

The School Plan for Student Achievement

School: Fair Oaks Ranch Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Julie McBride
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The School 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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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	9
SBA Results (All Students)	9
ELPAC Results	13
California Physical Fitness Test Results	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	20
School Goal #3.....	39
School Goal #4.....	46
Centralized Services for Planned Improvements in Student Performance	52
Centralized Service Goal #1.....	52
Centralized Service Goal #2.....	54
Centralized Service Goal #3.....	56
Centralized Service Goal #4.....	57
Summary of Expenditures in this Plan.....	58
Total Allocations and Expenditures by Funding Source	58
Total Expenditures by Object Type.....	59
Total Expenditures by Object Type and Funding Source	60
Total Expenditures by Goal	61
School Site Council Membership	62
Recommendations and Assurances.....	63

School Vision and Mission

Fair Oaks Ranch Community School's Vision and Mission Statements

Vision:

We, as a community, have a vision where every Fair Oaks Ranch scholar is recognized for his/her individuality, supported to achieve personal success, and fortified to become an active, responsible learner and productive citizen of the global community.

Motto: "Soaring Above the Rest"

Mission:

Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff.

We strive to have our parents, teachers, and community members actively involved in our students' learning. We also strive to be a community of learners in which all members use their minds well and care about one another. We also strive to nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere. We promote sportsmanship, school spirit, and pride in ourselves through our daily studies as scholars and our educational accomplishments.

Fair Oaks Ranch parents are active participants in their child's learning and provide the essential foundation of life skills that allows the children to achieve their fullest potential. Parents are full partners in their child's education; they are included in decision-making and on advisory committees to assist in the education of their child and in the development of community awareness and involvement. Fair Oaks Ranch Staff is attuned to the students' varied learning needs and to the requirements of a thoughtful and well-articulated curriculum. Ours is a collaborative model in which, working together as a team, all teachers tailor, plan, and carry out effective technology integration and content-rich ways to provide all students with learning experiences and challenges from the district curriculum at a level that matches their needs, readiness, and potential.

School Profile

Fair Oaks Ranch Community School, Sulphur Springs Union School District's eighth school, opened its doors on August 5, 2002. Located in the Pardee Homes development of Fair Oaks Ranch, the school was funded through a partnership between the developer and the district. Fair Oaks Ranch Community School, a Title One school, has eight permanent buildings with a capacity for 979 students, with a current enrollment of 975 Transitional Kindergarten through Sixth Grade students. The school follows the District's Blended Calendar with vacation times during the year. Fair Oaks Ranch Community School is the most diverse campus in the Sulphur Springs Union School District. Students attending this school come from homes in which 19 different languages are spoken. Located on a hillside overlooking the Santa Clarita Valley, Fair Oaks Ranch first gives the appearance of an institution of higher learning. But a tour of the campus makes it clearly evident that the school was built with the elementary student in mind. The school's exterior, including the tile roof, multi-paned windows, stone facade, colonnades, and color scheme blends with the craftsman's style of the adjacent homes. Six relocatable classrooms and the on campus childcare facility also have the same exterior and interior as the permanent buildings. To accommodate the growth in student enrollment, three additional relocatable classrooms are also being used. Each of the four permanent buildings has six classrooms surrounding a common area. The administration building, located at the front of the school, is connected with the entire campus by covered walkways. The Multipurpose room building provides ample room for all students to eat lunch, an inside stage for assemblies, and school productions. Across the quad, from the Multipurpose room's outside stage, is the library building which houses additional classrooms, Special Education facilities, a conference room, the computer lab, and a teacher workroom. The school playground has two baseball diamonds with back stops, a 1/4 mile track, soccer field, play structures, an endurance course, handball courts, basketball courts, a covered outside eating area, and a standard blacktop game area. Fair Oaks Community School has 33 general education classrooms and three special day classes. Each classroom is equipped with Smart technology, this includes teacher laptop, hover cam, one or two SmartBoard/s, student iPads and a sound system. Our support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive PE teacher, and an Occupational Therapist. The fully equipped Computer Lab, includes 36 computers, sound system and a SmartBoard. We have a Computer Lab Specialist that works with classes on a weekly basis.. Our state of the art science lab is used by our Transitional Kindergarten through 6th grade with a Science Lab Assistant who assists teachers with experiments. Our Bilingual EL Instructional Aide provides early intervention to our at risk primary students, and supports our Spanish speaking families by communicating with them and providing translation when needed. The entire campus is wireless. Parent support and involvement is a hallmark of the Sulphur Springs Union District. Demonstrating this commitment, the Fair Oaks Ranch PTA has been instrumental in providing additional funding to supplement instructional supplies, our school-wide Enrichment Program, and numerous educational assemblies for our students. The

PTA also sponsors Book Fairs to increase the number of books in the library. Volunteers are welcomed and actively involved in all classrooms assisting teachers and students. After School Enrichment programs include: Band, Chorus, Guitar, as well as variety of pre-scheduled enrichment activities on Professional Development Tuesdays. As a growing Professional Learning Community, Fair Oaks Ranch staff and students participate in celebration of success and student achievement. At Fair Oaks Ranch School, the students, the staff, and the school community are committed to honoring and continuing with the traditions of excellence. The importance placed on high expectations permeate the classrooms empowering our students to “Soar Above the Rest”.

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).

The survey of staff, parents, and students occur every spring across the district. The surveys provide information on instruction, safety, communication, and programs. The site utilizes the survey to monitor programs, make needed changes, and/or continue systems that are successfully implemented.

Classroom Observations

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

In addition to formal observations of teachers, the site principal (and Assistant Principal), walks through classrooms to support teachers in standards implementation, classroom management, and monitoring of programs. Both administrator(s) and teachers work collaboratively to ensure that effective instruction is implemented to support student achievement (both academically and socially).

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)

The District uses the data from both State and local assessments to modify instruction and improve student achievement. The District has purchased a District-wide Data program which allows administrators and teachers to review school-wide data, classroom data, and individual student data (for both State and local assessments). Access to an on-line data system allows for immediate access to students' data, thus offering efficiency in student placement in intervention and/or enrichment programs, as well as an easy way to communicate progress to parents.

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

The teachers and administrator(s) monitor student progress on curriculum-embedded assessments, and formative assessments on a weekly or monthly basis (depending on the assessment). Based on the data analysis, students are placed in the needed intervention and/or enrichment programs.

Staffing and Professional Development

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

The District's Personnel Division is committed to ensuring that all currently hired, and future hired teachers meet the highly qualified teacher requirements. The District currently has 100% highly qualified teachers.

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

The District currently has a sufficiency of credentialed teachers. Each teacher in the district has the required professional development hours to support the SBE-adopted curriculum. Teachers and administrators continue to receive professional development in the California State Standards, and the English Language Development standards.

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

All staff development in the district centers on the Board approved Local Control Accountability Plan (LCAP), Local Education Agency Plan Addendum, and the SSUSD Three Year Professional Development Plan. The staff development provided at the school site and within the district focuses on understanding the content standards; student achievement and specific curricular support. Staff development needs are identified district wide through the district diagnostic data, new adoptions, and staff input. A major thrust has been on implementing and understanding the standards in the core curriculum, data from student assessment, adoption cycle, new programs, state and federal mandates, and other professional needs aimed at supporting all teachers from the brand new to the experienced. During the 2018-2019 school year, all professional development opportunities will support the goals of increasing proficiency in Language Arts, Reading Comprehension, Math, English Language Development, California Common Core State Standards Implementation, Next Generation Science Standards (NGSS) implementation, and Technology Integration. Both the district and the school site provide opportunities for teachers to attend workshops and conferences offsite. Teachers who attend bring back knowledge that is shared with teachers at the school and across the district. Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another. The district and site identifies consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers. The district will continue to provide targeted professional development for all administrators and teachers. The goal will be to focus on English Language Arts textbook adoption, close reading, English Language Arts Development (ELD), common formative assessment creation, Next Generation Science Standards (NGSS) implementation, and the continued implementation with fidelity of the Math Expressions curriculum. A committee of teachers and administrators will work throughout the year to provide direction in California Common Core State Standards, best practices, resources, materials, and professional development. One Teacher on Special Assignment (TOSA) assists with implementation of Instructional Technology. An EL Program Coordinator supports EL instruction and Professional Development. Two Teachers on Special Assignment (TOSAs) serve as Instructional Coaches.

