

2016-17 Single Plan for Student Achievement

School: Foskett Ranch Elementary School
CDS Code: 31-66951-0108514
District: Western Placer Unified School District
Principal: Kelly Castillo
Revision Date: 10.20.16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 11.15.16.

Table of Contents

School Vision and Mission	3
Community and School Profile	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	4
Analysis of Current Instructional Program	4
IV. Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
Title III Accountability (School Data)	14
VI. Planned Improvements in Student Performance.....	15
Student Achievement	15
English Language Acquisition	19
College & Career Readiness.....	23
Culture & Climate	28
Learning Environment	32
Parent Involvement.....	35
VIII. Summary of Expenditures in this Plan.....	38
Total Allocations and Expenditures by Funding Source	38
Total Expenditures by Goal	39
X. School Site Council Membership	40
XI. Recommendations and Assurances.....	41

School Vision and Mission

Foskett Ranch Elementary School's Vision and Mission Statements

Mission/Motto - Foskett Ranch . . . a place where our Falcons soar! -This mission statement indicates that we expect our staff and students (our Falcons) to perform at high levels academically, behaviorally, and socially.

Vision - At Foskett Ranch, students learn essential skills and knowledge to successfully progress towards college and career readiness.

Community and School Profile

SCHOOL PROFILE

Foskett Ranch Elementary School is located at 1561 Joiner Parkway in Lincoln, California. The school is in the Western Placer Unified School District (WPUSD) and opened in the fall of 2005. The school serves approximately 480 students in pre Kindergarten through fifth grade. Two special education preschool classes, one special education primary class, and one intermediate special education class serve students with moderate to severe special needs. Three Kindergarten classes, three first grade classes, three second grade classes, three third grade classes, three fourth grade classes, and three fifth grade classes serve all our other students. Families can enroll in a private, fee-based before and after school childcare program housed on campus.

Support services include a Resource Program, Speech and Language, Occupational Therapy, Four Special Day Classes (one K-1, one 2-5 and two preschool), Science, Library and Music. A school psychologist works with staff to provide a small amount of group social skills training.

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Teachers are observed formally every other year as a part the formal evaluation process outlined in the Western Placer Teacher Association contract. All teachers are observed informally throughout the school year using walkthrough observations and feedback.

Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports. An increase in use of engagement strategies (whiteboards, group work, think-pair-share) is evident on campus.

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

On the math and English language arts Smarter Balanced Assessments, Foskett Ranch Elementary School met the state criteria for the percentage of students meeting or exceeding the standards. Foskett Ranch did not meet the Title III Annual Measurable Achievement Objectives (AMAO's).

Standards, Assessment, and Accountability

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

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

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

Grade levels formally meet weekly during time that has been set aside during the work day to evaluate formative assessment information, develop short-term goals as a grade level and discuss/implement effective strategies to help all students meet goals.

Staffing and Professional Development

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

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

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

All teachers on site possess sufficient credentials to teach the subjects for which they are assigned. This year all staff are currently participating in site level professional development as we continue to implement the new English language arts anchor text units, the Next Generation Science Standards, Response to Intervention strategies, backwards planning of strategies, technology use in the classroom and classroom management and strategies to meet the needs of English Language Learners. Teachers attend additional professional development workshops at the district county levels on a variety of topics related to the Common Core State Standards. professional development to enhance use of instructional strategies, technology, techniques and strategies to address English language development.

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

Staff development is geared to meet the district and school's goals for student achievement based on the LCAP plan and the assessed needs of students.

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

Five district curriculum coaches (one ELA, one math, one science and two ELD) are available to work with teachers, a content expert from the county office of education provides workshops for teachers.

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

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

Teaching and Learning

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

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

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

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

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

District grade level teams create pacing guides and unit maps that teachers use at the site level and district-wide. School grade level teams analyze data and collaborate to plan and implement instruction during intervention blocks to meet the needs of their students during the day.

