

SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOR
2017-2018

Fallsvale School



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The Single Plan for Student Achievement

School:

CDS Code: 36 67637 6035471

District: Bear Valley Unified School District

Principal: Jennie McCoy

Revision Date: Nov. 1, 2017

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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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

's Vision and Mission Statements

District Slogan

Educate-Inspire-Prepare

Mission Statement

It is the mission of Bear Valley Unified School District to educate, inspire, and prepare all students by creating innovative learning environments where students can thrive academically, contribute to society, and lead healthy, purposeful lives.

Vision Statement

All students graduate educated, inspired, and prepared to pursue their dreams.

Bear Valley Unified School District Core Values:

Students First

Students come first in everything we do.

Mutual Trust

Mutual trust is essential in all our interactions.

Dignity and Respect

We always treat each other with dignity and respect.

Innovation and Continuous Learning

We embrace innovation and continuously strive to learn and improve.

Growth Mindset and Grit

High expectations and perseverance are keys to success.

Collaboration and Partnerships

Working together, in collaboration and partnership, we make a difference for students.

Fallsvale Vision Statement

Fallsvale's staff, students, and community are committed to life-long learning and to developing responsible, productive members of society who appreciate the diversities of others.

Fallsvale Core Values

We value:

A school that is a community of learners-staff, students, parents, community,

A school that is safe;

A school that prepares our children for the challenges of life;

A school where everyone in it feels a part of a family;

A school as an environment where optimal learning takes place;

A school where staff feel free to try new ideas without risk;

A school that encourages the highest moral character from staff and students.

School Profile

Fallsvale School, located in Forest Falls, provides instruction for students in grades K-8. Approximately 25% of our students are bussed to and from school, while 75% are escorted by parents. The school is comprised of 3 classrooms and a combined office/library. We have an active Booster Club which conducts fundraising to support educational experiences. During the 2016-17 school year, a total of 86 students were enrolled. The school's enrollment for 2016-17 was comprised of 63.4% students who qualified for free and reduced meals, and 7.3% students who qualified for special education services. Currently, for the 2017-18 school year, a total of 83 students are enrolled and is comprised of 73.4%

students qualifying for free and reduced lunch, 4.81% students qualifying for special education services, and 0% English Learners.

Site Description

Student Demographics

**Student Demographic
by Ethnicity**

Student Subgroup	2014-15	2015-16	2016-17
American Indian or Alaska Native	0 (0.0%)	0 (0.0%)	0 (0.0%)
Asian	0 (0.0%)	0 (0.0%)	0 (0.0%)
Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	10 (16.1%)	12 (18.2%)	15 (18.3%)
African American	2 (3.2%)	2 (3.0%)	2 (2.4%)
White (not Hispanic)	49 (79.0%)	51 (77.3%)	64 (78.1%)
Multiple or No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total Enrollment	62	66	82

**Students Receiving Free or
Reduced Price Meals**

	2015-16	2016-17
Number	36	61
Percent	66	73

Parent Education Level

# Responses	2015-16	2016-17
Post Graduate	6	15
College Graduate	13	12
Some College	23	21
HS Diploma	12	16
Not HS Graduate	2	1

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17
TK			
K	5	4	10
1	16	5	5
2	9	17	7
3	11	10	19
4	9	11	9
5	5	9	12
6	7	5	9
7	0	5	6
8	0	0	5
9	0	0	
10	0	0	
11	0	0	
12	0	0	

Staffing and Teacher Credentials

Teachers	School			District		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
With Full Credential	3	3	3	97	106	115
Without Full Credential	0	0	0	10	8	2

Comprehensive Needs Assessment Components

Data Analysis

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent survey was given in November. 30 surveys were returned. The parents who responded feel strongly that they feel welcome when they enter the school, and their children have made adequate progress since the beginning of the school year. The parents also feel strongly that teachers communicate regularly with them, and they are knowledgeable about the school's expectations for their child. Several parents agree they know what is going on at the school, and their calls, emails, and notes to the staff are answered promptly. They also agree they are able to help their child with his or her homework. Some parents feel they are not asked for their input on student and family events, and the school does not provide families with workshops or informational meetings. We plan on increasing parent involvement in our booster club to allow them more input on school events. We also now have a Heathy Start Advisor to assist in providing parent resources.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Through a formal observation process, teachers are observed every other year a minimum of two times; however, informal classroom observations and walk-throughs are conducted a minimum of three times a month. As an offsite principal support, I am on-campus one day a week. Observation criteria includes expectations addressed in the California Standards for the Teaching Profession including classroom management, student engagement, lesson planning and instruction addressing California Content Standards. These classroom visits indicate teachers are using a variety of instruction including whole class, small group, and center based lessons with modeling and guided practice. Teachers are implementing lessons based on the new math and ELA curriculum.

