going to College" (Gr. 5)
1000	General Unrestricted 4000-4999: Books And Supplies chart paper
350	General Unrestricted 4000-4999: Books And Supplies reading and math certificates and medals
0	Title I Part A: Allocation 4000-4999: Books And Supplies principal medals for perfect attendance and citizenship
1579	General Unrestricted 4000-4999: Books And Supplies Character Counts rewards, charms, bookmarks, pencils, posters

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Grow family and community partnerships that benefit students.

Goal 3

Grow family and community partnerships that benefit students.

Identified Need

District LCAP Parent Survey results

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Surveys	Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See 2019 Title 1 Parent Survey Results Addendum	See 2019 Title 1 Parent Survey Results Addendum

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Title I Part A: Allocation 4000-4999: Books And Supplies Homework folders

Amount(s)	Source(s)
2500	Title I Part A: Allocation 4000-4999: Books And Supplies toner and ink cartridges for parent communication newsletters, fliers, notices. parent nights, compacts, surveys
1000	Title I Part A: Allocation 4000-4999: Books And Supplies paper for parent communication newletters, fliers, notices. parent nights, compacts ,surveys
2000	Title I Part A: Allocation 4000-4999: Books And Supplies gr. 2-5 student planners

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

Goal 4

Guarantee safe and well-maintained facilities.

Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018 FIT Rating: Exemplary	Maintain/Increase FIT rating

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Support safe and well-maintained facilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5300	General Unrestricted 4000-4999: Books And Supplies custodial supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 5

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

Identified Need

Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers: 19/23 or 83%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title I Part A: Allocation 4000-4999: Books And Supplies Professional literature
1695	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	Substitutes so teachers can observe best practices
231	Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits
10,731.64	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Professional development in common core best practices, PBIS, Orton Gillingham, Leveled Literacy, TK curriculum and Character Counts. Substitutes, benefits, registration, hotel, food, transportation.
500	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures training for counselor
200	General Unrestricted 1000-1999: Certificated Personnel Salaries noon supervisor training/beginning of year
2300	General Unrestricted 5000-5999: Services And Other Operating Expenditures ACSA Leadership Summit for principal

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey Implementation Rubric (Scale 1-4)	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math	2017-18 APS Site Rubric Scores: ELA/ELD-3.3; Math-4; 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-3.5 and Math 3
CAASPP Assessments	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	2018 ELA 47% and Math 31%; 2019 ELA 50% and math 43%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)	Faller provided non-instructional, basic site operation supplies.	computers, monitors, headphones, printers 4000-4999: Books And Supplies General Unrestricted 5466	computer, monitors, headphones, printers 4000-4999: Books And Supplies General Unrestricted 2792.35
		Library books to supplement core subjects 4000-4999: Books And Supplies Title I Part A: Allocation 5000	Library books to supplement core subjects 4000-4999: Books And Supplies Title I Part A: Allocation 5282.71
		projectors and lamps for projectors 4000-4999: Books And Supplies General Unrestricted 5000	projectors and lamps for projectors 4000-4999: Books And Supplies General Unrestricted 2848.05
		hover cam 4000-4999: Books And Supplies General Unrestricted 697	hover cam 4000-4999: Books And Supplies General Unrestricted 0
		teacher materials and supplies warehouse 4000-4999: Books And Supplies General Unrestricted 4800	teacher materials and supplies warehouse 4000-4999: Books And Supplies General Unrestricted 5041.97

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		ink and toner for classroom printers 4000-4999: Books And Supplies General Unrestricted 4000	ink and toner for classroom printers 4000-4999: Books And Supplies General Unrestricted 2483.28
		copies at multilith 5000-5999: Services And Other Operating Expenditures General Unrestricted 5000	copies at multilith 5000-5999: Services And Other Operating Expenditures General Unrestricted 3846.65
		Office supplies: folders, files, labels 4000-4999: Books And Supplies General Unrestricted 1400	Office supplies: folders, files, labels 4000-4999: Books And Supplies General Unrestricted 3381.96
		toner for the office copier 4000-4999: Books And Supplies General Unrestricted 2000	toner for the office copier 4000-4999: Books And Supplies General Unrestricted 1732.95
		whiteboard markers and erasers 4000-4999: Books And Supplies General Unrestricted 488	whiteboard markers and erasers 4000-4999: Books And Supplies General Unrestricted 0
2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)	Provided evidence-based supplemental instructional materials to support CCSS.	Step Up to Writing materials 4000-4999: Books And Supplies Title I Part A: Allocation 1557.36	Step Up to Writing materials 4000-4999: Books And Supplies Title I Part A: Allocation 2076.48
		Orton Gillingham phonics materials 4000-4999: Books And Supplies Title I Part A: Allocation 2000	Orton Gillingham phonics materials 4000-4999: Books And Supplies Title I Part A: Allocation 2485.45
3. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.	Provided site assigned projects teacher to coordinate collaboration and intervention.	site assigned project teacher salary and benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 105,618.00	site assigned project teacher salary and benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 105,618.00