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

Texts are available through WPUUSD for all K-5 student population. Supplemental materials have been purchased with LCFF funds as needed. The Language Arts program includes unit maps that outline the standards taught during each core literature unit. Software supplements to produce worksheets are available. Materials are used for students below or well below basic levels. Pearson math provides supplemental lessons and video tutorials. Language arts, math, and art/music programs offer resources for multi-ability levels. Classes have all proper music materials. WPUUSD Board of Trustees adopts annual resolution confirming instructional materials available to students.

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

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

Opportunity and Equal Educational Access

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

Volunteers assist students in class

Sun City Retirement Community SCHOOLS volunteers are often retired teachers that provide support in the classroom for underperforming students

Remedial time with team teacher and district paid aide in Kindergarten

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

Possible retention notices list school staff, parent and student actions

Teachers cover all content standards in each grade level

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

Student teachers utilized at times during the year in specific classes

Decodable leveled books used to assist students

An Intervention Service Provider (ISP) works with teachers to address the needs of underperforming students

Homework intervention support is available, as funds are available, to assist students with English language arts and math in grades 3 - 5

A software program, Lexia, supports students school-wide by identifying specific skills and concepts for each student and providing systematic instruction for each student

Supplemental materials and strategies shared among staff to assist lower performing students

Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school

Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in Special Education programs

A partnership with Lincoln High School provides tutors and a teacher to assist struggling students after school three days per week

14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), software to address instructional reading needs for all students, Read Naturally fluency and vocabulary development, core curriculum intervention and enrichment activities, software tutorial programs that target specific reading deficiencies, and direct instruction strategies (EDI, TESS).

Parental Involvement

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

STAR Before and After School Program is a private, fee-based company that contracts with WPUSD from 6:30 AM to 6:30 PM
Lighthouse Resource Center services for family, parent, student counseling and guidance services and onsite social skills training for small groups.

SST meetings to assess and assist student needs with faculty/parent input

Parent/teacher conferences with minimum days set for communication regarding progress towards state standards

Placer County Office of Education workshops

WPUSD in-services

Special Education RSP & Speech

Enrichment field trips

Kindergarten Class Size Reduction Option 2 with one hour aide time per class and team teaching between the AM and PM teachers for 100 minutes per day.

Volunteers (parent, grandparent, Sun City community volunteers) in classrooms

Instructional assistant for academics in RSP

Special Day Classes for students with moderate/severe disabilities

After-School tutoring as funds allow

Prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs

Community sports programs (soccer, football, baseball, basketball)

CPS assistance as needed

Library time scheduled for all students weekly

After school enrichment clubs (private or PTO sponsored)

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

Not Applicable

Funding

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

Leveled reading materials allow teachers to work with small groups of students performing below grade level.

Intervention Services Provider serves students struggling in the area of reading

After school tutoring materials have been purchased

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

Special education funds assist with RSP, Speech, Psychologist personnel

After-school homework assistance and tutoring helps students referred by teachers and/or parents to receive assistance with basic skills

Accelerated Reader program (at grades 3 - 5) to assess reading comprehension, promote daily reading at the students zone of proximal development and to motivate students to read.

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

Blocks of time are planned at each grade level to allow teachers to collaborate to provide small group, targeted assistance and enrichment for students in the area of English language arts and math

18. Fiscal support (EPC)

The site receives \$47 per student in discretionary funds, and each teacher receives \$500 in lottery funds. Categorical funds include supplemental L1 77 of \$7,607 (\$5603 funding for this year and \$2,004 carryover), PTO provides classroom grants of \$11 per child to support classroom instruction/field trips and provides funding for various campus projects and programs.