In addition to our core curriculum, ALEKS is also used to enhance the math instruction. It was evident based upon our scores last year, reading informational text was an area where we struggled. The new curriculum was better balanced in this area. 100% of our students in all grades, kindergarten through eighth grade, use technology daily as part of their instruction. Since all of our classes include multiple grades, learning is differentiated to meet the needs of all students. Fallsvale teachers are all meeting or exceeding standards for the teaching profession.

Analysis of Current Instructional Program

Standards, Assessment, and Accountability

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

The teachers at Fallsvale use data on a regular basis to make decisions related to improving student achievement.

The teachers use data from state, district, and curriculum embedded assessments to drive instruction. Data from the State assessments is analyzed at the beginning of the school year to identify and target subgroups. In addition, the district administers benchmark assessments for all grades K-8. In Kindergarten, ESGI is used to assess early literacy skills. In grades 1-8, district benchmarks, running records, fluency tests, i-Ready and Accelerated Reader assessments are used to monitor areas of literacy to develop and modify instruction to aid in improving student achievement to meet state expectations of curriculum standards. Fallsvale School is unique in terms of the state assessments. Due to the low number of students in each grade level, some of our test results are not factored in with the overall scores. The data on this form includes 39 third, fifth, and sixth graders who represent 45% of the schools population. The overall ELA scores of our third, fifth, and sixth graders who exceeded or met the standards was 72%. Although these scores are above average, this was a 13% decrease from last years' score. The area of strength is writing where the score was 95%. The area of challenge is listening where the score was 85%. The overall math scores of our third, fifth, and sixth graders who exceeded or met the standards was 59%. This shows an impressive growth from 38% in 2014-15. The area of strength is shared in Problem Solving/Data Analysis and

Communicating Reasoning with 86.89% of students above, at or near the standards. The area of challenge is in Concepts and Procedures with 58.98 of students above, at, or near the standards. The EADMS (data management system), a service provided by the district, provides data and reports for teachers to utilize during their data analysis.

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

Staff and administration meet bi-monthly to review data and collaborate to evaluate student progress and refine goals. All teachers participate in quarterly curriculum meetings to collaborate with their grade level peers to share best practices, analyze data, set up pacing guides, and review assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff

During the 2016-17 school year, 100% of Fallsvale School's classes were taught by highly qualified teachers.

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

Bear Valley Unified School District provides teachers with multiple professional development sessions, throughout the year, to support their lessons that address the needs of students and the California Content Standards. Teachers participated in the new curriculum district training for Wonders and Go Math. Other professional development included training for NGSS, STEAM, grade level articulation, and CAASPP testing.

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

Staff training is provided throughout the year to assist in the delivery of lessons that meet student needs of 21st Century skills and the expected rigor of state standards. Teachers utilize minimum days to analyze data and focus on standards-based instruction. The grade level teams work cooperatively to share their results and focus on under-performing students. Professional development is provided for the new ELA and math adoptions.

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

All teachers participate in grade level collaboration meetings with a facilitator who aids in the implementation/analysis of instruction and assessments to establish a consistent model district-wide. New teachers participate in a two year induction program through CTI/RCOE. District provides instructional coaches to support probationary teachers with training, observations, and feedback. Teachers are provided multiple days of professional development prior to the start of the school year on new adoptions.

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

District grade level meetings are held quarterly to collaborate, review data, and discuss and share areas of success and concern. In addition, once a month meetings are held at the school site to discuss student progress, identify students needing additional support, and collaborate on strategies to implement the needed additional support.

Teaching and Learning

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

All Fallsvale students have access to and participate in a rigorous core curriculum. Our program has been developed to ensure all students are meeting established grade level standards. There is a consistent focus on examining data to support program effectiveness and student achievement. District has addressed the alignment of curriculum to standards through cooperative development of pacing guides by teachers and district support personnel. These guides are provided to all teachers via Google Docs. Additional materials such as benchmarks portals are available to all teachers through EADMS.

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

Instructional minutes are reviewed by the district to ensure that English Language Arts, Mathematics minutes meet state's requirements.

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

Lesson pacing schedule and master schedule are in alignment with state requirements. Intervention programs are incorporated into the master schedule.

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

As per the William's Act, all standards-based instructional materials are available to each student.

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

Ca. State Board of Education adopted and standards aligned instructional materials are a part of BVUSD curriculum units. Intervention materials are provided to support all grade levels K-8 at Fallsvale School.

