

The Single Plan for Student Achievement

School: Foskett Ranch Elementary School
CDS Code: 31-66951-0108514
District: Western Placer Unified School District
Principal: Kelly Castillo
Revision Date: 10.28.14

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 11.18.14.

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School Vision and Mission

Foskett Ranch Elementary School's Vision and Mission Statements

At Foskett Ranch Elementary, our vision is to promote and foster academic, personal and social achievement for all students.

School Profile

SCHOOL PROFILE

Foskett Ranch Elementary School is located at 1561 Joiner Parkway in Lincoln, California. The school is in the Western Placer Unified School District (WPUSD) and opened in the fall of 2005. The school serves approximately 500 students in pre Kindergarten through fifth grade. Two special education preschool classes and two special education primary classes serve students with special needs. Three Kindergarten classes, three first grade classes, two second grade classes, a second/third combination class, three third grade classes, two fourth grade classes, and three fifth grade class serve our students. Families can enroll in a private, fee-based before and after school childcare program housed on campus.

Support services include a Resource Program, Speech and Language, Occupational Therapy, Four Special Day Classes (one K-1, one K-5 and two preschool), Science, Library and Music. A school psychologist works with staff to provide a small amount of group social skills training.

Parents are involved through School Site Council (SSC), Parent-Teacher Organization (PTO), as art and science docents, annual events, and regular volunteering with classroom activities. Parents support PTO activities such as educational/enrichment assemblies, family nights and festivals, purchasing supplies/materials/equipment, as well as various fundraisers.

Comprehensive Needs Assessment Components

Data Analysis

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

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/family survey is conducted every other year. The last survey, an online survey, was conducted in May 2014, and 56 families responded. 96% of parents feel welcome at school and are informed of school events. 98% of parents feel teachers promote academic excellence, Foskett Ranch is a safe environment for students and staff, and students treat each other with respect, and there is a mutual respect between staff and students. Children enjoy school. 95% of the parents know what their children are expected to learn, and 84% of parents indicate that the grade level curriculum is appropriately challenging. 95% of parents say that their children have adequate materials and supplies. 83% of parents indicate that students are developing an understanding of technology. 84% of parents indicate that school discipline is fair and consistent (11% disagree). 100% of the parents indicate that they are regularly informed about upcoming school events. 73% of parents feel that the principal is accessible and open to concerns and comments (4% disagree and 21% do not know).

Classroom Observations

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

Teachers are observed formally every other year as a part the formal evaluation process outlined in the Western Placer Teacher Association contract. Teachers are observed informally throughout the school year.

Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

At the start of each school year, teachers review student performance on state and local assessments to evaluate their instructional program from the prior year to establish priorities and develop goals for the current year. In reviewing data staff identify students that need extra support as well as enrichment to target instruction and intervention to meet the needs of the various levels of learners and to improve student achievement.

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

Grade levels formally meet twice a month (in Professional Learning Communities) during early release days to evaluate formative assessment information, develop short-term goals as a grade level and discuss/implement regarding effective strategies to help all students meet goals.

Staffing and Professional Development

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

All staff on campus meet the criteria for highly qualified staff.

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

All teachers on staff possess sufficient credentials to teach the subjects for which they are assigned. This year all staff are currently participating in district-wide, professional development as we implement the new math adoption and Common Core State Standards (CCSS). Teachers attend additional professional development workshops at the district county levels on a variety of topics. At the site level teachers engage in book studies and professional development to enhance use of instructional strategies, technology, and classroom management.

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

Staff development is geared to meet the district and school's annual goals for student achievement in the content areas based on the assessed needs of students.

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

Two district curriculum coaches are available to work with teachers.

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

The district calendar includes an early release day each week for teacher collaboration. Grade levels meet during these days to analyze student assessment data, set goals for achievement based on the assessment data, discuss and implement strategies to meet students' needs and ensure students achieve set goals, and to monitor student and grade level progress. Special Education, music and science teachers participate in grade level team meetings as well as cross site department meetings.