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 a hover cam, whiteboards, and markers.

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. 2018-19 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.

The Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Maximize student engagement and achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3% ; Faller Chronic Absenteeism Declined 2%
Suspension Rate	Decrease/Maintain Suspension rate by .2%	District Suspension Rate 6.6%; Faller Suspension Rate .6%; maintained
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall 2017 64% of 5th graders feel connected; Fall 2018 Survey Summary: 37% of 5th grade felt connected to school all the time

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide before/after school or lunch time academic interventions. (5,000 LCFF, Title I to supplement these opportunities)	1. Provided before/after school academic intervention as well as a spring break academic intervention for grades 3-5. (5,000 LCFF, Title I to supplement these opportunities)	Goal 2, Action 4 LCAP 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 4192	Goal 2, Action 4 LCAP 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 4192
		Goal 2, Action 4 LCAP 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 808	Goal 2, Action 4 LCAP 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 808
		Teachers provide before or after school intervention 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1700	Teachers provide before or after school intervention 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3412.88
		employee benefits 3000-3999: Employee Benefits Title I Part A: Allocation 328	employee benefits 3000-3999: Employee Benefits Title I Part A: Allocation 648.84
			Teachers provided spring break intervention

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2464
			Teachers provided spring break intervention 3000-3999: Employee Benefits Title I Part A: Allocation 474.34
2. Provide evidence-based, supplemental academic intervention materials.	2. Provided evidence-based, supplemental academic intervention materials.	LexiaReading Core5 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 10,000	LexiaReading Core5 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 9900
		Reflex Math 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3295	Reflex Math 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2966
		Dreambox Math 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3500	Dreambox Math 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 11,700
3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Character Counts, etc.	3. Implemented student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Character Counts, etc.	Reward charms for reaching academic goals 4000-4999: Books And Supplies General Unrestricted 1137	Reward charms for reaching academic goals 4000-4999: Books And Supplies General Unrestricted 1124.84
		Kindergarten Jumbo Journals 4000-4999: Books And Supplies General Unrestricted 206	Kindergarten Jumbo Journals 4000-4999: Books And Supplies General Unrestricted 0
			bus transportation to Jr. Olympics and CCCC "I'm Going to College" 5000-5999: Services And Other Operating Expenditures General Unrestricted 484
		chart paper and highlight tape 4000-4999: Books And Supplies General Unrestricted 562	chart paper and highlight tape 4000-4999: Books And Supplies General Unrestricted 0
		reading certificates 4000-4999: Books And	reading and math certificates and medals

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies General Unrestricted 333	4000-4999: Books And Supplies General Unrestricted 372.64
		principal medals for perfect attendance and citizenship 4000-4999: Books And Supplies Title I Part A: Allocation 1000	principal medals for perfect attendance and citizenship 4000-4999: Books And Supplies Title I Part A: Allocation 1113.82
		AR incentive brag tags 4000-4999: Books And Supplies General Unrestricted 233	AR incentive brag tags 4000-4999: Books And Supplies General Unrestricted 0
		rewards, charms, bookmarks, pencils, posters, banners, books, DVDs for Character Counts 4000-4999: Books And Supplies General Unrestricted 4200	Character Counts rewards, brag tags, bookmarks, pencils, posters, banners, books, DVDs for Character Counts 4000-4999: Books And Supplies General Unrestricted 921.60

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 actions and services were implemented as planned, with the exception of chart paper, kindergarten journals, and AR incentive brag tags.

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

Overall, the actions/services did have a consistent, effective impact in meeting Goal 2 at the site level. 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.