Opportunity and Equal Educational Access

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

Fallsvale has 1-7 hr. and 3-3 3/4 hr. instructional aides that provide support services in the general education setting, daily. Students who have been identified as "at-risk" or under-performing, are provided support with their general education curriculum and/or intervention programs. After-school extended learning is available four days a week for those students needing or requesting additional time to support learning.

Fallsvale School also provides services for students needing support in the area of social/emotional skills which could be interfering with their progress in the learning environment. These services are provided through Healthy Start and district staff.

14. Research-based educational practices to raise student achievement

Fallsvale School uses the following research-based programs to aid in raising student achievement: Step Up to Writing, iReady, Read Naturally, Go Math and our new adoption Wonders, as well as California State Standards aligned programs of Ready Common Core and ALEKS. This year we are piloting the STEMscope program.

Parental Involvement

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

Fallsvale School uses multiple resources to reach out to families. These include online notifications, posted meetings, coming events and resources. A monthly invitation goes out to all parents inviting them to attend booster meetings where they are

encouraged to give input, offer services, and ask questions.

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)

Parent are encouraged to be involved during the school day or with after-school programs/groups. In the past, Parent Involvement Surveys have been completed and collected for feedback. Community members work closely with the school providing additional services to enhance student learning such as gardening, sports, and technology enrichment programs. The Single Plan for Student Achievement is reviewed by staff and School Site Council before final approval.

Funding

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

Fallsvale does not receive Title I or Title III categorical funds.

18. Fiscal support

Fiscal support comes from Local Control and Accountability Plan funding and Supplemental Concentration, and fundraising.

Description of Barriers and Related School Goals

One of the challenges for Fallsvale staff is student achievement within multi-grade level classrooms. The teachers also have to overcome the challenge of supporting students during independent learning. Additional support within the general education classroom provides more opportunities for small group instruction for all students and additional support time for those students not meeting grade level expectations during times of independent learning. Another barrier is student attendance. The goal is to increase student attendance by increasing student and parent incentives. Student achievement is affected in a negative manner if the student is not at school.

In order to address this issue, Fallsvale has:

1. Increased 1 instructional support staff position from 3 3/4 hr to 6 hr.
2. Instructional support staff will also receive additional training on accessing and use of intervention programs to better assist students who are not meeting school-wide goals.
3. Student incentives for perfect attendance has continued and incentives for parents are being implemented.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	10	17	12	9	17	12	9	17	100.0	90	100
Grade 4	9	12	*	9	12	*	9	12	*	100.0	100	
Grade 5	5	8	11	5	8	11	5	8	11	100.0	100	100
Grade 6	6	6	11	6	6	11	6	6	11	100.0	100	100
Grade 7		5	*		5	*		5	*		100	
Grade 8			*			*			*			
All Grades	32	41	61	32	40	61	32	40	61	100.0	97.6	100

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2435.4	*	2463.4	25	*	35.29	25	*	29.41	25	*	29.41	25	*	5.88
Grade 4	*	2495.7	*	*	25	*	*	42	*	*	8	*	*	25	*
Grade 5	*	*	2533.1	*	*	27.27	*	*	36.36	*	*	36.36	*	*	0.00
Grade 6	*	*	2541.7	*	*	18.18	*	*	45.45	*	*	27.27	*	*	9.09
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8			*			*			*			*			*
All Grades	N/A	N/A	N/A	19	40	29.51	44	35	42.62	19	15	22.95	19	10	4.92

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	33	*	29.41	33	*	52.94	33	*	17.65	
Grade 4	*	25	*	*	58	*	*	17	*	
Grade 5	*	*	18.18	*	*	81.82	*	*	0.00	
Grade 6	*	*	9.09	*	*	72.73	*	*	18.18	
Grade 7		*	*		*	*		*	*	
Grade 8			*			*			*	
All Grades	19	40	26.23	56	45	62.30	25	15	11.48	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	*	23.53	67	*	70.59	8	*	5.88
Grade 4	*	33	*	*	58	*	*	8	*
Grade 5	*	*	45.45	*	*	54.55	*	*	0.00
Grade 6	*	*	27.27	*	*	54.55	*	*	18.18
Grade 7		*	*		*	*		*	*
Grade 8			*			*			*
All Grades	25	53	37.70	66	43	57.38	9	5	4.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	*	23.53	50	*	58.82	25	*	17.65
Grade 4	*	17	*	*	50	*	*	33	*
Grade 5	*	*	18.18	*	*	72.73	*	*	9.09
Grade 6	*	*	27.27	*	*	63.64	*	*	9.09
Grade 7		*	*		*	*		*	*
Grade 8			*			*			*
All Grades	19	20	19.67	69	70	65.57	13	10	14.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	*	29.41	58	*	70.59	17	*	0.00
Grade 4	*	42	*	*	33	*	*	25	*
Grade 5	*	*	36.36	*	*	54.55	*	*	9.09
Grade 6	*	*	27.27	*	*	54.55	*	*	18.18
Grade 7		*	*		*	*		*	*
Grade 8			*			*			*
All Grades	31	53	37.70	56	35	54.10	13	13	8.20