Teaching and Learning

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

All subject areas, report cards, and assessments are aligned with current Common Core State Standards (CCSS). District adopted curriculum and supplemental material, aligned to CCSS, is used in language arts, math, science, social studies, and visual arts. Instruction and lessons are standards-based and originate from adopted curriculum. Teachers use supplemental materials where needed for specific grade/subject areas

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

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas.

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

District grade level teams created pacing and assessment guides that teachers use district-wide. School grade level teams analyze data and collaborate to create intervention blocks during the instructional day to meet the needs of their students.

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

Texts are available through WPUSD for all K-5 student population. Supplemental materials have been purchased with LCFF funds as needed. The adopted Language Arts program contains lessons and supplemental materials to address various levels of learning. Software supplements to produce worksheets are available. Lower grade level materials can be used for students at below or well below basic levels. Pearson math provides supplemental lessons and video tutorials. The Language Arts program contains pre-teaching, re-teaching and English Language Learner support materials. Language arts, math, and art/music programs offer resources for multi-ability levels. Classes have all proper music materials. WPUSD Board of Trustees adopts annual resolution confirming instructional materials available to students

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

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

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

Volunteers assist students in class

Remedial time with team teacher and district paid aide in Kindergarten

English Language arts extra support lessons and ELD lessons

Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work

Possible retention notices list school staff, parent and student actions

Teachers cover all content standards in each grade level

Cross age tutors – study buddies – with older students helping younger students

Student teachers utilized at times during the year in specific classes

Decodable leveled books used to assist students

After school tutoring, has been offered, as funds are available, to assist students with academic work
Homework support (Homework Club) is available, as funds are available, to assist students with homework
Supplemental materials and strategies shared among staff to assist lower performing students
Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in Special Education programs.

14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), software to address EL vocabulary development independent and instructional reading levels for all students, Read Naturally fluency and vocabulary development, core curriculum intervention and enrichment activities, district adopted ELL materials and Explicit, Direct Instruction (EDI) strategies.

Parental Involvement

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

STAR Before and After School Program is a private, fee-based company that contracts with WPUUSD from 6:30 AM to 6:30 PM
Lighthouse Resource Center services for family, parent, student counseling and guidance services
SST meetings to assess and assist student needs with faculty/parent input
Parent/teacher conferences with minimum days set for communication regarding progress towards state standards
Placer County Office of Education workshops
WPUUSD in-services
Special Education RSP & Speech
Enrichment field trips
Kindergarten Class Size Reduction Option 2 with one hour aide time per class and team teaching between the AM and PM teachers for 100 minutes per day.
Volunteers (parent, grandparent, Sun City community volunteers) in classrooms
Instructional assistant for academics in RSP
Special Day Classes for students with moderate/severe disabilities
After-School tutoring as funds allow
Prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
Community sports programs (soccer, football, baseball, basketball)
CPS assistance as needed
Library time scheduled for all students weekly
After school enrichment clubs (private or PTO sponsored)

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)

Not Applicable

Funding

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

Leveled reading materials allow teachers to work with small groups of students performing below grade level.
After school tutoring materials have been purchased
Many various supplemental materials, as requested and funds available, for staff to assist student needs
Special education funds assist with RSP, Speech, Psychologist personnel
After-school tutoring in math and reading has been available to assist students after school when funds are available
After-school homework assistance helps students referred by teachers and/or parents to receive assistance with basic skills.

Students new to the United States (in grades 6-12) attend an intensive English Language Development Program (Newcomer's Program)

Economic Impact Aid (EIA) site funds are coordinated at the district level and fund an English Language Learner (ELL) Program Specialist that supports each site's English Language Development (ELD) program.

Accelerated Reader program to assess reading comprehension and to motivate students to read.