Strategies and activities will be adjusted based on site identified needs and district initiatives.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Grow family and community partnerships that benefit students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018- 82% and 2019- 73.5%; Decrease of 8.5%
Title I Parent Surveys	See 2019 Title 1 Parent Survey Results Addendum	See 2019 Title 1 Parent Survey Results Addendum

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Engage parents/guardians in ongoing, two-way communication.	We engaged parents/guardians in ongoing, two-way communication.	Homework folders 4000-4999: Books And Supplies Title I Part A: Allocation 1200	Homework folders 4000-4999: Books And Supplies Title I Part A: Allocation 876.83
		Scholastic Subscription-Let's Find Out-Kindergarten 4000-4999: Books And Supplies Title I Part A: Allocation 700	Scholastic Subscription-Let's Find Out-Kindergarten 4000-4999: Books And Supplies Title I Part A: Allocation 0
		toner and ink cartridges for parent communication newsletters, fliers, notices. parent nights, compacts, surveys 4000-4999: Books And Supplies Title I Part A: Allocation 2500	toner and ink cartridges for parent communication newsletters, fliers, notices. parent nights, compacts, surveys 4000-4999: Books And Supplies Title I Part A: Allocation 2406.86
		paper for parent communication newletters, fliers, notices. parent nights, compacts ,surveys 4000-4999: Books And Supplies Title I Part A: Allocation 1000	paper for parent communication newletters, fliers, notices. parent nights, compacts ,surveys 4000-4999: Books And Supplies Title I Part A: Allocation 967.02
		gr. 2-5 student planners 4000-4999: Books And	Gr. 2-5 Student Planners 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies Title I Part A: Allocation 2000	Supplies Title I Part A: Allocation 1626
2. Provide monthly Family Nights to increase parent/guardian engagement.	Provided monthly family nights.	childcare or classified employee assisting with family night 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 350	childcare or classified employee assisting with family night 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 169.50
		employee benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 35	employee benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 41.58
		materials for parent night activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 400	materials for parent night activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 33.73
		light refreshments for parents 4000-4999: Books And Supplies Title I Part A: Parent Involvement 300	light refreshments for parents 4000-4999: Books And Supplies Title I Part A: Parent Involvement 296
3. Provide parent/guardian education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, etc.	Provided parent/guardian education.	Principal attends ACSA Leadership Summit: lodging, food, transportation 5000-5999: Services And Other Operating Expenditures General Unrestricted 1500	Principal attends ACSA Leadership Sumit: lodging, food, transportation 5000-5999: Services And Other Operating Expenditures General Unrestricted 1944
		parent literature 4000-4999: Books And Supplies Title I Part A: Parent Involvement 300	parent literature 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		Loving Solutions Parent Education 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1320	Loving Solutions Parent Education 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1188
		Loving Solutions Parent Education 3000-3999: Employee Benefits Title I Part A: Parent Involvement 254	Loving Solutions Parent Education 3000-3999: Employee Benefits Title I Part A: Parent Involvement 228.64

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Loving Solutions Materials 4000-4999: Books And Supplies Title I Part A: Parent Involvement 561	Loving Solutions Materials 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		Loving Solutions light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 200	Loving Solutions light refreshments 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, all actions and services were implemented as planned with the exception of Kindergarten journals, parent literature, and Loving Solutions materials.

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

Overall the strategies and activities in Goal 3 have been effective at the site level. Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 3.

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.

Strategies and activities will be adjusted based on site identified needs.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Guarantee safe and well-maintained facilities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT rating	FIT Rating went from exemplary to good

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Supported safe and well-maintained facilities.	custodial supplies 4000-4999: Books And Supplies General Unrestricted 5000	custodial supplies 4000-4999: Books And Supplies General Unrestricted 4102

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.

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.

No changes for this goal need to be made in the new SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 2%	19/23 Fully credentialed teachers 83%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide professional development in identified area(s) of site need and district initiatives.	Provided professional development in areas of need.	Professional literature 4000-4999: Books And Supplies Title I Part A: Allocation 800	Professional literature 4000-4999: Books And Supplies Title I Part A: Allocation 607
		Substitutes so teachers can observe best practices 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1695	Substitutes so teachers can observe best practices 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2042.50
		Employee benefits 3000-3999: Employee Benefits Title I Part A: Allocation 231	Employee benefits 3000-3999: Employee Benefits Title I Part A: Allocation 248.20
		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 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 17,868.64	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 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 18,895.31
		training for counselor 5000-5999: Services	training for counselor 5000-5999: Services

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		And Other Operating Expenditures Title I Part A: Allocation 500	And Other Operating Expenditures Title I Part A: Allocation 105
		noon supervisor training/beginning of year 1000-1999: Certificated Personnel Salaries General Unrestricted 200	noon supervisor training/beginning of year 1000-1999: Certificated Personnel Salaries General Unrestricted 237

Analysis

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

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

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

Overall, the actions/services did 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 costs being higher or lower than budgeted.