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

Both the district office and the site provides professional development to teachers during the summer months and throughout the year, specifically on the California Common Core State Standards, and English Language Development. The site utilizes teacher experts and district Teachers on Special Assignment to provide staff with further support, as needed. Additionally, the LCAP has allocated funds to support staff in the focus professional development areas for the district.

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

Each teacher in the District participates in the District's Early Release Tuesday scheduled meetings. During this time, teachers collaborate to develop lessons, review data, create formative assessments, and design interventions for students. The site also uses funding to support an enrichment program which allows teachers time to collaborate an additional day during the week.

Teaching and Learning

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

All core curricular areas have standards aligned textbooks from the state adoption list. The school is Williams compliant on these core textbooks. For this school year, each grade level follows pacing guides for English/Language Arts and Mathematics series. These pacing guides will be updated annually. All curricular efforts, from textbook adoption to student activity programs, have been focused on aligning curriculum and instruction to the content standards. Progress is measured through the District Benchmark Assessments administered in the fall, winter, and then at the end of the year, as well as teacher made and textbook assessments. Teachers have been provided copies of the frameworks in mathematics and English/language arts and have had many inservices concentrating on the California Common Core State Standards. Parents are provided information regarding standards at the beginning of each school year and at Back-to-School Night each fall. Sulphur Springs Union School District has a California Common Core Aligned Report Card in grades TK–6. Everything that teachers are teaching, assessing, and evaluating, and everything that students are learning is based on and is in alignment with the California Common Core State Standards.

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

The school implements the recommended number of minutes per day for Reading Language Arts and Mathematics. With the implementation of the California Common Core State Standards, teachers integrate subject matters to make learning applicable to college and career ready. Classroom schedules are provided to the principal at the beginning of each school year. Additionally, classroom programs are communicated to parents at Back to School Night.

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

The site has a school-wide intervention plan, which provides students with needed interventions (in either English Language Arts or Math) through in-school intervention time and/or before/after school intervention time. Students are selected based on data. Site funds are allocated to specific programs and materials, as needed.

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

All materials purchased are aligned to the California state content standards and new materials are aligned to the California Common Core State Standards. This includes state approved textbooks and other supplementary materials. Materials have been purchased by the district and by the school to meet the needs of all student groups at varying achievement levels: at risk/intensive and strategic, on grade level/ benchmark, and enrichment. Teachers have participated training on using assessment data, effective instructional strategies, and best practices that will provide them accurate information about the proficiency levels of their students and the most effective strategies to meet individual needs. Staff development at the school and district level has provided teachers with the necessary tools to meet the needs of all students. Teachers have multiple opportunities throughout the year during Professional Development Tuesdays and release days to analyze student test data and plan for effective instruction. Current textbooks are aligned with the CA content standards for history/social science, science, math, and language arts. The report card has also been aligned to the California Content Standards for each grade level. Science textbooks were adopted in 2008-2009. History/Social Science textbooks adopted in 2007-2008. The district adoption committee selected the Math Expressions program, which teachers started implementing in 2014-2015. The district and school have used various supplemental resources (Title I, Title III) during the past several years to provide a more consistent and more effective program that helps English Learners across the district meet ELD and ELA standards. The district adoption committee selected the Benchmark Advance ELA and ELD series, which teachers started implementing with the intended design for the 2017 - 2018 school year.

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)

The District utilizes SBE-adopted materials, supplemental materials, and the new ELA/ELD adoption to support the California State Standards.

Opportunity and Equal Educational Access

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

Services are provided through both centralized and site-based funds to help underperforming students meet standards. Centralized and site funds are used to supplement professional development activities that support underachieving students in all student subgroups, services to English learners, intervention programs, standards-based instructional alignment and student assessment, and parent involvement activities.

14. Research-based educational practices to raise student achievement

The site utilizes research-based educational practices to support students in gaining grade-level proficiency, as demonstrated through district and state assessments. Teachers and administrators utilize data to drive instruction, and receive professional development in instructional areas needed to support the California Common Core State Standards. Additionally, the district provides supplemental materials to support the new standards and/or has adopted curriculum that supports the California State Standards. Teachers collaborate on a regular basis for lesson development, data analysis, and monitoring student placement in instructional programs.

Parental Involvement

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

The site has a variety of resources to support under achieving students, including intervention programs, counseling services, parent information meetings, professional development for staff, and social-emotional goals, all of which are outlined in the school's Single Plan for Student Achievement. The site partners with the students' families to ensure a partnership to support student progress.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through School Site Council. School Site Council establishes, plans, and reviews the Single Plan for Student Achievement annually. Additionally, the principal (or designee) provides information and elicits input from parents during English Language Advisory (ELAC) meetings, PTA meetings, and general school-information meetings.

Funding

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

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and Site categorical funds are used to supplement professional development activities that support underachieving students in all student subgroups, services to English learners, intervention programs, standards-based instructional alignment and student assessment, and parent involvement activities.

18. Fiscal support (EPC)

The site receives both Local Control Funding Formula (LCFF) monies which include Base, Concentration/Supplemental funding. Additionally, the site receives monies from various grants. Due to the number of students who qualify for free/reduced lunch, the site also receives Title I funding. The site also receives the support from PTA to fund various activities. The site uses the allocated monies to support program implementation and student services.

Description of Barriers and Related School Goals

Two growing populations of students at our site are English Learners and Social-Economically Disadvantaged (SED) students. In the area of ELA, approximately 26% of our English Learners met or exceeded the standards, while approximately 65% of our English Only students met or exceeded the ELA standards on the 2018 SBAC test. In the area of Math, approximately 21% of our English Learners met or exceeded the standards, while approximately 53% of our English Only students met or exceeded the ELA standards on the 2018 SBAC test. The staff is continually working to ensure that our English Learners receive access to core instruction including Designated ELD, and their parents are able to access resources to best support their children. In the area of ELA, approximately 47% of our SED students met or exceeded the standards, while approximately 76% of our non SED students met or exceeded the ELA standards on the 2018 SBAC test. In the area of Math, approximately 32% of our SED students met or exceeded the standards, while approximately 68% of our non SED students met or exceeded the math standards on the 2018 SBAC test. The staff is continually working to ensure that SED students receive access to core instruction and intervention as needed, and their parents are able to access resources to best support their children. We need to continue to provide intervention to our students to ensure we close these achievement gaps.

Although support for positive socio-emotional achievement is provided through the LCAP, the site still needs interventions to ensure students have an opportunity to access necessary resources. The staff will be implementing the Capturing Kids' Hearts program for the 2018-2019 school year.

Although teachers have the opportunity to collaborate twice a month, we still need to create other avenues for teacher collaboration for lesson planning and data analysis.