Many various supplemental materials, as requested and funds available, for staff to assist student needs

Student Study Team (SST) meetings with staff and parents to assist students with academics, social, behavioral, and emotional issues

Assistance with paper supplies and copier costs to assist staff/students with extra materials needed

18. Fiscal support (EPC)

The site receives \$21 per student for general funds, and each teacher receives \$500 in lottery funds. Categorical funds include supplemental L1 77 of \$16,745 (9009 funding for this year and \$7736 carryover), Economic Impact Aid/Limited English Learner 13/14 carry over funds of 2,364. PTO provides classroom grants of \$10 per child to support classroom instruction as well as funding for various campus activities.

Description of Barriers and Related School Goals

Chronic tardiness and absenteeism with students that need extra support

Some family environments have been affected due to the economic downturn which have affected tardiness, absenteeism and student achievement

Some language barriers

Limited categorical funds and programs to assist students that need extra support

Expenses associated with copying support materials

Limited intervention/support staff to address academic and behavior concerns

Limited support materials to address underperforming students

Summer School (when available) takes place after the child failed the school year

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	343	337	N/A	231	233	N/A	11	8	N/A	8	9	N/A
Growth API	860	865	N/A	865	868	N/A	804		N/A			
Base API	870	860	N/A	883	865	N/A		805	N/A			
Target	A	A	N/A	A	A	N/A						
Growth	-10	5	N/A	-18	3	N/A						
Met Target	Yes	Yes	N/A	Yes	Yes	N/A						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	62	55	N/A	17	16	N/A	67	65	N/A	48	40	N/A
Growth API	845	865	N/A	776	767	N/A	819	806	N/A	729	818	N/A
Base API	813	845	N/A	730	776	N/A	802	819	N/A	803	729	N/A
Target	A	A	N/A				A	A	N/A			
Growth	32	20	N/A				17	-13	N/A			
Met Target	Yes	Yes	N/A				Yes	Yes	N/A			

Conclusions based on this data:

1. The white subgroup and all students are close in achievement. The Hispanic subgroup's achievement gap has closed compared to all students.
2. A gap exists with English Language Learners, and their score has dropped. A gap continues between Students with Disabilities compared to all students, but their scores have increased.
3. Scores dropped from 2011 to 2012 and increased in 2013.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	226	231		153	164		4			--		
Percent At or Above Proficient	65.9	68.5		66.2	70.4		36.4	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		100	100		99	100	
Number At or Above Proficient	43	39		10	5		40	35		21	30	
Percent At or Above Proficient	69.4	70.9		58.8	31.3		59.7	53.8		43.8	75.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		--	--		Yes	No		--	--	

Conclusions based on this data:

1. The percent proficient/advanced dropped with the following subgroups - Socio Economically Disadvantaged Students, White Students, All Students
2. The percent proficient/advanced increased with the following subgroups - English Language Learners, Hispanic Students, Students with Disabilities
3. An achievement gap exists with English Language Learners and Socio Economically Disadvantaged Students compared to All Students. The gap has narrowed between Students With Disabilities, White and Hispanic Students when compared to All Students.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	245	238		170	168		6			--		
Percent At or Above Proficient	71.4	70.6		73.6	72.1		54.5	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	100		100	100		99	98	
Number At or Above Proficient	39	36		7	8		40	37		24	28	
Percent At or Above Proficient	62.9	65.5		41.2	50.0		59.7	56.9		50.0	70.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		--	--		No	No		--	--	

Conclusions based on this data:

1. The following subgroups showed an increase in percent proficient/advanced - Hispanic, English Language Learners, Students with Disabilities.
2. The following subgroups showed a decrease in percent proficient/advanced - All Students, White, Socio Economically Disadvantaged.
3. An achievement gap exists between the English Language Learners and All Students. A slight gap exists between the Socio Economically Disadvantaged and All Students. The gap continues to close between the Students with Disabilities and the Hispanic subgroups as compared to All Students.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			2	50					2	50	4
2			1	25			2	50	1	25	4
4			***** *	***	***** *	***					*****
5			***** *	***							*****
Total			5	42	2	17	2	17	3	25	12

Conclusions based on this data:

1. Of the 12 students assessed on the CELDT exam in 2013 more students scored intermediate, early intermediate and below.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	19	13	12
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	19	13	12
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	20	2	18	2	15	1
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	*	

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

- *Scores are not reported in this section due to the small test size.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	639	634	641
Percent with Prior Year Data	99.4	100.0	100.0
Number in Cohort	635	634	641
Number Met	400	369	370
Percent Met	63.0	58.2	57.7
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	515	251	473	266	476	283
Number Met	122	142	112	139	119	158
Percent Met	23.7	56.6	23.7	52.3	25.0	55.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. English Language Learners in Western Placer Unified School District met the annual NCLB growth targets for AMAO 1 for 2010-11, exceeded the target for 2011-12, and did not meet the AMAO 1 target for the 2013 - 2014 school year.
2. English Language Learners in Western Placer Unified School District met the criteria for attaining English Proficiency set in AMAO2.
3. English Language Learners in Western Placer Unified School District met the participation rate for testing and did not meet the percent proficient or above and therefore did not meet the AMAO3 target.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Achievement
LCAP GOAL:
All students will reach high standards in Literacy (ELA), Mathematics, and Science.
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #1:
All students will reach high standards in Literacy (ELA), Mathematics, and Science.
Data Used to Form this Goal:
State Test Data
Findings from the Analysis of this Data:
Not Applicable - state baseline data will be available for Fall of 2015 analysis.
How the School will Evaluate the Progress of this Goal:
Grade levels will regularly analyze student progress during grade level (PLC) meetings. School Site Council will analyze school data, including state test information and district assessment data, to evaluate progress towards school goal #1.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>A. Grade levels meet to analyze and unpack CCSS to address the needs of the underperforming students.</p> <p>B. Grade levels create SMART goals that address needs. Grade levels review and modify goals during PLC meetings.</p>	2014-2015	Staff/Admin	A. Release time for grade levels to meet.	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations.</p> <p>D. Science lab lessons include targeted opportunities to enhance reading/writing across the curriculum and to address the needs of sub groups.</p> <p>E. Music and Art are paced to ensure instruction is matched to standards at each grade level.</p> <p>F. Teachers/students set Accelerated Reader goals each trimester and regularly monitor progress towards those goals to help students increase reading fluency.</p> <p>G. Individual Education Plans (IEP's) for special education students are aligned with content standards in English Language Arts and are created using a county online resource.</p> <p>H. English Language Learners are assessed and monitored to ensure student progress towards district and state standards.</p>						
<p>Improvement of instructional strategies and materials:</p> <p>I. Professional Learning Communities analyze student assessment data to monitor progress and develop action</p>	2014 - 2015	Staff/Admin	K. Renaissance Learning Subscription	5000-5999: Services And Other Operating Expenditures	LCFF–Supplemental	3080