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.

Strategies and activities for professional development will be adjusted based on site need and district initiatives.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	45,695.00	0.00
Title I Part A: Allocation	65,104.00	0.00
Title I Part A: Parent Involvement	3,546.00	0.00
Title I Part A: Site Assigned ESSA Teacher	106,833.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,994.00	0.00

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$175,483.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$227,172.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$65,104.00
Title I Part A: Parent Involvement	$3,546.00

Subtotal of additional federal funds included for this school: $68,650.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
General Unrestricted	$45,695.00
LCFF Supp Conc - Intervention (BS/AS)	$5,994.00

| Title I Part A: Site Assigned ESSA Teacher | $106,833.00 |

Subtotal of state or local funds included for this school: $158,522.00

Total of federal, state, and/or local funds for this school: $227,172.00

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

0 Secondary Students

Name of Members	Role
Mrs. Melissa Christman	Principal
Mrs. Kristy McLaughlin (2 years 18-20)	Classroom Teacher
Mrs. Jennifer Brown (2 years 19-21)	Classroom Teacher
Mr. Blake Onishi (2 years 18-20)	Classroom Teacher
Mrs. Lorie Verkuyl (2 years 19-21)	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. Monica Charles (2 years 19-21)	Parent or Community Member
Mrs. Calli Lehmann (2 years 19-21)	Parent or Community Member
Mrs. Jacqueline Rosser (2 years 19-21)	Parent or Community Member
Alternate: Jessica Kenady (1 year 19-20)	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 12/12/19.

Attested:

Melissa Christman	Principal, Melissa Christman on 12/12/19
Jake Easley	SSC Chairperson, Jake Easley on 12/12/19

SIERRA SANDS UNIFIED SCHOOL DISTRICT
FALLER ELEMENTARY SCHOOL PARENT SURVEY
2016 Gold Ribbon School and 2016 Title 1 Achieving School Award Winner
2017-2018 Honor Roll School

Comparison 2016-2019

	366 83%	389 88%	445 97%	343 70%
TOTALS (number responses / percent of population)				
	15-16	16-17	17-18	18-19
SCHOOL CULTURE				
Parents are greeted warmly and courteously when they visit the school.	93	93	94	93
The student discipline is appropriate in this school.	87 9.2 DNK	81 9 DNK	84 6 DNK	81 11 DNK
I am aware of school wide behavior, expectations, consequences and rewards.	96	94	93	92
I am aware of classroom behavior, expectations, consequences and rewards.	NA	NA	NA	95
My child feels safe at this school.	93	93	93	92
HOME/SCHOOL COMMUNICATION				
Parents are able to talk to someone at the school when they have concerns or questions.	95	95	92	92
Teachers and school communicate frequently with parents.	93	88	97	94
Are you able to access the school handbook and monthly newsletter on line? (changed to "Are you aware"….2014-15)	95	93	95	89
Have you visited the Faller website at http://faller.ssusd.org	77	83	87	87
Do you use Parent Square regularly?		74	86	92
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	84 11 DNK
I know the standards my child must meet.	98	95	97	94
Parents are fully informed about their child's academic progress through progress reports or conferences.	99	94	97	95
TEACHING AND LEARNING				
My child is making good progress in reading.	93	90	92	95
My child is making good progress in writing.	94	89	92	90
My child is making good progress in math.	91	90	92	93
My child has regularly assigned homework.	99	98	98	99
My child is getting a good education.	94	92	94	91
PARENT/COMMUNITY INVOLVEMENT				
Do you:				
• Visit the school	92	90	92	91
• Assist in class as a volunteer or aide	41	47	37	38
• Attend school functions such as parent/teacher conferences, family nights or other school events	77	74	74	85
• Serve on school committees such as PTO and SSC	17	13	9	12
• Help your child with homework, math facts, test prep	99	99	98	97
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				