School and Student Performance Data

SBA 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	136	133	126	135	132	126	135	132	126	99.3	99.2	100
Grade 4	136	143	134	134	141	134	134	141	134	98.5	98.6	100
Grade 5	140	140	130	139	139	130	139	139	130	99.3	99.3	100
Grade 6	141	137	139	141	137	138	141	137	138	100	100	99.3
All Grades	553	553	529	549	549	528	549	549	528	99.3	99.3	99.8

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2445.0	2454.9	2441.3	31	37.88	30.16	27	22.73	28.57	24	21.97	22.22	18	17.42	19.05
Grade 4	2501.7	2487.8	2497.5	37	33.33	37.31	31	23.40	29.85	16	24.11	13.43	16	19.15	19.40
Grade 5	2547.6	2538.6	2523.4	38	34.53	33.08	37	33.81	28.46	13	13.67	16.92	12	17.99	21.54
Grade 6	2556.9	2565.0	2561.9	28	29.93	29.71	37	35.77	36.96	16	24.09	15.94	18	10.22	17.39
All Grades	N/A	N/A	N/A	34	33.88	32.58	33	28.96	31.06	17	20.95	17.05	16	16.21	19.32

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	27	34.09	26.98	50	40.15	50.79	22	25.76	22.22	
Grade 4	38	32.62	33.58	43	49.65	50.00	19	17.73	16.42	
Grade 5	41	33.81	30.77	45	43.17	45.38	14	23.02	23.85	
Grade 6	28	29.20	30.43	47	52.55	46.38	26	18.25	23.19	
All Grades	34	32.42	30.49	46	46.45	48.11	20	21.13	21.40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	33.33	25.40	50	50.76	50.79	24	15.91	23.81
Grade 4	37	33.33	32.09	43	48.23	49.25	20	18.44	18.66
Grade 5	44	41.73	41.54	42	43.88	38.46	14	14.39	20.00
Grade 6	38	42.34	40.58	44	42.34	39.86	18	15.33	19.57
All Grades	36	37.70	35.04	45	46.27	44.51	19	16.03	20.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	31.06	25.40	64	59.85	65.87	10	9.09	8.73
Grade 4	25	20.57	26.87	67	60.99	61.94	8	18.44	11.19
Grade 5	24	31.65	23.08	65	54.68	60.77	11	13.67	16.15
Grade 6	27	21.90	26.81	61	66.42	59.42	12	11.68	13.77
All Grades	25	26.23	25.57	64	60.47	61.93	10	13.30	12.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	33.33	26.98	55	49.24	53.97	14	17.42	19.05
Grade 4	32	32.62	36.57	54	52.48	44.78	14	14.89	18.66
Grade 5	53	43.88	42.31	40	41.73	36.92	7	14.39	20.77
Grade 6	45	45.99	50.00	46	44.53	36.23	9	9.49	13.77
All Grades	41	38.98	39.20	48	46.99	42.80	11	14.03	17.99

Conclusions based on this data:

1. In the areas of Writing and Research and Inquiry, we are seeing an increase in the number of students who are scoring below standard from the previous years. We need to provide more targeted writing intervention to our students who need extra support in the area of writing instruction.
2. Overall, with 21% of our students scoring below standard in the area of reading, we need to provide more targeted reading intervention to our students who need extra support in the area of reading instruction.
3. Looking at the trends in the data, we consistently have over 60% of our students At or Near Standard in the area of Listening. As a result, we need to incorporate more strategic listening activities into our English Language Arts instruction.

School and Student Performance Data

SBA 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	136	134	127	135	133	127	135	133	127	99.3	99.3	100
Grade 4	136	143	134	134	142	134	134	142	134	98.5	99.3	100
Grade 5	140	140	130	139	140	130	139	140	130	99.3	100	100
Grade 6	141	137	139	141	137	139	141	137	139	100	100	100
All Grades	553	554	530	549	552	530	549	552	530	99.3	99.6	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2452.5	2442.7	2438.8	24	21.05	21.26	37	34.59	35.43	21	25.56	21.26	17	18.80	22.05
Grade 4	2495.8	2488.9	2489.3	26	26.06	29.10	32	28.17	21.64	27	26.76	29.85	15	19.01	19.40
Grade 5	2534.2	2518.4	2518.2	32	28.57	31.54	27	17.14	16.92	21	25.71	24.62	19	28.57	26.92
Grade 6	2539.3	2549.9	2547.8	30	24.82	28.78	19	27.01	23.74	24	29.93	24.46	27	18.25	23.02
All Grades	N/A	N/A	N/A	28	25.18	27.74	29	26.63	24.34	23	26.99	25.09	20	21.20	22.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	33.83	33.86	39	39.85	40.94	18	26.32	25.20
Grade 4	41	39.44	41.04	32	29.58	25.37	27	30.99	33.58
Grade 5	41	35.71	35.38	35	28.57	29.23	24	35.71	35.38
Grade 6	40	34.31	36.69	23	37.23	35.97	38	28.47	27.34
All Grades	41	35.87	36.79	32	33.70	32.83	27	30.43	30.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	31.58	29.92	56	48.87	44.09	14	19.55	25.98
Grade 4	32	30.28	29.85	47	44.37	44.78	21	25.35	25.37
Grade 5	27	27.14	27.69	47	41.43	43.85	26	31.43	28.46
Grade 6	30	24.82	25.18	40	51.09	45.32	30	24.09	29.50
All Grades	30	28.44	28.11	47	46.38	44.53	23	25.18	27.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	30.83	27.56	46	52.63	50.39	19	16.54	22.05
Grade 4	42	31.69	34.33	40	47.18	37.31	18	21.13	28.36
Grade 5	29	25.00	30.77	50	45.71	39.23	21	29.29	30.00
Grade 6	26	28.47	28.06	52	46.72	43.17	22	24.82	28.78
All Grades	33	28.99	30.19	47	48.01	42.45	20	23.01	27.36

Conclusions based on this data:

1. In the area of Concepts and Procedures, we have the highest percentage of students scoring Above Standard (36.86%), however we also have the highest number of students scoring Below Standard (30.43%). We need to provide more targeted math intervention to our students who need extra support in the area of math.
2. Overall, with 27% of our students scoring below standard in the claim of Problem Solving and Modeling/Data Analysis, we need to provide best first instruction for our students in the area of problem solving.
3. Looking at the trends in the data, we increased the number of students scoring Above Standard in the area of Communicating Reasoning. However, we also increased the number of students scoring below standard in the area of Communicating Reasoning. We need to better analyze what supports our students need in communicating reasoning, to increase the percentage of students in the Above Standard range in this area, and decrease the number of students scoring Below Standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

School and Student Performance Data

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15	28.6	34.3
7			
9			

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: Student Engagement and Involvement
LEA GOAL: Effective teaching and administration
LCAP GOAL: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialled administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
SCHOOL GOAL #1: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialled administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
Data Used to Form this Goal: The survey of staff, parents, and students, occurs every spring across the district. The surveys provide information on instruction, safety, communication, and programs. The site utilizes the survey to monitor programs, make needed changes, and/or continue systems that are successfully implemented. Additionally, we utilize: attendance data, staff meetings, SSC, ELAC, PTA Meetings, leadership meetings, classified staff meetings: sign-in sheets, agendas and minutes; attendance for counseling sessions, data from safety walks, monthly safety drills, and LCAP survey results, as well as the Williams Compliance Quarterly Report.
Findings from the Analysis of this Data: We need to continue to focus on utilizing standards-aligned instructional materials, and keep our school safe. Overall attendance rate: 96%; 5% of our students participated in counseling; monthly safety drills were conducted; 3% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report.
How the School will Evaluate the Progress of this Goal: We will develop and administer a parent survey in the spring to determine how we are meeting the goal of utilizing standards-aligned instructional materials in safe school facilities. We will monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, and parent surveys
Strategy: 1. Provide instructional materials for preschool-6th grade that are standards aligned in all subject areas

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will use district adopted textbooks and materials	August 2018 - June 2019	Administration Leadership team Teachers	no cost			0.00

Strategy:

2. Provide instructional materials to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials and supplies as needed	August 2018 - June 2019	Administration Office Manager	Purchase materials and supplies to support implementation of the educational program	4000-4999: Books And Supplies	LCFF-Base	32795.00

Strategy:

3. Monitor site for clean and safe facilities and play areas

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide custodial materials	July 2018 - June 2019	Administration Office Manager Custodial Staff	custodial supplies	4000-4999: Books And Supplies	LCFF-Base	12000.00
B. Monitor custodial cleaning schedules to ensure bathrooms are cleaned regularly	August 2018-June 2019	Administration Office Manager Custodial staff Custodial supervisors	no cost			0.00

Strategy:

4. Maintain yard supervision and provide yard supervisor training and review safety handbook

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Monitor yard supervision daily to ensure that the site has daily coverage	August 2018- June 2019	Administration Office Manager	no cost			0.00
B. Provide regular yard supervisor training on safety procedures	August 2018- June 2019	Administration	yard supervisor training	2000-2999: Classified Personnel Salaries	LCFF-Base	1501.50
				3000-3999: Employee Benefits	LCFF-Base	148.50
C. Provide additional yard supervision coverage as needed	August 2018- June 2019	Administration Office manager	additional yard supervisor coverage	2000-2999: Classified Personnel Salaries	LCFF-Base	1401.40
				3000-3999: Employee Benefits	LCFF-Base	138.60

Strategy:

5. Conduct regular safety drills throughout the year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Conduct monthly safety drills (including fire drills, lock down drills, and earthquake drills)	August 2018- June 2019	Administration Office manager	no cost			0.00

Strategy:

6. Continue to provide annual mandatory training to school site staff (sexual harassment, child abuse, technology, foster youth, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide training to staff on mandatory child abuse reporting	August 2018 - December 2018	Administration	classified salaries	2000-2999: Classified Personnel Salaries	LCFF-Base	455.00
				3000-3999: Employee Benefits	LCFF-Base	45.00
B. Provide training to staff on foster youth	November 2018 - January 2019	Administration	no cost - PD Tuesdays			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C Provide other mandatory training to staff during the school year 2019	August 2018 - June 2019	Administration	no cost			0.00

Strategy:

7. Regularly monitor attendance of all students, especially unduplicated student populations, and provide site based and District wide incentives like banners, certificates, and special assemblies to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. The site will adopt October as perfect attendance month, and district-wide, recognize students with perfect attendance	October 2018 - November 2018	Administration Teachers Office Staff	no cost			0.00
B. Monitor student attendance throughout the year and recognize students and classes for excellent attendance.	August 2018 - June 2019	Administration Teachers Office Staff	no cost			0.00
C. Purchase attendance incentives	August 2018 - October 2018	Administration Leadership team Office manager	certificates and dog tags	4000-4999: Books And Supplies	LCFF-Base	1500.00
D. Parents of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at all school sites and the district office	August 2018 - December 2018	Administration	Provide training for parents during after school workshops and Coffee with the Principal			0.00
E. Office staff will assist with attendance monitoring through the SART process	August 2018 - June 2019	Administration Office Staff	no cost			0.00

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

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: Student Achievement
LEA GOAL: Proficiency in reading/language arts Proficiency in math Proficiency for high priority students
LCAP GOAL: Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

SCHOOL GOAL #2:

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichment in place to foster student success.

In the area of English Language Arts:

By the end of the 2018-2019 school year, 100% of students will show personal growth in ELA as measured in each grade level.

Transitional Kindergarten: 90% of the transitional kindergarten students will be able to know and apply grade-level phonics in isolation as measured by grade level benchmarks.

Kindergarten: 90% of Kindergarten students will be able to know and apply grade-level phonics and word analysis skills in decoding words in both isolation and in text as measured by grade level benchmarks.

1st: 100% of 1st grade students will show an average growth of 1 grade level or more on STAR reading. On District ELA Benchmarks, 80% of 1st grade students will meet or exceed a proficient level (80%).

2nd: 100% of 2nd grade students will show an average growth of 1 grade level or more on STAR reading. On District ELA Benchmarks, 80% of 2nd grade students will meet or exceed a proficient level (80%).

3rd: 100% of 3rd grade students will show an average growth of 1 grade level or more on STAR reading, and 75% of 3rd grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

4th: 100% of 4th grade students will show personal growth by an increase in their individual ELA SBA scale scores from the previous year, and 75% of 4th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

5th: 100% of 5th grade students will show personal growth by an increase in their individual ELA SBA scale scores from the previous year, and 75% of 5th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

6th: 100% of 6th grade students will show personal growth by an increase in their individual ELA SBA scale scores from the previous year, and 75% of 6th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

In the area of Mathematics:

By the end of the 2018-2019 school year, 100% of students will show personal growth in Mathematics as measured in each grade level.

Transitional Kindergarten: 90% of the transitional kindergarten students will be able to know and apply grade-level number sense skills in isolation as measured by grade level benchmarks.

Kindergarten: 90% of Kindergarten students will be able to know and apply grade-level mathematics in Counting & Cardinality and Operations & Algebraic Thinking in practice and real world application, as measured by portfolio testing and anecdotal records.

1st: 100% of 1st grade students will show an average growth of 1 grade level or more Imagine Learning Math, and 80% of 1st grade students will be able to know and apply grade-level mathematics as measured by district assessments.

2nd: 100% of 2nd grade students will show an average growth of 1 grade level or more on Imagine Learning Math, and 80% of 2nd students will meet or exceed a proficient level (80%) in math based on district benchmarks.

3rd: 100% of 3rd grade students will show an average growth of 1 grade level Imagine Learning Math, and 65% of 3rd grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

4th: 100% of 4th grade students will show personal growth by an increase in their individual Math SBA scale scores from the previous year, and 65% of 4th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

5th: 100% of 5th grade students will show personal growth by an increase in their individual Math SBA scale scores from the previous year, and 65% of 5th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

6th: 100% of 6th grade students will show personal growth by an increase in their individual Math SBA scale scores from the previous year, and 65% of 6th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

Data Used to Form this Goal:

Math
 District Benchmark Assessment (TK-6)
 Foundational skills assessment (TK-2)
 Beginning of year math assessment
 ELPAC (TK-6)
 3rd-6th Smarter Balanced Assessment (SBA) Scores
 Benchmark Advanced assessments(TK-6)
 AR Reading Reports (K-6)
 STAR Reading Assessment Results
 ELD Matrix

Findings from the Analysis of this Data:

In the area of English Language Arts, SBA Scores from 2017-2018 indicate students in grades 3 - 6 have at least 64% meeting or exceeding standards. In the area of Mathematics, SBA Scores from 2018-2019 indicate students in grades 3 - 6 have at least 52% meeting or exceeding standards. Scores from TK - 2 indicate that at least 60% are meeting or exceeding grade level expectations.

How the School will Evaluate the Progress of this Goal:

Monitor CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative assessments, Publisher Tests, ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans, Data from Imagine Learning

Strategy:

1. Provide professional development to support the educational program

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will participate in professional development and grade level collaboration in the areas of technology, math, English Language Arts and English Language Development during Arts Enrichment	September 2018 - April 2019	Administration Teachers	Cultivating Creative Minds - See Goal #2, Strategy #16, Action C			0.00
B. Teachers will observe other teachers to strengthen best practices in the classroom	November 2018 - February 2019	Administration Teachers	Cultivating Creative Minds - See Goal #2, Strategy #16, Action C Substitute Release Time	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	1011.20
C. Provide professional development on Imagine Learning during PD Tuesdays	October 2018 - March 2019	Administration Imagine Learning Representatives	Early release Tuesdays			0.00
D. Provide additional PD on Illuminate, including foundational skills training, test creation, listening passages and data analysis	August 2018- June 2019	Administration Teachers	Early release Tuesdays			0.00

Strategy:

2. Purchase California State ELA/ELD supplementary materials and/or digital standards based materials (i.e. Imagine Learning, etc) to assist with intervention for students at risk and enrichment programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase supplementary materials for reading and math intervention and enrichment	August 2018	Administration	Purchase Imagine Learning Math	4000-4999; Books And Supplies	LCFF-Supplemental/Conce ntration	8500.00
			Purchase materials to support Touch Math intervention	4000-4999; Books And Supplies	LCFF-Base	1500.00
			Purchase SIPPS for primary intervention	4000-4999; Books And Supplies	LCFF-Base	1000.00
B. Purchase materials to enhance primary students' background knowledge	August 2018	Administration Office manager	Purchase Scholastic News	4000-4999; Books And Supplies	LCFF-Base	1700.00
C. Purchase library books, especially nonfiction, that support CA State ELA Standards based on teacher input	August 2018 - October 2018	Administration Library Resource Technician Teachers	fictions and non fiction books	4000-4999; Books And Supplies	LCFF-Base	1500.00
D. Purchase headphones to support Imagine Learning in the classroom	August 2018 - September 2018	Administration Teachers	Provide headphones with headsets for all classroom iPads	4000-4999; Books And Supplies	Title I	4216.00
E. Implement Imagine Learning Language and Literacy for intervention and enrichment	August 2018 - June 2019	Administration	district funded			0.00
F. Purchase site license for Brainpop to support the educational program	August 2018	Administration	purchase Brainpop site license	4000-4999; Books And Supplies	LCFF-Supplemental/Conce ntration	2155.00