Conclusions based on this data:

1. As per 2016/17 CAASPP/ELA results, 95% of students scored "above, at or near" standard in the area of writing, 91% of students scored within this range in the area of Research and Inquiry, 88% of students scored within this range in the area of Reading, and 85% of students scored within this range in the area of Listening.
2. The area in need of improvement is listening with 14.75% of students below standard. Teachers will address this using the new ELA curriculum as well as collaborating with other teachers at their grade level.
3. In the area of Listening, 17% of 3rd graders scored below standard. Teacher will address this using the new ELA curriculum as well as collaborating with other teachers at her grade level.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	10	17	12	9	17	12	9	17	100.0	90	100
Grade 4	9	12	*	9	12	*	9	12	*	100.0	100	
Grade 5	5	8	11	5	8	11	5	8	11	100.0	100	100
Grade 6	6	6	11	6	6	11	6	6	11	100.0	100	100
Grade 7		5	*		5	*		5	*		100	
Grade 8			*			*			*			
All Grades	32	41	61	32	40	61	32	40	61	100.0	97.6	100

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2410.6	*	2459.2	17	*	23.53	0	*	35.29	58	*	29.41	25	*	11.76
Grade 4	*	2471.3	*	*	17	*	*	8	*	*	75	*	*	0	*
Grade 5	*	*	2528.1	*	*	27.27	*	*	0.00	*	*	63.64	*	*	9.09
Grade 6	*	*	2556.2	*	*	27.27	*	*	27.27	*	*	27.27	*	*	18.18
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8			*			*			*			*			*
All Grades	N/A	N/A	N/A	19	33	26.23	19	28	32.79	47	40	32.79	16	0	8.20

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	17	*	35.29	58	*	41.18	25	*	23.53	
Grade 4	*	17	*	*	50	*	*	33	*	
Grade 5	*	*	27.27	*	*	54.55	*	*	18.18	
Grade 6	*	*	36.36	*	*	36.36	*	*	27.27	
Grade 7		*	*		*	*		*	*	
Grade 8			*			*			*	
All Grades	31	43	37.70	50	43	44.26	19	15	18.03	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	*	35.29	50	*	52.94	42	*	11.76
Grade 4	*	17	*	*	58	*	*	25	*
Grade 5	*	*	18.18	*	*	54.55	*	*	27.27
Grade 6	*	*	27.27	*	*	45.45	*	*	27.27
Grade 7		*	*		*	*		*	*
Grade 8			*			*			*
All Grades	13	30	27.87	56	58	59.02	31	13	13.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	*	47.06	50	*	52.94	33	*	0.00
Grade 4	*	17	*	*	33	*	*	50	*
Grade 5	*	*	27.27	*	*	45.45	*	*	27.27
Grade 6	*	*	27.27	*	*	54.55	*	*	18.18
Grade 7		*	*		*	*		*	*
Grade 8			*			*			*
All Grades	19	38	36.07	59	48	50.82	22	15	13.11

Conclusions based on this data:

1. As per 2016/17 CAASPP/Math overall results, 59% of students met or exceeded standards and 41% nearly met or did not meet standards.
2. The area in need of improvement is Concepts and Procedures, with 58% school wide above at or near the standards and 18% below standard. Teachers will continue to support their academic program with ALEKS lessons. They will also collaborate and share best practices with their peers in the monthly grade level meetings.
3. 27% of 6th graders were below standard in the areas of Concepts & Procedures and Problem Solving & Modeling/Data Analysis. Teachers will continue to support their academic program with ALEKS lessons. They will also collaborate and share best practices with their peers in the monthly grade level meetings.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
5	***														
Total	100														

Conclusions based on this data:

1. Currently, Fallsvale does not service any English Learners other than one RFEP student.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
5	***														
Total	100														

Conclusions based on this data:

1. Fallsvale does not currently have students in need of the CELDT assessment.

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 student performance 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: English Language Arts
LEA/LCAP GOAL:
This goal supports the District LCAP Goal # 1 – Increase percent of students who are on track to graduate college and career ready.
SCHOOL GOAL #1:
By the end of the 2017/18 school year, the percent of students that "meet or exceeds" standard as evidenced by the ELA portion of the CAASPP/ Summative Assessment scores, will increase from 68.89% to 71.89%. *English Language Arts CAASPP scores will increase by 3% points *75% of K-2 students will meet ELA grade level expectations as evidenced by ESGI, i-Ready, and Running Records reports.
Data Used to Form this Goal:
CAASPP, district benchmarks, ESGI, Running Records, i-Ready, STAR/Lexile levels, teacher input.
Findings from the Analysis of this Data:
Based on 2016/17 CAASPP/Summative Assessments, overall, 68.89% of students met or exceeded standards in the subject area of English Language Arts. A baseline has not yet been set for K-2 students. This data will be collected at the beginning of the 2017/18 school year to establish.
How the School will Evaluate the Progress of this Goal:
*Utilize CCSS quarterly assessments *Use progress monitoring: ESGI, Accelerated Reader/STAR, fluency assessments, i-Ready data and district adopted assessments. *Review and analyze both 2015/16 and 2016/17 CAASPP Summative Assessment scores * Identify students requiring additional support to meet ELA standards * After establishing baseline scores of K-2 students, quarterly monitoring will be conducted to gather data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Teachers will receive quarterly professional development and have time set aside during PD to plan and develop assessments aligned to CCSS.</p> <p>a. Teachers meet quarterly to create California Content Standards aligned units of study and assessments.</p> <p>b. Teachers will attend conferences, visit classrooms, and attend district offered professional development several times a year.</p>	August 2017- June 2018	Teachers, Administration	Subs for teacher release- See Centralized Expenditures Teacher supported training for Instructional aides		District Funded	
<p>2. Assess students quarterly to identify student need.</p> <p>a. Administer quarterly assessments to all students. Oct., Dec., April, June.</p> <p>b. Review assessment data to identify students and areas of need.</p>	October, 2017- June, 2018	Teachers, Aides	Teachers will use Early Release time to review assessment data.			
<p>3. Provide teachers with time, materials, and resources to support CCS implementation and a STEM focus.</p> <p>a. Identify and order instructional supplies to support CCS and support STEM instruction</p> <p>b. Provide opportunities for teacher training/conferences.</p>	August 2017- June 2018	District, Principal, Teachers, Secretary	Instructional support materials (Ready Common Core) STEM Conference		District Funded District Funded	
<p>4. Identified students will receive extra support to reinforce and reteach specific skills.</p> <p>a. Provide daily intervention and support, utilizing available staff, to reinforce and reteach core academic skills based upon results of quarterly assessments and progress</p>	August 2017- June 2018	Teachers, Instructional Aides	Increase support staff time Intervention programs: Read Naturally and i-Ready will be used to support students.		District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>monitoring.</p> <p>b. Provide additional support using intervention materials.</p> <p>c. Provide students with opportunities to develop their research and inquiry skills.</p> <p>d. Monitor and adjust identified student programs.</p>			<p>Research projects will be completed in each class in one or more core curriculum content area.</p> <p>Students progress will be monitored weekly and adjusted as needed.</p>			
<p>5. Encourage all students to build a habit of sustained reading, using Accelerated Reader, and rewards associated with the program.</p> <p>a. Renew online subscription for Accelerated Reading.</p> <p>b. With the help of the teacher, each student will set appropriate goals for the semester for both fluency and comprehension.</p> <p>c. Monitor the progress of the students at least monthly.</p> <p>d. Reward Students for reaching their goals.</p>	August 2017- June 2018	Secretary, Principal, Teachers	<p>LCAP and Site funds</p> <p>Accelerated Reader subscription</p> <p>School/Class/Individual awards</p>	0000: Unrestricted	District Funded Unrestricted	200
<p>6. Maintain and expand resources in the library for students to utilize as a resource.</p> <p>a. Survey current reading materials in library to support newly added 8th grade students.</p> <p>b. Continue with "honor system" so library is available to students all day.</p>	August 2017- June 2018	Principal, Library clerk, teachers	<p>Grade level teacher will survey current library selections for those that meet middle school interest.</p> <p>Students choose a book and return it when finished to the secretary. who then places it back on the shelf.</p>			