IV. Description of Barriers and Related School Goals

Chronic tardiness and absenteeism of students that need extra support

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

Some language barriers

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

Expenses associated with copying support materials

Limited intervention/support staff to address academic and behavior concerns

Limited support materials to address underperforming students

Cuts to general education summer school

Limited support staff to help underperforming students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	92	67	90	65	90	65	97.8	97
Grade 4	70	97	70	93	70	93	100.0	95.9
Grade 5	88	63	86	62	86	62	97.7	98.4
All Grades	250	227	246	220	246	220	98.4	96.9

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2430.2	2430.2	20	22	33	29	27	32	20	17
Grade 4	2451.4	2452.1	11	16	24	22	27	28	37	34
Grade 5	2513.3	2508.8	22	18	36	35	23	31	19	16
All Grades	N/A	N/A	18	18	32	28	26	30	24	24

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	27	23	49	55	24	22
Grade 4	17	22	56	52	27	27
Grade 5	29	18	50	61	21	21
All Grades	25	21	51	55	24	24

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	25	56	49	24	26
Grade 4	16	18	53	53	31	29
Grade 5	26	26	51	53	23	21
All Grades	21	22	53	52	26	26

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	18	11	63	77	19	12
Grade 4	4	16	80	68	16	16
Grade 5	20	18	66	71	14	11
All Grades	15	15	69	71	16	14

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	23	22	61	58	16	20
Grade 4	11	11	59	56	30	33
Grade 5	28	31	57	60	15	10
All Grades	22	20	59	58	20	23

Conclusions based on this data:

1. Third grade met the state targets for the percentage of students required to meet/exceed the overall standard. The percentage of students met/exceeded state standards in the following, overall areas: 51% in English language arts (ELA) and 52% in math. The target claims are reported differently than the overall achievement section (they report 3 - met and 2 - nearly met together) which makes it a challenge to determine the percentage of students that met the standard in the subsections (when analyzing this chart). In the target claims of ELA the 3rd grade strength lies in the area of Listening - Demonstrating effective communication skills. Writing - Producing clear and purposeful writing, appears to be an area of need. In the target claims of math for 3rd grade a strength is found in Communicating Reasoning - Demonstrating ability to support mathematical conclusions, and an area of need is found in Concepts and Procedures - Applying mathematical concepts and procedures.
2. Fourth grade met the state targets in the overall areas of English language arts (ELA) and math. 38% of the students met or exceeded ELA overall, and 36% of the students met/exceeded the standard in math. 73% of students scored near, at or above standard in reading, 69% scored near, at or above standard in writing, 84% scored near, at or above standard in listening, 70% scored near, at or above standard in research/inquiry. The subsections are reported differently than the overall achievement section which makes it a challenge to determine the actual percentage of students that met the standard in each subsection (when analyzing this chart). Students in 4th grade scored higher in English Language Arts than they scored in math.
3. In 5th grade, 58% of the students met or exceeded ELA overall, 79% scored near, at or above standard in reading, 76% scored near, at or above in writing, 86% near, at or above in listening, and 85% scored near, at or above in research/inquiry. The subsections are reported differently than the overall achievement section and makes it a challenge to determine the actual percentage of students that met the standard in each subsection (when analyzing this chart).

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	92	67	90	66	90	66	97.8	98.5
Grade 4	70	97	70	93	70	93	100.0	95.9
Grade 5	88	63	87	62	87	62	98.9	98.4
All Grades	250	227	247	221	247	221	98.8	97.4

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2435.7	2430.9	20	14	30	38	32	32	18	17
Grade 4	2457.9	2459.3	9	9	26	27	49	42	17	23
Grade 5	2514.0	2500.6	23	13	16	24	36	32	25	31
All Grades	N/A	N/A	18	11	24	29	38	36	20	23

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	37	38	38	35	26	27	
Grade 4	16	18	46	39	39	43	
Grade 5	25	19	38	34	37	47	
All Grades	27	24	40	36	33	39	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	14	52	65	26	21
Grade 4	14	16	53	46	33	38
Grade 5	26	18	46	50	28	32
All Grades	21	16	50	53	28	31

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	24	57	62	21	14
Grade 4	11	12	53	61	36	27
Grade 5	21	21	55	48	24	31
All Grades	19	18	55	58	26	24

Conclusions based on this data:

1. In 3rd grade 50% of the students met or exceeded the standard in overall math achievement, 75% scored near, at or above standard in concepts/procedures, 75% scored near, at or above standard in problem solving/ modeling/data analysis, 78% scored near, at or above standard in communicating reasoning. The subsections are reported differently than overall achievement which makes it a challenge to determine the percentage of students that met the standard in each subsection.
2. In 4th grade 35% of the students met or exceeded the standard in overall math achievement, 62% scored near, at or above standard in concepts/procedures, 67% scored near, at or above standard in problem solving/modeling/data analysis, 64% scored near, at or above standard in communicating reasoning. The subsections are reported differently than the overall achievement which makes it a challenge to determine the percentage of students that met the standard in each subsection.
3. In 5th grade 39% of the students met or exceeded the standard in overall math achievement, 63% scored near, at or above standard in concepts/procedures, 72% scored near, at or above standard in problem solving/modeling/data analysis, 76% scored near, at or above standard in communicating reasoning. The subsections are reported differently than the overall achievement section which makes it a challenge to determine the percentage of students that met the standard in each subsection.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1		50		50	25			25	***				50		
2				25	25	50		75	50	50			25		
3						17		***	50		***			***	33
4				***		25	***	***	50						25
5				***	***	25		***	50						25
Total		13		42	20	25	17	53	55	17	7		25	7	20

Conclusions based on this data by levels:

1. According to the 2015 - 2016 CELDT information 25% of the students scored early advanced, 55% intermediate and 20% beginning.
2. The English Learner population at Foskett Ranch is mobile. English Learners that are identified make progress quickly, reclassify as Fluent English Proficient (FEP) and continue to make growth which makes it a challenge to interpret long term data.

V. School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	12	15	20
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	12	15	20
Number Met	--	9	7
Percent Met	--	60.0%	35.0%
NCLB Target	59.0	60.5	62.0%
Met Target	*	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	15	1	16	4	23	4
Number Met	--	--	3	--	4	--
Percent Met	--	--	18.8%	--	17.4%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	*		No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data by AMAO level:

1. At Foskett Ranch English Learners that are identified make progress quickly and reclassify as Fluent English Proficient (FEP) students and continue to make growth which makes it a challenge to interpret long term data.

VI. Planned Improvements in Student Performance

Student Achievement

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

LCAP GOAL:
All students will meet or exceed grade level standards in core academic areas.
LEA GOAL:
1 & 3
Data Used to Form this Goal:
SBAC baseline data.
Identified Needs (findings from the analysis of data):
The percentage of students meeting or exceeding standards based on the Smarter Balanced assessment is about the same in English Language Arts as in math. This year's 5th grade group scored the lowest in ELA and math on the 2016 Smarter Balanced assessments.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC, in English language arts and mathematics (grades 3-5) will increase 5% annually until 100% is obtained.2. Common district benchmark assessments (2-4 per year) will be developed and implemented for English language arts and mathematics (grades 1-11) and baseline data established.3. The percentage of all students (and significant subgroups) meeting or exceeding standard (3 or better in grades 1 - 5), as measured by trimester report card grades, in all core areas will increase 5% annually until 100% is obtained.4. The percentage of all students (and significant subgroups) identified as GATE or High Achiever in ELA and math will increase by 0.5% annually until 10% is obtained.5. The percentage of all students (and significant subgroups) receiving special education services will decrease by 0.5% annually until 9% is obtained.6. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).
First Interim Analysis:
When we look at ISP, 5th grade continues to be a target for intervention. Second grade is a target for intervention, and they seem to be making growth. Students are making progress in Lexia and Accelerated Reader programs.
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Core Curriculum & Resources</p> <p>A. Grade levels meet with district instructional coaches to analyze and unpack CCSS in ELA to develop anchor text units to address the needs of the all students.</p>	2016 - 2017	Site staff/instructional coaches/admin	<p>A. Sub costs to release teachers to meet during the day</p> <p>A. Cost of CCSS ELA frameworks from the CA Dept of Ed.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	<p>4788</p> <p>460</p>
<p>Best First Instruction</p> <p>B. Teachers, supported by the principal, will participate in weekly, collaborative grade level meetings that focus on best first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through agendas and minutes, and other relevant artifacts.</p> <p>C. All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual</p>	2016 - 2017	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding providing relevant independent assignments/project.						
<p>Interventions</p> <p>D. Teachers/students at grades 3 - 5 set Accelerated Reader goals at each student's zone of proximal development and monitor progress towards those goals to help students increase reading fluency and reading level.</p> <p>E. After school intervention allows students the opportunity to receive additional assistance in the content areas.</p> <p>F. Grade level differentiation blocks allow teams of teachers/Intervention Services Provider (ISP) and an AM Kindergarten teacher (at grades 2 and 5) to address the needs of students below, at and above grade level standards.</p> <p>G. Student Success Team (SST) and grade levels meet regularly to develop action plans to address the needs of underperforming students.</p> <p>H. Identified special education students receive support (based</p>	2016 - 2017	Staff/Admin	<p>E. Hourly salary to pay staff to provide intervention.</p> <p>F. Intervention Service Provider Salary</p> <p>F. Intervention Materials and Supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Base (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
on their IEP goals) from their classroom teacher and the Resource Specialist Program (RSP) and Special Day Class teachers.						
Professional Development & Collaboration I. Staff members participate in site/district and outside workshops to learn and implement effective first instruction strategies and intervention (such as RtI) to address the various needs of the learners in their classrooms.	2016 - 2017	Staff/Admin				