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>plans to meet students' needs.</p> <p>J. Student Success Team (SST) and grade levels meet regularly to develop action plans to address students' needs.</p> <p>K. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress.</p> <p>L. Library resources address various needs by allowing students to select materials at their reading levels.</p> <p>M. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.</p> <p>N. Students use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts.</p> <p>O. Grade levels collaborate to provide intervention for underperforming students and English Learners.</p>			<p>K. Renaissance Learning Subscription</p> <p>L. Library resources address various needs by allowing students to select materials at their reading levels.</p> <p>M. Cost of supplemental materials to address the needs of underperforming students.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Economic Impact Aid</p> <p>LCFF--Supplemental</p> <p>LCFF--Supplemental</p>	<p>1320</p> <p>3000</p> <p>3246</p>
<p>Extended Learning Time:</p> <p>P. Homework Club allows underperforming students the opportunity to receive additional assistance in the content areas.</p> <p>Q. Grade level teams collaborate to provide intervention during the</p>	2014 - 2015	Staff/Admin	<p>O. Hourly rate of certificated staff 3 days per week, 45 mins each session at \$35 per hour.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF--Supplemental</p>	<p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>school day to meet students' learning needs.</p> <p>R. After school activities allow students to participate in after school enrichment programs.</p> <p>S. After school choir extends the core curriculum presented during music instruction.</p>						
<p>Increased educational opportunity: T. Grade level differentiation blocks allow teams of teachers/staff to address the needs of students below, at and above grade level standards.</p> <p>U. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development).</p> <p>V. The computer lab supports instruction in the content areas.</p> <p>W. Identified special education students receive support (based on their IEP goals) from their classroom teacher and the Resource Specialist Program (RSP) and Special Day Class teachers.</p> <p>X. Adopted Language Arts curriculum includes components to address needs of sub group populations.</p> <p>Y. Software programs allow students with identified needs additional opportunities to increase specific learning needs/goals.</p>	2014 - 2015	Staff/Admin	V. Substitute costs for collaboration meetings between special ed, regular ed staff and admin at the beginning of the year to understand the IEP components.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff Development and Professional Collaboration: Z. Staff members participate in site/district and outside workshops.</p> <p>AA. Professional Learning Communities collaborate to further develop strategies to differentiate instruction and to understand targeted populations.</p> <p>BB. Grade level teams meet with the district curriculum coaches to review math curriculum and alignment to essential standards and and to examine Common Core Standards/ strategies.</p>	2014 - 2015	Staff/Admin				
<p>Involvement of Staff, Parents and Community: CC. Principal reports at PTO meetings focus on school activities and student achievement.</p> <p>DD. Standards and grading format are presented to parents.</p> <p>EE. School Site Council (SSC) reviews school achievement data to monitor school program success.</p> <p>FF. Teachers meet with parents during parent/conference times to share individual student progress towards district standards and to develop action plans that involve school and home for students at-risk of retention.</p>	2014 - 2015	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>GG. Parents receive reports associated with Accelerated Reader that update them regarding student progress.</p> <p>HH. Student Success Team meetings include the parents' input in development of individual learning plans.</p> <p>II. SSC's data review includes analyzing progress of sub group populations to monitor school program success.</p>						
<p>Auxiliary services for students and parents:</p> <p>JJ. Kindergarten orientation is held prior to the beginning of a new school year.</p> <p>KK. Parents are a vital part of the Student Study Team (SST).</p> <p>LL. Back to School and November conferences provide opportunities for parents and teachers to communicate.</p> <p>MM. Transition meetings are held for special education students entering Kindergarten and promoting to middle school.</p>	2014 - 2015	Staff/Admin	<p>KK. Translators allow parents of English Language Learners to communicate student progress.</p> <p>LL. Cost of substitute teachers for staff to attend preschool to K & elementary to middle school transition IEP meetings.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Economic Impact Aid</p> <p>Economic Impact Aid</p>	<p>344</p> <p>300</p>
<p>Monitoring program implementation and results:</p> <p>NN. Teachers meet during staff and grade level meetings to review</p>	2014 - 2015	Staff/Admin/ School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>student assessment data to determine program effectiveness.</p> <p>OO. SSC reviews student progress to monitor program effectiveness.</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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners
LCAP GOAL:
All students will reach high standards in Literacy (ELA), Mathematics and Science.
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #2:
Identified Limited English Proficient (LEP) students will advance one level on the CELDT assessment.
Data Used to Form this Goal:
CELDT Data
Findings from the Analysis of this Data:
The following numbers of students scored the following: Advanced - 0 students, Early Advanced - 5 students, Intermediate - 2 students, Early Intermediate - 2, Beginner - 3
How the School will Evaluate the Progress of this Goal:
Due to a few numbers of students assessed on the CELDT, School Site Council will need to match scores to determine those that met the goal to move up one CELDT level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: A. English Language Learners practice identified vocabulary needs on a daily basis. B. English Language Learners are assessed and monitored to ensure student progress towards EL and state standards.	2014 - 2015	Staff/Admin	Ren Learn Subscription - English in a Flash		LCFF--Supplemental	700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instructional strategies and materials:</p> <p>C. Professional Learning Communities analyze student assessment data to monitor progress and develop action plans to meet students' needs.</p> <p>D. Student Success Team (SST) and grade levels meet regularly to develop action plans to address students' needs.</p> <p>E.. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.</p>	2013 - 2014	Staff/Admin	M. Supplemental materials and supplies to meet the needs of the English Language Learners	4000-4999: Books And Supplies	LCFF--Supplemental	444