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 student performance 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: Mathematics
LEA/LCAP GOAL:
This goal supports the District LCAP Goal # 1 – Increase percent of students who are on track to graduate college and career ready.
SCHOOL GOAL #2:
By the end of the 2017/18 school year, the percentage of students that " meet or exceed" standards, will increase from 56.82% to 59.82% as evidenced by the mathematics portion of the CAASPP/ Summative Assessment scores. <ul style="list-style-type: none"> •Math CAASPP scores will increase by 3%.
Data Used to Form this Goal:
CAASPP, district benchmarks, ALEKS, Go Math, teacher input.
Findings from the Analysis of this Data:
Based on the 2016/2017 CAASPP test in Mathematics, 56.82 % of students "met or exceeded" state standards and 34.09% of students "nearly met" state curriculum standards.
How the School will Evaluate the Progress of this Goal:
Utilize CCSS quarterly assessments- district adopted Review progress monitoring: ALEKS Review end of 2017/18 school year CAASPP scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will receive quarterly professional development and have time set aside during PD to plan and develop assessments aligned to CCS.	Aug. 2017- June 2018	District, Principal, Teachers	Quarterly, District Professional Grade level collaboration		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>a. Teachers meet quarterly to create CCS aligned units of study and assessments.</p> <p>b. Teachers will attend conferences, visit classrooms, and attend district offered professional development several times a year.</p>			Go Math training		District Funded	
<p>2. Assess students quarterly to identify progress and student needs</p> <p>a. Administer quarterly assessments to all students. Oct., Dec., April, June.</p> <p>b. Review assessment data to identify students and areas of need.</p>	Oct., Dec. 2017- April, June 2018	Teachers	Teachers will use time during Early Release days to analyze assessment data.			
<p>3. Provide teachers with time, materials, and resources to support CCS implementation and a STEM focus.</p> <p>a. Identify and order instructional supplies to support CCS and STEM instruction.</p>	Aug. 2017- June 2018	Principal, Teachers	ALEKS subscription for each student grade 3-8 has been purchased.	0000: Unrestricted	Unrestricted	3000.00
<p>4. Identified students will receive extra support to reinforce and reteach specific skills.</p> <p>a. Provide daily intervention and support, utilizing available staff, to reinforce and reteach core academic skills based upon results of quarterly assessments.</p> <p>b. Provide additional support using instructional materials.</p>	Aug. 2017- June 2018	District, Principal, Teachers, Instructional aide	Provide additional time for Instruction Support Aide Staff will use Go Math, and ALEKS resources to support students.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5. Encourage all students to build an understanding of the use of mathematics.</p> <p>a. Use support program in general education setting.</p> <p>b. With the help of the teacher, each student will set appropriate goals for the semester.</p> <p>c. Monitor the progress of the students at least monthly.</p> <p>d. Reward Students for reaching their goals.</p>	Aug. 2017- June 2018	Principal, Teachers	<p>ALEKS will be incorporated into the students general education program as an additional resource supporting student engagement.</p> <p>Teachers use resources within Go Math, ALEKS and EDAMS to monitor progress.</p> <p>Students receive certificates as they reach goals within programs throughout the school year.</p> <p>Staff to develop a quarterly or semester reward/acknowledgment celebration supported by Booster Club.</p>			

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 student performance 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: Technology and Enrichment
LEA/LCAP GOAL:
This goal supports the District LCAP Goal # 3 – Increase engagement levels of students.
SCHOOL GOAL #3:
To increase student engagement: Purchase appropriate apps to maintain a blended learning approach Provide opportunities to participate in robotics program to 100% of students, Increase the number of enrichment opportunities offered to students to 6 classes per school year, Continue promoting a healthy lifestyle through: -physical fitness-students improve their their running goal over last year and 30% of students will reach the 100 mile goal -healthy eating -understanding of building a strong character
Data Used to Form this Goal:
*Current Technology inventory, *2016-17 100 mile data, *2016-17 Enrichment opportunities offered
Findings from the Analysis of this Data:
At the end of the 2016/17 school year, 100 percent of students were 1:1 with mobile devices and robotics. ____ enrichment opportunities were offered throughout the 2016-17 school year. ____ students met their 100 mile goal at the end of the 2016-17 school year.
How the School will Evaluate the Progress of this Goal:
Monitor enrollment monthly Principal monitoring lesson plans and enrichment offerings Teachers track miles