VI. Planned Improvements in Student Performance

English Language Acquisition

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

LCAP GOAL:
All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.
LEA GOAL:
2
Data Used to Form this Goal:
CELDT data, monthly monitoring data.
Identified Needs (findings from the analysis of data):
Foskett staff need information/training regarding designated and integrated ELD instruction and how to effectively provide ELD with so few students in a class or at a grade level.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 5% annually until 100% is obtained.2. The percentage of English learners reclassified as fluent English proficient in 2015-2016 will meet or exceed 20%.3. 100% of the students reclassified as fluent English proficient in 2013-2014 and 2014-2015 will earn a "C" or better in all core area classes in 2015-2016.4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.
First Interim Analysis:
Two English Language Learners (of 18 English Language Learners) have met criteria to reclassify as Fluent English Proficient. In the area of Accelerated Reader, all students made growth with the exception of one student. In the Lexia program, students who are practicing were making growth. Students who are not meeting their weekly minutes are not making growth.
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Best First Instruction</p> <p>A. All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged</p> <p>B. All teachers will provide integrated and designated ELD to English learners.</p> <p>C. English Language Learners have access to after school homework intervention where staff are available to assist students with assignments.</p>	2016 - 2017	Staff/Admin	A. ELD Standards publications from the California Department of Education	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	650

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Interventions</p> <p>D. Grade level block times for intervention allow teachers, the Intervention Services Provider (ISP) and an AM Kindergarten teacher to address the needs of the various learners including English Language Learners.</p> <p>E. In addition to integrated and designated ELD, English Language Learners utilize software program(s) designed to enhance vocabulary development.</p>	2016 - 2017	Staff/Admin	E. Intervention Software	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	1500
<p>Community Involvement</p> <p>F. Translators are provided meetings such as Student Study TEam (SST), Individualized Education Plan (IEP), attendance, parent teacher report card conferences to ensure parent involvement.</p>	2016 - 2017	Staff/Admin	F. Cost of translators	2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	165
<p>Progress Monitoring</p> <p>G. English Language Learners are assessed and monitored to ensure student progress towards EL and state standards.</p>	2016 - 2017	District and Site Staff/Admin	See Goal 2.B			
<p>Professional Development & Collaboration</p> <p>H. Teacher, support staff and administrators will be provided opportunities to participate in</p>	2016 - 2017	Staff/Admin	H. Cost of professional development opportunities	5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>other, relevant professional developments to support English learners' language attainment and academic achievement.</p> <p>I. Teachers will be provided with release time to work with Teachers on Special Assignment unpack the ELD standards to integrate them into the ELA unit maps/lessons to implement integrated ELD instruction and to analyze ELD students' needs to plan and implement designated ELD instructon.</p>			<p>H. Sub Costs for staff to attend professional development oportunities</p> <p>I. Sub costs for release time</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>LCFF-Supplemental (Site Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	<p>532</p> <p>2500</p>