<p>Extended Learning Time:</p> <p>F. Homework club allows under-performing students and English Language Learners the opportunity to receive additional assistance in the content areas.</p> <p>G. Grade level teams collaborate to provide intervention during the school day to meet students' learning needs.</p>	2013 - 2014	Staff/Admin	See goal #1			
<p>Increased educational opportunity:</p> <p>H. Grade level differentiation blocks allow teams of teachers/staff to address the needs of students below, at and above grade level standards.</p> <p>I. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development) to</p>	2013 - 2014	Staff/Admin	See goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>help develop reading skills.</p> <p>J. Adopted Language Arts curriculum includes components to address needs of sub group populations.</p>						
<p>Staff Development and Professional Collaboration:</p> <p>K. Staff members participate in district and outside workshops that focus on differentiation of instruction.</p> <p>L. Professional Learning Communities collaborate to further develop strategies to differentiate instruction and to understand targeted populations.</p>	2013 - 2014	Staff/Admin	See goal #1			
<p>Involvement of Staff, Parents and Community:</p> <p>M. Principal reports at PTO meetings focus on school activities and student achievement.</p> <p>N. Student Success Team meetings include the parents' input in development of individual learning plans.</p> <p>O. SSC's data review includes analyzing progress of sub group populations to monitor school program success.</p>	2014 - 2015	Staff/Admin/SSC	Translation Services	2000-2999: Classified Personnel Salaries	Economic Impact Aid	300
<p>Auxiliary services for students and parents:</p>	2013 - 2014	Staff/ Admin	See goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>P. Kindergarten orientation is held prior to the beginning of a new school year.</p> <p>Q.. Parents are a vital part of the Student Study Team (SST).</p> <p>R. Back to School and November conferences provide opportunities for parents and teachers to communicate.</p>						
<p>Monitoring program implementation and results:</p> <p>S. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness.</p> <p>T. SSC reviews student progress to monitor program effectiveness.</p>	2013 - 2014	Staff/Admin/ School Site Council	See goal #1			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Environment
LCAP GOAL:
All students will feel supported at school and will receive instruction in a safe and well-maintained environment.
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #3:
All students will feel supported at school and will receive instruction in a safe and well-maintained environment. Discipline data (formal suspensions and school citations) will decrease 5%.
Data Used to Form this Goal:
Aeries discipline data
Findings from the Analysis of this Data:
During 2013 - 2014 school year, 3 formal suspensions and 3 informal suspensions occurred. 71 citations were recorded, 2 at Kindergarten, 5 at First grade, 7 at Second grade, 13 at Third grade, 34 at Fourth grade, and 10 at Fifth grade.
How the School will Evaluate the Progress of this Goal:
School Site Council and staff will monitor progress by reviewing Aeries discipline information.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies and materials: A. A school-wide behavior plan that fosters positive choices and includes rewards and consequences, promotes consistent enforcement of school discipline. B. There is an attempt to enhance the level of security for identified	2014 - 2015	Staff/Admin	B. Security Cameras	6000-6999: Capital Outlay	LCFF–Supplemental	3,600
			D. Cost of student incentives	4000-4999: Books And Supplies	LCFF–Supplemental	500
			F. Cost of awards	4000-4999: Books And Supplies	LCFF–Supplemental	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students in the community to support their overall well-being at school.</p> <p>C. Assemblies/presentations funded by the Parent Teacher Organization focus on social skills, self-esteem and appropriate choices reinforce the school-wide behavior plan.</p> <p>D. Staff distribute tickets to students that exhibit positive behavior choices.</p> <p>E. The Rotary Club donates a bicycle each trimester that students can win in a drawing if they meet their AR goal.</p> <p>F. Trimester awards highlight students for efforts and achievement in citizenship, effort, reading goals, academics, attendance.</p>						
<p>Extended learning time:</p> <p>F. A school psychologist works with small groups of students (referred by their teachers or parents) to reinforce social skills.</p> <p>G. Families have the opportunity to connect with the school community through family nights funded by the Parent Teacher Organization.</p>	2013 - 2014	Staff/Admin				
<p>Increased educational opportunity:</p> <p>H. After school programs funded by the Parent Teacher Organization and school site in music, drama, art, math</p>	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and science. enhance the learning environment.						
Staff development and professional collaboration: I. Staff participate in district workshops relating to behavior intervention. J. Staff participate in outside workshops relating to behavior intervention and discipline as funds allow.	2013 - 2014	Staff/Admin	I. Cost of workshops	5800: Professional/Consulting Services And Operating Expenditures	LCFF–Supplemental	600
Involvement of staff, parents and community: K. Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments L. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students’ academic and social needs. M. Staff send reports to parents to keep them abreast of students’ progress.	2013 - 2014	Staff/Admin	K. Postage L. Online Scheduler	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF–Supplemental LCFF–Supplemental	300 239
Auxiliary services for students and parents: O. Parent information at Back to School Night to share assessment data, school goals, vision, etc.	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
P. Kindergarten Orientation Day to be held prior to the beginning of school to help orient kindergarteners as well as their parents with our program						
<p>Monitoring program implementation and results:</p> <p>Q. Administration monitors behavior and works with staff and parents to implement strategies to support positive behavior.</p> <p>R. Staff/administration monitors effectiveness of school behavior plan and modify as necessary.</p>	2013 - 2014	Staff/Admin				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development
SCHOOL GOAL #2:
All English Learners will progress one language level as measured by CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District EL Intervention Specialist will work closely with site administration to monitor ELD curriculum, instruction, and intervention to support language development of English learners.	2014-2015	Principal District EL Intervention Specialist	District EL intervention Specialist Salary	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	189