Strategy:

3. Provide planning time for teachers to collaborate on supporting unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Teachers will meet regularly, to refine assessments and evaluate authentic assessment data (for All Students, including Low Income, Foster Youth, and Socially-economically disadvantaged)	September 2018 - March 2019	Administration Leadership Teachers	Cultivating Creative Minds - See Goal #2, Strategy #16, Action C Early release Tuesdays		0.00

Strategy:

4. Continue to assist teachers and administrators with monitoring student data to assist with providing intervention/enrichment as needed

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. During Tier 1 meetings, grade level teams will analyze data and refine descriptors for students at risk, on watch, on level and above grade level, to better determine intervention and enrichment needs	August 2018 - September 2018	Administration Leadership Teachers	36 substitutes	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Title I Benefits 3000-3999: Employee District Funded Benefits	2625.96 2625.96 698.04 698.04
B. Teachers will work in grade level teams to analyze, on going, formative assessments to determine next steps for intervention and enrichment	September 2018 - June 2019	Administration Leadership Teachers	grade level planning time during Early Release Tuesdays Cultivating Creative Minds - See Goal #2, Strategy #16, Action C		0.00
C. Teacher will systematically provide targeted, daily reading and math interventions utilizing resources from Benchmark Advanced and Math Expressions	August 2018 - June 2019	Administration Teachers	grade level planning time during Early Release Tuesdays Cultivating Creative Minds - See Goal #2, Strategy #16, Action C		0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D. Teacher will systematically provide targeted, daily enrichment by integrating the Depth and Complexity Framework and icons into their lessons	August 2018 - June 2019	Administration Teachers	grade level planning time during Early Release Tuesdays Cultivating Creative Minds - See Goal #2, Strategy #16, Action C			0.00
D. Implement ELA foundational skills assessment, ELA interim assessments, ELA district performance tasks, math inventory tests, and district math assessments	August 2018 - June 2019	Administration Teachers	provide substitutes for Kindergarten and 1st grade teachers for initial foundational skills assessment Cultivating Creative Minds - See Goal #2, Strategy #16, Action C	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base LCFF-Base	1185.00 315.00
E. Convene a leadership team to monitor student data to determine intervention and enrichment needs for students.	August 2018 - June 2019	Administration Leadership Team	extra duty hours	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF-Base LCFF-Base	2449.00 651.00

Strategy:

5. Increase the number of students, especially English Learners, Foster Youth and Socioeconomically disadvantaged students, who scored a 3 or 4 on the CAASPP for ELA and math through the implementation of the CA State Standards, by providing before/after school intervention

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide before and after school tutoring to increase English Learners, Foster Youth and SED attaining "met" or "exceeded" Standards on the SBAC	October 2018 - April 2019	Administration Teachers	Two 6 week sessions, 4 teachers, 2 hours a week	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Title I Benefits	Title I	3651.00 776.25
B. Provide students library time and computer lab usage time before and after school	October 2018 - April 2019	Administration Teachers	Hire staff to supervise students before and after school	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	910.00 90.00

Strategy:

6. Provide additional instructional minutes to increase the percent of English Learners (ELs) making progress in English proficiency (ELA and Math).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Designated ELD instruction to increase the percent of EL's making progress on the ELP indicator	August 2018 -June 2019	Administration Teachers	Administration will monitor ELD instruction, and support teaching staff on PD during early release Tuesdays - no cost			0.00
B. Provide Integrated ELD instruction to increase the percent of EL's making progress on the ELP indicator	August 2018 -June 2019	Administration Teachers	Administration will monitor ELD instruction, and support teaching staff on PD during early release Tuesdays - no cost			0.00
C. Teachers will utilize ELD Matrix to determine and plan instructional needs and monitor English learner's academic progress	August 2018 -June 2019	Administration Teachers	Teachers will monitor EL students progress throughout the school year Cultivating Creative Minds - See Goal #2, Strategy #16, Action C			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
D. Provide PD on ELD instruction	August 2018 -June 2019	Administration Teachers EL coordinator	Early release Tuesdays		0.00

Strategy:

7. Provide intervention to increase Reclassified Fully English Proficient (RFEF) numbers from previous year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Monitor progress of English Learners through SST Online and determine necessary interventions	August 2018 - June 2019	Administration Teachers	Grade level planning during Early Release Tuesdays - no cost		0.00
B. Teachers will provide systematic intervention to English Learners within the classroom	August 2018 - June 2019	Administration Teachers	Grade level planning during Early Release Tuesdays - no cost		0.00
C. Provide in-school intervention for our EL students in the area of reading	October 2018 - March 2019	Administration Teachers	Hire experienced substitute teachers to provide reading intervention for two 8 week intervention sessions, 3 half days, 3 days a week	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Title I Benefits	4032.00 858.70
D. Utilize EL instructional aide to provide push-in interventions for at risk students in the classroom.	August 2018 - June 2019	Administration Office manager	Hire EL instructional aide	2000-2999: Classified Personnel Salaries 3000-3999: Employee Title I Benefits	13503.00 1186.91

Strategy:

8. Support and Implement new summative English Language Proficiency Assessment for California (ELPAC) by providing administrators and teachers targeted professional development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Train certificated staff to administer English Language Proficiency Assessments for California (ELPAC) which is replacing CELDT	November 2018 - March 2019	Administration Director of English Learners	Substitutes for teacher release	1000-1999: Certificated Personnel Salaries	District Funded	0.00
B. Support certificated staff in the administration of the ELPAC	February 2019 - May 2019	Administration	Meet during Arts Enrichment to review testing protocol - Cultivating Creative Minds - See Goal #2, Strategy #16, Action C			0.00
			Hire classified personnel to assist with proctoring ELPAC testing	2000-2999: Classified Personnel Salaries	LCFF-Base	200.00
				3000-3999: Employee Benefits	LCFF-Base	18.00

Strategy:

9. Provide extra classroom support to provide instruction, support and/or intervention, as needed in ELA and/or math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire extra classroom support to provide in school intervention in the area of reading and math	October 2018 - March 2019	Administration	See Goal 2, Strategy #7, Action C			0.00
B. Provide support to combination classes	August 2018 - June 2019	Administration	extra aide support	2000-2999: Classified Personnel Salaries	LCFF-Base	2184.00
				3000-3999: Employee Benefits	LCFF-Base	216.00

Strategy:

10. Support district provided "outside of the school year" intervention/enrichment academies (Winter and Summer Academies for low income, English Learners, and Foster Youth; Summer Academy for GATE, curriculum correspondence, summer AR, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Distribute paperwork and monitor students invited to academies	August 2018 - June 2019	Assistant Principal Office staff Teachers	no cost		0.00

Strategy:
11. Continue articulation with Hart District to support students transition to middle school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Provide 6th grade teachers an opportunity to visit the junior high to support articulation with the Hart district	October 2018	Administration	Substitutes for 6th grade teachers	1000-1999: Certificated Personnel Salaries	671.50
B. Administer 7th grade placement test for current 6th graders	May 2019	6th grade teachers	no cost	3000-3999: Employee Benefits	78.50
C. Provide binder reminders to promote readiness for middle school	August 2018	Administration Office manager	binder reminders provided for 4th - 6th grade students	4000-4999: Books And Supplies	1200.00

Strategy:
12. Assistant Principals will provide targeted support to unduplicated students at Fair Oaks Ranch

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Assistant principal will coordinate Operation School Bell to provide our unduplicated students with clothing vouchers	August 2018 - October 2018	Assistant Principal	no cost		0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Assistant principal will work with families on necessary paperwork to receive services.	August 2018 - June 2019	Assistant Principal District social worker	no cost		0.00