VI. Planned Improvements in Student Performance

College & Career Readiness

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

LCAP GOAL:
All students will graduate from high school college and career ready
LEA GOAL:
5
Data Used to Form this Goal:
SBAC baseline data.
Identified Needs (findings from the analysis of data):
Relatively, Foskett has a higher percentage of students scoring at the intermediate level on the CELDT assessment. Foskett staff need information/training on how to effectively provide integrated and designated ELD with so few students in a class or at a grade level. Staff continue to need resources to integrated CCSS skills and concepts into the current ELA anchor text units.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The district's cohort graduation rate will increase 2% annually until 100% is obtained.2. The percentage of all graduates meeting A-G requirements will increase by 3% annually until 100% of all graduates meet A-G requirements.3. The percentage of all AP students scoring a 3 or better on AP exams (in all AP courses) will increase by 5% annually until 100% of all students (and significant subgroups) are scoring 3 or better on AP exams (in all AP courses).4. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one AP (or college equivalent) course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one AP (or college equivalent) course.5. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one capstone CTE course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one capstone CTE course.6. The percentage of all students in grade 11 who are deemed college ready, as determined by EAP, in ELA and math will increase by 5% annually until 100% of all students in grade 11 are deemed college ready in ELA and math.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Core Curriculum & Resources</p> <p>A. Grade levels meet with district instructional coaches to analyze and unpack CCSS in ELA to develop anchor text units to address the needs of the all students to ensure they meet grade level standards in preparation for college and career readiness programs at the secondary level.</p> <p>B. District Instructional Material Funds are allocated to each school to support transition to Next Generation Science Standards and to support integration of CCSS skills and concepts with the ELA anchor text units.</p>	2016 - 2017	Staff/Admin/Instructional Coaches	See goal 1.A			
<p>Best First Instruction</p> <p>C. Teachers, supported by the principal, will participate in weekly, collaborative grade level meetings that focus on best first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through agendas and minutes, and other relevant artifacts.</p> <p>D. All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not</p>	2016 - 2017	Staff/Admin	See goal 1.B, 1.C			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding providing relevant independent assignments/projects; to ensure students meet grade level standards in preparation for college and career readiness programs at the secondary level.						
<p>Interventions</p> <p>E. Teachers/students at grades 3 - 5 set Accelerated Reader goals at each student's reading level and monitor progress towards those goals to help students increase reading fluency and their zone of proximal development in reading.</p> <p>F. After school intervention allows students the opportunity to receive additional assistance in the content areas.</p> <p>G. Grade level differentiation blocks allow teams of teachers/Intervention Services Provider (ISP) and an AM Kindergarten teacher to address the needs of students below, at</p>	2016 - 2017	Staff/Admin	See goal 1.D, 1.E, 1.F			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and above grade level standards.						
Professional Development & Collaboration H. Staff members participate in site/district and outside workshops to learn and implement effective first instruction strategies to address the various needs of the learners in their classrooms.	2016 - 2017	Staff/Admin	See goal 1.G			