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. a. Purchase appropriate apps to maintain a blended learning approach.	August 2017 – June 2018	Principal, Secretary	Apps are needed to provide appropriate grade level intervention opportunities on i-Pads.	0000: Unrestricted 0001-0999: Unrestricted: Locally Defined 0000: Unrestricted	Unrestricted LCFF - Supplemental Unrestricted	100.00
1. Maintain and support a Robotics Program that extends to K-8 a. Continue to develop students engineering, programming, and problem solving skills necessary for successful robotics builds. b. Provide professional development in the form of trainings, classroom visitations, and/or conferences for teachers. c. Provide supplies and materials needed to further support robotics program.	October 2017 - June 2018	Teachers, Principal	Students use online coding programs to further their understanding. These coding skills are used when working with the 3D printers. STEM conference Design and construct a Lego Competition Table for use with Mind Storm Robotics - materials	0000: Unrestricted	District Funded Unrestricted	200.00
3. Increase enrichment activities at the school. a. Identify student interests. b. Create opportunities for students to pursue those interests with after school classes supported by parents/community and staff members. c. Provide supplies and materials. d. Connect with outside sources	August 2017 - June 2018	Principal, Teachers, Staff	Develop Student Interest Survey/administer and review results.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
through field trips that support the academic program e.Stipend and supplies for art/music program			Provide opportunities both during the school day and in after school enrichment program for students to explore their areas of interest. Continue to connect with local resources to continue expansion of this program. such as Garden Club and professionals in a variety of students areas of interest.			
			Purchase filament for 3D printers	0001-0999: Unrestricted: Locally Defined	LCFF - Base	100.00
			Explore virtual field trip resources for student participation.	0000: Unrestricted	Unrestricted	200.00
			All students participate in an Art /Music program every Friday afternoon. Support to continue this program.	0000: Unrestricted	Unrestricted	700.00
			Supplies for Art/Music program	0001-0999: Unrestricted: Locally Defined	LCFF - Base	251.00
4. Create a healthy school environment through physical education and encouraging healthy eating habits. a. Evaluate P.E. program and equipment needs.	August 2017- June 2018	Principal, Teachers, Boosters	Improvements to field area (see goal #4) Purchase incentive tags for awards	0001-0999: Unrestricted: Locally Defined	LCFF - Base	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
b. Purchase necessary equipment. c. Continue to support 100 mile running goal. d. Continue to support our garden club and Tower Gardens. e. Continue Harvest of the Month program f. Jump For Healthy Hearts g. Develop a character education program			Supplies for Tower Gardens Partnership with Forest Falls Garden group to further students understanding of our environment and how to care for it. BVUSD/Fallsvale participates in SB County Harvest of the Month program promoting a healthy lifestyle. Students participate in the Jump For Healthy Hearts Program to learn more about their own health and how we can help support our community. Staff and SSC explore and begin development of a character education program such as PBIS.	0000: Unrestricted	Unrestricted	100.00

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 student performance 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 Environment
LEA/LCAP GOAL:
This goal supports the District LCAP Goal # 2 – Provide an educational setting that is conducive to learning.
SCHOOL GOAL #4:
For the 2017-18 school year we will ensure that students feel emotionally and physically supported by continuing to improve our middle school classroom to be more conducive to a 21st Century collaborative learning environment by providing age appropriate work-spaces, improving outdoor learning areas, increase our ADA to 96%, and maintaining or increasing our FIT score with a rating of GOOD or better,
Data Used to Form this Goal:
FIT Report Safe School Needs Assessment conversation with SSC, Booster Club and teacher input
Findings from the Analysis of this Data:
Our last FIT report found the school in Good condition. Staff and parents are happy with the addition of age appropriate classroom equipment including tables and chairs to better support of a middle school environment.
How the School will Evaluate the Progress of this Goal:
Monitor work orders and cleanliness of the campus weekly. Monitor attendance monthly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Increase student attendance. a. Use district attendance data to keep parents informed monthly using a variety of communication methods. b. Provide daily, monthly, and quarterly rewards and incentives for student attendance. c. Keep parents informed and educated on current studies	Aug. 2017- June 2018	Principal and Secretary	Monthly attendance percentages are communicated through multiple resources including school marquee and social media.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
pertaining to student attendance and changing attendance laws.			Students receive certificates and incentives at a celebration activity. Teachers include attendance incentives in the classroom.	0000: Unrestricted	Unrestricted	200.00
Increase FIT Score. a. Clean up problematic areas as indicated by our FIT report. b. Place work orders, and monitor their completion	Aug. 2017- June 2018	Principal, Secretary, and Maintenance Dept.	Work with Maintenance Dept. to continue to address exterior lights issue, update surveillance system and patch asphalt on playground.		District Funded	
3. Make all student areas learning environments: a. Improve playground/field .	Aug. 2017- June 2018	Principal, Teachers, Staff, Booster Club	Explore different options to improve dirt area where students play soccer and other running activities.	0000: Unrestricted	Unrestricted	5000