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Economic Impact Aid	744.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid	300.00
5000-5999: Services And Other Operating	Economic Impact Aid	1,320.00
	LCFF–Supplemental	700.00
1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	3,000.00
4000-4999: Books And Supplies	LCFF–Supplemental	7,890.00
5000-5999: Services And Other Operating	LCFF–Supplemental	3,319.00
5800: Professional/Consulting Services And	LCFF–Supplemental	600.00
6000-6999: Capital Outlay	LCFF–Supplemental	3,600.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid	2,364.00
LCFF–Supplemental	19,109.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	3,744.00
2000-2999: Classified Personnel Salaries	300.00
4000-4999: Books And Supplies	7,890.00
5000-5999: Services And Other Operating Expenditures	4,639.00
5800: Professional/Consulting Services And Operating	600.00
6000-6999: Capital Outlay	3,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,390.00
Goal 2	1,444.00
Goal 3	5,639.00

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
Kelly Castillo	[X]	[]	[]	[]	[]
Barbara Springborn	[]	[X]	[]	[]	[]
Dan Burbage-Macaluso	[]	[X]	[]	[]	[]
Debra Azar	[]	[X]	[]	[]	[]
Julie Miller	[]	[]	[X]	[]	[]
Jamie Watkins	[]	[]	[]	[X]	[]
Yvonne Cornog	[]	[]	[]	[X]	[]
Jennie Rogers	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	3	1	4	

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)**:

- | | |
|---|--|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0.5px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):
Grade Level Teams | <hr style="border: 0.5px solid black;"/> 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 10/28/14.

Attested:

Kelly Castillo		
Typed Name of School Principal	Signature of School Principal	Date

Barbara Springborn		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date