VI. Planned Improvements in Student Performance

Culture & Climate

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

LCAP GOAL:
All students will be safe and actively engaged at school.
LEA GOAL:
4
Data Used to Form this Goal:
School discipline data from Aeries: For the 2015 - 2016 school year there were a total of 43 office referrals as compared to 53 for the 2014 - 2015 school year. Grade levels data is as follows: (15-16 5 referrals at first grade with 1 formal suspension compared to 7 at first grade including 3 formal suspensions (for the 14 - 15 school year), 5 office referrals at second grade including 1 on campus suspension compared to 5 at second grade (for the 14 - 15 school year), 10 office referrals for third grade compared to 7 (for the 14 - 15 school year), 18 office referrals in fourth grade compared to 13 at fourth grade (for the 14 - 15 school year) and 4 at fifth grade including 2 on campus suspensions compared to 21 referrals in fifth grade (for the 14 - 15 school year). Compared to the 13 - 14 school year (71 office referrals were recorded, 2 at Kindergarten, 5 at First grade, 7 at Second grade, 13 at Third grade, 34 at Fourth grade, and 10 at Fifth grade and 3 formal suspensions), office referrals continue to decrease. Attendance data indicates a 95.9 % attendance rate for the 2015 - 2016 school year compared to 95% for the 2014 - 2015 school year.
Identified Needs (findings from the analysis of data):
The current fifth grade cohort needs monitoring as this grade level has experienced the most citations. For three consecutive years, students from grade four to grade five experience a decrease in office referrals. Formal suspensions continued to decrease in the last three years.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The district's (and individual schools') average daily attendance will increase by 0.2% annually until average daily attendance reaches 98% for the district and all school sites.2. The district's truancy rate will decrease by 0.1% annually until 2% is obtained.3. The district's cohort dropout rate will decrease by 0.2% annually until 0% is obtained.4. Total suspensions will decrease by 30 annually until total suspensions are less than 300.5. Total expulsions will decrease by 2 annually until total expulsions are 0.6. Data regarding students' hope, engagement and well-being, as measured by Gallup Student Poll, will be gathered
First Interim Analysis:
There was one suspension of a student who transferred to Foscett Ranch. There were fourteen office referrals. There have been zero expulsions.
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Youth Development</p> <p>A. Two teachers participated in Youth Development Institute (YDI) in the summer of 2016 bringing the total number of staff trained in YDI at Foskett to 12.</p> <p>B. Some staff that attended the youth development series will form a leadership team to promote the tenets of the training and to drive the implementation of strategies designed to enhance the emotional safety and development of students and staff.</p> <p>C. All staff teach and reinforce concepts outlined in the book Have you Filled a Bucket? The concepts are woven into the school's behavior system.</p> <p>E. Students participated in various staff and outside lead after school programs (choir, leadership, drama, etc.) to promote youth development and youth leadership skills.</p>	2016 - 2017	Staff/Admin				
<p>PBIS</p> <p>F. Staff will continue to implement the Building Effective Schools Together (BEST) behavior plan (it is the parent plan to PBIS) to positively affect student well-being and to implement outlined</p>	2016 - 2017	Staff Admin	Cost of awards and incentives	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies for those students that need further development.						
Parent Education F. Parents receive information about BEST and the bucket filling philosophy at Back to School Night, conferences and the weekly newsletter.	2016 - 2017	Staff/Admin				
Community Involvement G. The Parent Teacher Organization (PTO) hosts evening events throughout the year to promote school/community involvement. H. Students from the middle and high schools volunteer at school/community events such as the carnival, family nights and crab feed.						