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 Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Planned Improvements in Student Performance in both English Language Arts and
SCHOOL GOAL #1:
<p>By the end of the 2017/2018 school year, the percentage of students that meet or exceed standards on the English Language Arts CAASPP Summative Assessment will increase by the following:</p> <p>3rd grade: from 44% to 48%</p> <p>4th grade: from 38% to 48%</p> <p>5th grade: from 33% to 43%</p> <p>6th grade: from 43% to 48%</p> <p>7th grade: from 40% to 48%</p> <p>8th grade: from 38% to 46%</p> <p>By the end of the 2017/2018 school year, the percentage of students that meet or exceed standards on the Mathematics CAASPP Summative Assessment will increase by the following::</p> <p>3rd grade: from 44% to 48%</p> <p>4th grade: from 26% to 46%</p> <p>5th grade: from 15% to 32%</p> <p>6th grade: from 32% to 36%</p> <p>7th grade: from 26% to 46%</p> <p>8th grade: from 31% to 42%</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in ELA/math (Total allocation is for all seven schools)	2017-2018	Executive Director of Educational Services	iReady training; Go Math (new math adoption) trainings; Grade Level curriculum meetings;	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	120,000
Elementary Sites Curriculum support	2017-2018	Executive Director of Educational Services	Curriculum support of quarterly grade level planning and articulation meetings	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Proficiency
SCHOOL GOAL #2:
<p>Increase the % of students attaining English Proficient Level (AMAO2 <5 years) from 25.6% (2015) to 30%.</p> <p>Increase the % of students attaining English Proficient Level (AMAO2 >5 years) from 78.8% (2015) to 80%.</p> <p>Increase the % of students making progress toward English Proficiency (AMAO1) from 65% (2015) to 70%.</p> <p>Increase % of English Learner students being reclassified from 10.4% (2017) to 12%.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of ELlevation tracking software to monitor current English Learners and Redesignated English Learners (RFEP).	November, 2017 and on-going	Executive Director of Educational Services; District EL Coordinator; Site Coordinators	Ellevation software will track English Learner and Redesignated English Learners progress over multiple years to provide longitudinal data and district level reports	5000-5999: Services And Other Operating Expenditures	Title III	8990

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development aligned with California Content Standards to facilitate the
SCHOOL GOAL #3:
Teachers will participate in California Content Standards professional development related to English Language Arts, Mathematics and Next Generation Science Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development will be provided as we continue to implement newly purchased California Content Standard aligned Math and English Language Arts curriculum. In addition, we will be piloting Next Generation Science Standards curriculum throughout the district in various grade levels while providing professional development related to the implementation of these standards. (Allocation is district wide)	2017-2018	Executive Director of Educational Services	Continued professional development will be offered in the areas of math, language arts, and the Next Generation Science Standards to support teachers in their implementation of California Content Standard aligned curriculum.	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	120000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	451.00
Unrestricted	9,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	9,700.00
0001-0999: Unrestricted: Locally Defined	451.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	LCFF - Base	451.00
0000: Unrestricted	Unrestricted	9,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	200.00
Goal 2	3,000.00
Goal 3	1,751.00
Goal 4	5,200.00

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
Jennie McCoy	X				
Sara Beals				X	
Susan Iles		X			
Molly Anderson		X			
Malissa Steffen			X		
Marguerite Robinson				X	
Megan Danner				X	
Rachel Holland				X	
Jennifer Hays				X	
Pam Reno			X		
Numbers of members of each category:	1	3	2	6	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature


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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 9, 2017.

Attested:

<p>Jennie McCoy</p> <p>_____ <small>Typed Name of School Principal</small></p>	<p></p> <p>_____ <small>Signature of School Principal</small></p>	<p>11/9/17</p> <p>_____ <small>Date</small></p>
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<p>Marguerite Robinson</p> <p>_____ <small>Typed Name of SSC Chairperson</small></p>	<p></p> <p>_____ <small>Signature of SSC Chairperson</small></p>	<p>11/9/17</p> <p>_____ <small>Date</small></p>
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Parent Involvement Policy

Bear Valley USD Board Policy Parent Involvement

BP 6020 Instruction

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home

(cf. 6154 - Homework/Make-Up Work)

3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities

(cf. 5124 - Communication with Parents/Guardians)
(cf. 5145.6 - Parental Notifications)

4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.5 - School-Based Decision Making)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)
(cf. 6171 - Title I Programs)

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

Legal Reference:
EDUCATION CODE
11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

Management Resources:

CDE PROGRAM ADVISORIES

0928.90 Guidelines for the development of policies on parent involvement, SPB: 90/91-3

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy BEAR VALLEY UNIFIED SCHOOL DISTRICT

adopted: September 20, 2007 Big Bear Lake, California