Strategy:

13. Continue Library Technicians to support unduplicated students literacy skills to meet grade level standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Principal will provide library schedule for each classroom to visit the library to check out books and "open library" times for students to exchange books more often when needed	August 2018 - June 2019	Administration Library Technician	no cost		0.00

Strategy:

14. Utilize District Teacher on Special Assignment (TOSA) to provide coaching and intervention support for teachers and their at risk students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Work closely with TOSA on a schedule to work with teachers and grade levels	August 2018 - June 2019	Administration District TOSA	Early release Tuesdays - no cost		0.00
B. Collaborate with TOSA on PD for teachers during early release Tuesdays, and Arts Enrichment	August 2018 - June 2019	Administration District TOSA	Early release Tuesdays - no cost See goal 2, Strategy 1, Action D		0.00

Strategy:

15. Purchase materials and resources to support the implementation of the Next Generation Science Standards (NGSS)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials and supplies for science labs and/or classrooms	August 2018 - June 2019	Administration Science Lab Technician	instructional materials and resources	4000-4999: Books And Supplies	LCFF-Base	2500.00
A. Purchase Materials and supplies for STEAM (Science, Technology, Engineering, Art, Math) and STEAM lessons	August 2018 - June 2019	Administration Leadership Teachers Science Lab Technician	instructional materials and resources	4000-4999: Books And Supplies	LCFF-Base	2000.00

Strategy:

16. Implement and purchase materials for visual and performing arts (VAPA) plan which focuses on arts integration

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide professional development for teachers on arts integration	October 2018 - January 2019	Administration Teachers	Early release Tuesdays - no cost			0.00
B. Purchase resources and provide access to VAPA (Visual And Performing Arts) lessons	August 2018 -June 2019	Administration Teachers Office manager	Instructional materials and program needs for Arts Enrichment 3rd grade recorders Drum program for 2nd grade	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF-Base Title I Title I	1000.00 660.00 2440.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Provide weekly VAPA lessons to students during the school year	September 2018 - April 2019	Administration	Cultivating Creative Minds Teachers (5 Teachers) \$36 per hour; 6 hours per day - move to Action 19	5000-5999: Services And Other Operating Expenditures	Title I	13,671.88
				5000-5999: Services And Other Operating Expenditures	PTA	13,671.88

Strategy:

17. Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational programs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials to support the physical education programs	August 2018 - June 2019	Administration Leadership team Teachers Office manager	PE equipment	4000-4999: Books And Supplies	LCFF-Base	2000.00
B. TK and Kindergarten students will implement fine and gross motor activities in their daily lessons	August 2018 - June 2019	Administration Leadership team Teachers Office manager	PE equipment to support gross motor development	4000-4999: Books And Supplies	LCFF-Base	500.00

Strategy:

18. Purchase technology and equipment to support the basic program

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase equipment, materials and supplies	August 2018 - June 2019	Administration Teachers	Misc Apps	4000-4999: Books And Supplies	LCFF-Base	1000.00
			Replacement equipment	4000-4999: Books And Supplies	LCFF-Base	1000.00

Strategy:

19. Purchase devices and provide support for unduplicated students to access supplementary materials using technology

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase Chromebook cart to support unduplicated students	August 2018 - September 2018	Administration	Ensure students are provided opportunities to work with technology/equipment-- purchase Chromebooks and carts	4000-4999: Books And Supplies	Title I	14,000.00
B. Replace old Chromebooks to ensure students have access to functioning technology	August 2018 - September 2018	Administration	replace outdated Chromebooks	4000-4999: Books And Supplies	Title I	11,000.00
C. Purchase license agreements and subscriptions to support learners to acquire all content area skills	August 2018 - September 2018	Administration	Chromebook licenses	4000-4999: Books And Supplies	Title I	920.00
D. Purchase a Chromebook cart to replace a damaged cart	August 2018	Administration	Replacement Chromebook cart	4000-4999: Books And Supplies	Title I	1500.00

Strategy:

23. Provide Computer Lab Specialist and Science Lab Assistants, as well as, supplementary materials, to support unduplicated students' technology skills to meet grade level standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Hire Computer Lab specialist	August 2018 - June 2019	Administration	district funded		0.00
B. Hire Science Lab assistant	August 2018 - June 2019	Administration	district funded		0.00
C. Provide science and computer lab schedules for teachers	August 2018	Administration	no cost		0.00

Strategy:

24. Use District Technology TOSA to support technology integration

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Work closely with TOSA on system for teachers and grade levels to receive support for technology at Fair Oaks Ranch	August 2018 - June 2019	Administration Teachers	Early release Tuesdays - no cost		0.00

Strategy:

25. Maintain full day Transitional Kindergarten to provide access to strong early childhood programs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. TK teacher will implement district approved curriculum to strengthen students' academic and social emotional needs	August 2018 - June 2019	Administration TK teacher	district approved curriculum	District Funded	0.00

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

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: Student Engagement and Involvement	
LEA GOAL:	
Parents and community	
LCAP GOAL:	
All families and the broader community are welcomed and are partners in supporting the whole child.	
SCHOOL GOAL #3:	
All families and the broader community are welcomed and are partners in supporting the whole child.	
Data Used to Form this Goal:	
Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, LCAP survey	
Findings from the Analysis of this Data:	
93.5% of parents reported feeling welcomed, 92.97% of parents reported being satisfied with their child's learning experience, 71% of parents felt that they were provided opportunities to participate in the decision making of their child's educational program, etc.	
How the School will Evaluate the Progress of this Goal:	
Monitor Goal Setting Conferences and Parent Conference Schedules; Blackboard Connect; LCAP Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, attendance Family Resource Fair.	

Strategy:	
1. Increase online communication for parents and the broader community through the use of the new websites	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Establish and maintain teacher websites	August 2018- June 2019	Administration Teachers	Early Release Tuesdays - no cost		0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
B. Increase on-line communication for parents and community through the use of District and site websites	August 2018- June 2019	Administration Office managers	no cost		0.00

Strategy:

2. Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. All parents will have at least weekly communication with teachers and/or schools (ex. Blackboard Connect, flyers, notes home, Class Dojo etc.)	August 2018- June 2019	Administration Teachers Office managers	no cost		0.00
B. Provide Binder Reminders/School Planners in preparation for Jr High expectations/Practices	August 2018	Administration 4th-6th grade teachers	See Goal #2, Strategy #11, Action C		0.00

Strategy:

3. Continue to provide translation services to families as needed. (Ex. Sign Language Interpreters for IEPs after school, meetings, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Coordinate and provide translation at parent education meetings	August 2018 - June 2019	Administration Office Staff	translation services	2000-2999: Classified Personnel Salaries Supplemental/Conce ntration	568.75
				3000-3999: Employee Benefits Supplemental/Conce ntration	56.25

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Continue to provide translation services to families as needed (Ex. IEPs, after school meetings, parent conferences, etc.)	August 2018 - June 2019	Administration Office Staff	translate meetings and materials	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	637.00 63.00
C. Provide translators at TK/Kindergarten Orientation	May 2018	Administration Office Staff	translate meetings and materials	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base LCFF-Base	91.00 9.00

Strategy:

4. Increase parent participation at District wide events (Ex. Estrella Awards, STEAM Expo, GATE Parent Nights, District GATE Night, DELAC, Young Authors, District Conference, Coffee with the Superintendent, Coffee with the Principal, School Site Council Summits and ELAC Summits)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize Blackboard Connect to communicate with families about school events (Ex. AR/Reading Celebrations, Awards Assemblies, Back to School Night, Open House, and Parent Education Evenings)	August 2018 - June 2019	Administration Teachers	no cost			0.00
B. Send invitations home with students to increase participation at District Events (Ex. STAR Celebrations, ESTRELLA Awards, STEAM Expo, GATE Parent Nights, District GATE Nights, DELAC, Young Authors)	August 2018 - June 2019	Administration Teachers Office manager	no cost			0.00

Strategy:

5. Site's SSC and ELACs will continue to provide input on the Single Plan for Student Achievement (SPSA) and the School Safety Plans

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Present relevant information at PTA, SSC, and ELAC meetings	August 2018 - June 2019	Administration	materials for meetings	4000-4999: Books And Supplies	LCFF-Base	250.00
B. The site will convene an active ELAC and provide Homework Club for students in conjunction with ELAC meetings	August 2018 - June 2019	Administration Instructional Aides	Classified aides for student supervision	2000-2999: Classified Personnel Salaries	LCFF-Base	364.00
			Materials for meetings	3000-3999: Employee Benefits	LCFF-Base	36.00
C. The site will convene a Safety Committee to work on the site safety plan	August 2018 - June 2019	Administration Site Council	Materials for meetings	4000-4999: Books And Supplies	LCFF-Base	500.00
			Extra duty hours for participating teachers	1000-1999: Certificated Personnel Salaries	LCFF-Base	395.00
D. Purchase materials and supplies to support the safety plan	August 2018 - June 2019	Administration Office manager	emergency supplies, signage, etc	3000-3999: Employee Benefits	LCFF-Base	105.00
E. Purchase materials to direct/inform parents of on campus safety protocols and procedures (2 cards per family)	August 2018	Office manager	emergency supplies, signage, etc	4000-4999: Books And Supplies	LCFF-Base	500.00
			flyers, card stock for car cards	4000-4999: Books And Supplies	LCFF-Base	200.00

Strategy:

7. New Families to the District of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at all school sites. Families that have been in the district will continue to receive updates and supports as needed to access their child's information through Aeries

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide parents training on the Aeries Parent Portal during the Coffee with the principal and PTA meetings	August 2018 - October 2018	Administration	training during PTA meetings and Coffee with the Principal - no cost			0.00

Strategy:

8. Provide after school and evening parent workshops to increase student achievement and parental involvement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire teachers to facilitate parent education night meetings	September 2018 - May 2019	Administration Leadership team Teachers	Teacher extra duty pay	1000-1999: Certificated Personnel Salaries	Title I	790.00
B. Purchase materials and supplies for parent education nights, as needed	September 2018 - May 2019	Administration Leadership team Teachers	Instructional resources for parents	4000-4999: Books And Supplies	Title I	1304.26
C. The site will provide after school and evening English Learner parent workshops to increase student achievement and parental involvement	September 2018 - May 2019	Administration Leadership team Teachers	instructional resources for parents	4000-4999: Books And Supplies	LCFF-Base	1000.00
D. Hire teachers to facilitate English Learner parent night meetings	September 2018 - May 2019	Administration Leadership team Teachers	teacher extra duty pay	1000-1999: Certificated Personnel Salaries	LCFF-Base	790.00
				3000-3999: Employee Benefits	LCFF-Base	210.00

Strategy:

9. Invite Hart District feeder schools to collaborate with families in preparation for a successful middle school and high school transitions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Coordinate the 6th grade spring field trip to the feeder junior high school	November 2018 - March 2019	Administration Office Manager 6th grade team	no cost			0.00
B. Invite La Mesa principal to discuss successful junior high transitions at PTA meeting	January 2019 - March 2019	Administration	no cost			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Coordinate with Hart feeder school to share newsletters and school events with 6th graders during the last month of school.	January 2019- May 2019	Office staff 6th grade team	extra duty for classified Personnel Salaries	2000-2999: Classified	LCFF-Base	182.00
			3000-3999: Employee Benefits	LCFF-Base	LCFF-Base	18.00

Strategy:

10. Provide new parent orientation meetings with District Staff welcome our new families

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Host New Family Open house at Fair Oaks Ranch Community School	January 2018	Administration District office personnel Office manager	no cost			0.00
B. Host TK/K parent orientation to support students' transition to Fair Oaks Ranch	March 2018 -May 2018	Administration Office manager K Team	purchase materials for orientation extra duty pay for teachers	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	LCFF-Base LCFF-Base LCFF-Base	1000.00 1185.00 315.00

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
					Amount

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: Supporting the Whole Child
LEA GOAL: Effective teaching and administration
LCAP GOAL: All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
SCHOOL GOAL #4: All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. All students, including low income, English Learners, and Foster Youth, will be provided a safe, and healthy learning environment to achieve social, emotional, and academic success. The number of office referrals will decrease by 10%. The number of suspensions will decrease by 10%.
Data Used to Form this Goal: California Healthy Kid Survey LCAP survey Discipline reports Attendance reports
Findings from the Analysis of this Data: On the California Healthy Kids Survey, when students were asked if they feel connected to school, 56% of 5th graders, and 34% of 6th graders reported feeling connected "all of the time". On the LCAP Survey, 60.63% of parents reported that the school's behavioral program positively impacted their child, 29.92% stated the question was not applicable.
How the School will Evaluate the Progress of this Goal: Monitor discipline records, counseling attendance; administer California Healthy Kids Survey, and student LCAP survey
Strategy: 1. Increase students reporting positive relationships and safety

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Administer 5th and 6th grade students the CA Healthy Kids Survey and TK-6th grade students the LCAP survey	January 2019 - March 2019	Administration Teachers Leadership	no cost		0.00
B. Develop Teacher/Staff Mentor program on campus	October 2018 - June 2019	Administration Leadership Teachers Classified Staff	Mentor program to promote positive relationships at Fair Oaks Ranch - no cost		0.00

Strategy:

2. Provide teacher collaboration time to identify students at risk, as well as, implement the Multi-Tiered systems of supports at school sites to monitor students, especially English Learners, low income and foster youth

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
A. Review, update, and implement the Multi-tiered System and supports during beginning of the year Tier 1 meetings	August 2018 - September 2018	Administration Teachers	see Goal #2, Strategy #4, Action A		0.00
B. Site will provide teachers PD on Multi-tiered systems and supports, SST Online, and counseling referrals throughout the school year (during early release Tuesdays and Arts Enrichment)	August 2018 - June 2019	Administration Teachers	Early release Tuesdays Cultivating Creative Minds - See Goal #2, Strategy #16, Action C		0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
C. Monitor all students, including EL students, low income and foster youth. through Multi-tiered System and Supports throughout the school year	August 2018 - June 2019	Administration Teachers	Early release Tuesdays Cultivating Creative Minds - See Goal #2, Strategy #16, Action C		0.00
D. Hold tri-annual Tier Meetings with teachers to identify students whose behavior require a Tier/SST meeting, utilizing SST Online	October 2018 - June 2019	Administration	2 substitutes for teacher meetings each trimester Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base	790.00 210.00
E. Provide teachers with referral process SST Online for counseling and Tier process	August 2018 - June 2019	Administration	Early Release Tuesdays - no cost		0.00
F. Provide PD on how poverty affects student achievement	November 2018- December 2018	Administration Consultant	purchase "A Mind Shaped by Poverty" Early Release Tuesdays - no cost	LCFF-Base	500.00

Strategy:
3. Increase small group counseling for all students, including English Learners, Low Income and Foster Youth, opportunities for identified students to support their social and academic success at school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
A. Provide small group counseling for identified students to support their (social) and academic success in school	September 2018 - June 2019	Administration Teachers Counselor	one day a week counseling services	5000-5999: Services And Other Operating Expenditures	LCFF-Base 3000.00

Strategy:
4. Utilize the Behavioral intervention specialist and behavioral intervention assistants to support all students in general education and special education classes to support student connectedness and access to the core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will regularly monitor at risk students for social/emotional and academic needs.	August 2018 - June 2019	Administration Teachers School Psychologist	See Goal 4, Strategy 2, Action C Cultivating Creative Minds - See Goal #2, Strategy #16, Action C			0.00

Strategy:

5. Show an increase of parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Work with parents during Coffee with the Principal to discuss school safety and work on solutions to challenges	August 2018 - June 2019	Administration	materials and supplies	4000-4999: Books And Supplies	LCFF-Base	1000.00

Strategy:

6. Support schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelso Choices, Capturing Kids' Hearts, AR incentive program, spirit assemblies, etc.) that promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Capturing Kids' Hearts training to promote student engagement and student connectedness to school	August 2018	Administration	2 day training for 50 employees	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Conce ntration	24500.00
			travel expenses for trainer	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Conce ntration	1500.00
			staff pay for 2 days of training	1000-1999: Certificated Personnel Salaries	District Funded	9480.00
				3000-3999: Employee Benefits	District Funded	2520.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Implement Capturing Kids' Hearts program to decrease suspension rate	August 2018 - June 2019	Administration Leadership Teachers Noon supervisors	utilize support materials for Capturing Kids Hearts through the school year			0.00
C. Site will recognize students at monthly assemblies who demonstrate Character Counts and Scholarly Behavior characteristics	August 2018 - June 2019	Administration Office staff	no cost			0.00
D. Purchase materials and supplies to support assemblies	August 2018 - May 2019	Administration Office staff	Awards, certificates, and dog tags	4000-4999: Books And Supplies	LCFF-Base	1000.00
E. 6th grade teachers implement TUPE grant, Botvin's Life Skills curriculum	August 2018 - June 2019	6th grade teachers	District funded - Life Skills Curriculum			0.00

Strategy:

7. Continue to support unduplicated count by having LVN's at school sites to support the health of students, especially Low Income, Foster Youth, and English Learners, in need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District LVN at school site.	August 2018 - June 2019	Principal	LVN District funded			0.00

Strategy:

8. Utilize school social worker to provide comprehensive services to parents, students and staff addressing barriers that limit a student from receiving full benefit from their education experience, as well as, provide additional professional development for the social worker to support students, especially Low Income, Foster Youth, and English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District Social Worker.	August 2018 - June 2019	Principal	Social Worker District Funded			0.00

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

Strategy:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		Amount
				Type	Funding Source	

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 Student Engagement and Involvement	
SCHOOL GOAL #1:	
See SPSA Goal #1	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Adobe	August 2018 to June 2019	Educational Services	Creative Suites Annual License	5000-5999: Services And Other Operating Expenditures	LCFF-Base	78
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1,379.00
Provide Document Tracker	August 2018 to June 2019	Educational Services	SPSA, School Safety Plans, LEA Plan Templates	5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Conce ntration	1,068.00
Provide ETS (CA Tech. Assist.)	August 2018 to June 2019	Educational Services	PreID Labels & Parent/Guardian addresses on test results	4000-4999: Books And Supplies	LCFF-Base	175.00
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	107.00
Provide SHI	August 2018 to June 2019	Educational Services	Updating Microsoft Office	5000-5999: Services And Other Operating Expenditures	LCFF-Base	992.00
Provide Smart Notebook	August 2018 to June 2019	Educational Services	Digital Tool	4000-4999: Books And Supplies	LCFF-Base	1,864.00
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,816.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	6,447.00
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal	Noon Supervisors	2000-2999: Classified Personnel Salaries	LCFF-Base	65,729.00
Provide Copy Machines	August 2018 to June 2019	Business Department	Equipment	3000-3999: Employee Benefits	LCFF-Base	5,679.00
				5000-5999: Services And Other Operating Expenditures	LCFF-Base	23,900.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Achievement	
SCHOOL GOAL #2:	
See SPSA Goal #2	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide online data tool for assessment: Illuminate	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	9,108
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	3,544
Provide Tech TOSA Support	August 2018 to June 2019	Educational Services, Tech TOSA, Principal	Tech TOSA Support	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Conce ntration	8000
Provide supplementary digital materials: Imagine Learning & Imagine Math	August 2018 to June 2019	Educational Services Principals	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	40,000
Provide Library Technician	August 2018 to June 2019	Educational Services	Library Resource Technician Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	14623
Provide Computer Lab Specialist	August 2018 to June 2019	Instructional Services Principal	Computer Lab Specialist Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Conce ntration	12799
Provide Renaissance Place	August 2018 to June 2019	Instructional Services	STAR Reading, Accelerated Reading, STAR Math	4000-4999: Books And Supplies	LCFF-Supplemental/Conce ntration	12,895
Purchase Imagine Learning	August 2018 to June 2019	Instructional Services	Online Intervention program for English Language Arts and Math	4000-4999: Books And Supplies	Title I	40,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District Instructional Support TOSA	August 2018 to June 2019	Educational Services	Two Instructional Support TOSAs	1000-1999: Certificated Personnel Salaries	Title I	17000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Engagement and Involvement	
SCHOOL GOAL #3:	
See SPSA Goal #3	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Survey Monkey	August 2018 to June 2019	Educational Services	Variety of Surveys	4000-4999: Books And Supplies	LCFF-Base	39
Provide Blackboard Connect Communication Tool	August 2018 to June 2019	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1,833

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Supporting the Whole Child	
SCHOOL GOAL #4:	
See SPSA Goal #4	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST Online	August 2018 to June 2019	Special Education	San Joaquin County Office of Education Online Student Monitoring system	5000-5999: Services And Other Operating Expenditures	LCFF-Base	807
Provide Social Worker	August 2018 to June 2019	Special Education	Social worker to provide comprehensive services to parents, students and staff addressing barriers that limit students. Especially low income, foster youth and English learners.	5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Conce ntration	10,030

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-Base	91483.00	0.00
LCFF- Supplemental/Concentration	37280.00	0.00
Title I	78,044.00	0.00
PTA	17,000.00	3,328.12
Misc. Grants	1,000.00	1,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	15,324.00
LCFF- Supplemental/Concentration	37,280.00
LCFF-Base	91,483.00
PTA	13,671.88
Title I	78,044.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	32,332.62
2000-2999: Classified Personnel Salaries	21,997.65
3000-3999: Employee Benefits	9,288.59
4000-4999: Books And Supplies	113,400.26
5000-5999: Services And Other Operating Expenditures	58,783.76

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	12,105.96
3000-3999: Employee Benefits	District Funded	3,218.04
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	568.75
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	56.25
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	10,655.00
5000-5999: Services And Other Operating	LCFF- Supplemental/Concentration	26,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	9,127.70
2000-2999: Classified Personnel Salaries	LCFF-Base	7,925.90
3000-3999: Employee Benefits	LCFF-Base	2,284.40
4000-4999: Books And Supplies	LCFF-Base	69,145.00
5000-5999: Services And Other Operating	LCFF-Base	3,000.00
5000-5999: Services And Other Operating	PTA	13,671.88
1000-1999: Certificated Personnel Salaries	Title I	11,098.96
2000-2999: Classified Personnel Salaries	Title I	13,503.00
3000-3999: Employee Benefits	Title I	3,729.90
4000-4999: Books And Supplies	Title I	33,600.26
5000-5999: Services And Other Operating	Title I	16,111.88

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,985.00
Goal 2	99,574.86
Goal 3	10,779.26
Goal 4	44,500.00
Goal 6	29,763.76
Goal 9	1,200.00

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
Julie McBride, Principal	X				
Vacancy, Teacher		X			
Laurie Curtis, Teacher		X			
Marie Scarcello, Teacher		X			
Monica Camacho, Classified Staff			X		
Veronica Alvarez, Parent				X	
Roger Bertola, Parent				X	
Michael House, Parent				X	
Heidi Heinrich, Parent				X	
Kirk Nelson, Parent				X	
Numbers of members of each category:	1	3	1	5	

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

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 School 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

X 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 September 20, 2018.

Attested:

Julie McBride

Typed Name of School Principal

Signature of School Principal

Date

Heidi Heinrich

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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

X 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):

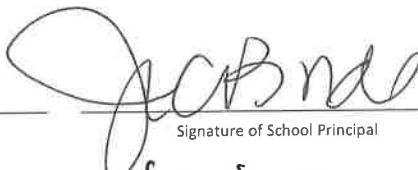
Signature

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 October 24, 2018.

Attested:

Julie McBride

Typed Name of School Principal



Signature of School Principal

9/20/18

Date

Heidi Heinrich

Typed Name of SSC Chairperson



Signature of SSC Chairperson

9/20/18

Date