VI. Planned Improvements in Student Performance

Learning Environment

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

LCAP GOAL:
All students will receive instruction in up-to-date and well-maintained environments.
LEA GOAL:
4
Data Used to Form this Goal:
FIT survey, CBEDS information
Identified Needs (findings from the analysis of data):
Foskett needs an additional Chromebook lab, additional Chromebooks for the classrooms and additional security cameras for the east side of the school (adjacent to the parking lot near Finney Drive), the east side of the administration building and the north side of the school. Each classroom could benefit from a laptop that the teacher could use with the document camera to decrease a potential tripping hazard from running a cord from the teachers' desktops to their document cameras.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. All students will have access to standards-aligned instructional materials.2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.3. A district standard for technology in schools and classrooms will be developed.4. A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Maintenance</p> <p>A. Security cameras have been installed on campus, and additional cameras will be added to assist with monitoring campus.</p> <p>B. A web-based system allows the office and custodial staff to efficiently report maintenance problems and allows the school to keep abreast of progress as the problems are addressed by district maintenance staff.</p>	2016 - 2017	Staff/Admin				
<p>Two-way Communication</p> <p>C. Office staff, admin, yard duty and custodial staff have up to date radios to communicate on campus.</p>	2016 - 2017	Staff/Admin				
<p>Technology</p> <p>A. Each classroom is equipped with computers, document cameras, projectors and interactive whiteboards.</p> <p>B. Two Chromebook labs are checked out and shared by teachers in grades 3 - 5.</p> <p>C. Teachers in grades K - 5 have access to the computer lab on a weekly basis.</p> <p>D. In addition to classroom computers, each classroom in</p>	2016 - 2017	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
grades 1 - 5 have two additional Chromebooks to use for intervention purposes.						
<p>Core Curriculum & Resources</p> <p>E. All students have access to standards-aligned instructional materials.</p> <p>F. Grade levels meet with the district instructional coach to create standards-based lessons using the district's anchor text unit maps.</p>	2016 - 2017	Staff/Admin				

VI. Planned Improvements in Student Performance

Parent Involvement

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

LCAP GOAL:
All parents will be actively engaged in their child's learning and school community
LEA GOAL:
1, 2 & 5
Data Used to Form this Goal:
Parent surveys, volunteer sign in sheets, observed participation at school events.
Identified Needs (findings from the analysis of data):
Foskett has great parent involvement and sees a need to reach out to increase involvement from parents of English Language Learners.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be developed. 2. A system for collecting data regarding parent involvement will be developed for each of the 6 types of parent involvement. 3. Data for parent usage of Schoology and JupiterEd will be collected.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Community Involvement</p> <p>A. Weekly newsletter emailed to parents highlights school events as well as student and teacher accomplishments</p> <p>B. Parent/teacher/student conferences are held at the end of quarters 1, 2 and 3 to review assessment results and develop plans to address students' academic and social needs.</p> <p>C. Staff send reports to parents to keep them abreast of students' progress</p> <p>D. Parent information at Back to School Night to share assessment data, school goals, vision, etc.</p> <p>E. Kindergarten Orientation Day is held prior to the beginning of school to help orient Kindergarten students and parents with our program</p> <p>F. Translators are provided for meetings such as Student Study Team (SST), Individualized Education Plan (IEP), attendance, parent teacher report card conferences to ensure parent involvement.</p> <p>G. The Parent Teacher Organization hosts functions to promote school/community</p>	2016 - 2017	Office Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
involvement.						
<p>Parent Education</p> <p>H. Kindergarten holds Back to School Night for parents prior to the first day of school to teach parents about Kindergarten and school policies and procedures, provide information about how to help their children through the learning process.</p> <p>I. The Parent Teacher Organization hosts parent education nights regarding topics such as internet safety, academics, etc.</p>	2016 - 2017	Staff/Admin				

VIII. 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-Supplemental (Site Fund)	\$7,607	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-Supplemental (District Fund)	4,788.00
LCFF-Supplemental (Site Fund)	7,607.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1A: English Language Arts	5,548.00
Goal 1B: Mathematics	6,347.00
Goal 2: Disproportionality	
Goal 3: English Language Development	500.00
Goal 4: Physical Fitness/Health & Wellness	
Goal 5: School Climate	
Goal 6: Parent Involvement	
Goal 10:	
Goal 11:	

X. 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	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kelly Castillo			X				
Coreena Whiteside				X			
Dan Burbage-Macaluso				X			
Katrina Modellmog					X		
Yvonne Cornog						X	
Austin Bowden						X	
Numbers of members of each category:			1	2	1	2	

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.

XI. Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

School Staff , Parent Teacher Organization (PTO)

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 11/15/2016.

Attested:

Kelly Castillo

Typed Name of School Principal

Signature of School Principal

Date

Austin Bowden

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date