The School Plan for Student Achievement

School: Fern Drive Elementary School

CDS Code: 30-66506-6028039

District: Fullerton School District

Principal: Dr. Julie Brandon

Revision Date: 10/18/18

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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Position: Principal

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The District Governing Board approved this revision of the SPSA on December 11, 2018.

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School Vision and Mission

Fern Drive Elementary School's Vision and Mission Statements

Fern Drive Elementary is a 2017-18 Marzano High Reliability School, 2017-18 PBIS Silver award winning school, 2017 Common Sense Media Certified Digital Citizenship school and a 2016 Gold Ribbon School. We believe in fostering critical thinking, problem solving and creativity through Science, Technology, Engineering, Arts and Mathematics, or STEAM. Students immerse themselves in year-round hands on science labs, and express their learning through collaborative projects rooted in STEAM principles. Fern Drive's students receive innovative instruction in music, dance, theatre and art through our All the Arts program, and further their hands on experiences through the All the Arts Creativity Center located on our campus. Our expanding iPad program is seamlessly integrated throughout the curriculum providing students the opportunity to pioneer their own learning through thoughtfully designed, engaging lessons both at school and at home. Our teachers are highly trained in all aspects of Curriculum and Instruction and use research-based teaching strategies to ensure all students are learning successfully.

School Profile

Fern Drive School is located in the hills of northwest Fullerton and is nestled in a suburban neighborhood that is comprised of an eclectic mix of housing. The current enrollment for the 2018-19 school year is 522 transitional kindergarten through sixth grade students. The student body is comprised of students who possess a broad spectrum of learning styles and needs along with diverse ethnic, cultural, and socio-economic backgrounds.

The Apple Certified Fern Drive staff includes a principal, eighteen general education classroom teachers, and one special day classroom teacher. Additional student support is provided by a resource teacher, one RSP instructional assistants, a half-time physical education teacher, two physical education instructional aides, a part time speech and language teacher, a part time Korean bilingual aide, and a part time library media assistant, and a full time Response to Intervention coach. Additionally, Fern Drive students are supported by a psychologist and behavior staff that are available on campus throughout the week and a nurse once a week.

At Fern Drive School, parents play an integral role as partners in their students' education. Parent volunteer hours help to support and to extend learning experiences for our students. Additionally, Fern Drive's active PTA raises funds that support field trips, All the Arts for All the Kids, Science on the Go, Outdoor Education, Accelerated Reader and ST Math. The PTA also assists with disaster preparedness, safety projects on campus, and weekly Wednesday folders which serve to inform families about school activities. The Fern Drive Foundation for Education and Techknowledgey was formed at the end of the 2012 - 13 school year. The mission of the Fern Drive Foundation for Education and Techknowledgey is to support the implementation of mobile technology in every classroom.

Fern Drive provides students with an integrated curriculum that has language arts and mathematics as the core foci. Lessons are taught via a variety of instructional strategies that engage all learners. Students access technology as a learning tool through the use of 1:1 iPad use in fifth and sixth grades via the FSD VIP program, and our K-4th grade students participate in a 1:1 iPad teaching/learning environment. TK currently has a 3:1 ratio. Students also have access to the school library in addition to a wide range of classroom resources that help to develop their skills and knowledge.

Students at Fern Drive participate in 100 minutes of physical education activities each week that promote health and fitness. These activities are led by the school's PE staff while classroom teachers are released during this time to meet in their grade level Professional Learning Community (PLC) teams. The goal of these conversations is to engage in reflective practice, analyze pedagogy and instructional practices all with a goal to plan research-based instruction collaboratively, to meet the needs of all students as effectively as possible.

A number of advisory councils also support the school program. These groups include the School Site Council, ELAC, PTA, Outdoor Science School committee, and the Student Council.

Comprehensive Needs Assessment Components

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

Surveys
1. 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).

Fern Drive will be administering the Youth Truth Survey to families in January, 2019. Our school site administered the Marzano High Reliability School surveys from August 14 - 29th, 2017 and administered the Youth Truth survey in the fall of the 2017-18 school year.

These results have been used to make changes to communication throughout the school. We now provide a community feedback look via every staff email, and on our school website. (Want to leave us feedback, report something or share ideas? http://bit.ly/2wVRUhS)

Feedback from families indicated they want "regular" feedback on the academic progress of their students. We created a monthly feedback form that allows families to monitor the progress of their child. This is in addition to Illuminate Grade Book, the extensive use of apps such as SeeSaw, Remind and Class Dojo, which also provide daily/weekly feedback to families.

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

Principal is in classrooms daily. Using the app, SeeSaw, each teacher receives feedback and photographic evidence of what is seen during the slice of time principal is in classroom. Students, overall are engaged and participate in classroom discussions and work completion.

District Benchmark Testing (K-2)
3. Describe how your school site supports Kindergarten through Second grade teachers for District Benchmark Testing:
   Teachers will be provided in class proctoring and support.

Transition from Preschool to Kindergarten (Title I Schools K-6)
4. Current strategies for assisting preschool children in the transition from early childhood programs to Kindergarten:

Description of Barriers and Related School Goals

Barrier Goal 1 and Goal 2: Although things are improving, embedding consistent Intervention time within the school day is a struggle given the many programs at our site. Teachers work collaboratively across levels and through PLC's, to develop and implement daily skills-based interventions. Students will be grouped during the instructional day to receive interventions, as well as during Language Rotation Time. Data will drive instruction for these groups, and they will remain fluid and flexible throughout the year to ensure the needs of students are being met. Fern Drive teachers and staff will work with the RtI coach to provide professional development on RtI research based practices and materials.

Barrier Goal 1: Data from various sources Preliminary scores on SBAC and iReady suggests that our English Learners are struggling in the area of mathematics.

(grades TK-1 haven't administered baseline assessments yet... data to come)

Grade 2 results suggest strengthening student skills in the area of measurement and data.

*Grade 3 results suggest strengthening student skills in the area of numbers and operations.

*Grade 4, and 6 results suggest strengthening skills in the area of geometry and measurement and data.

Our site will need to focus on providing more systematic, targeted intervention to students in the area of mathematics. During our PLC time, we will identify specific students who would benefit from receiving additional math intervention. We will also determine if funding exists to pay our current teachers additional hours to work with students during math. With the development of a more systematic math intervention program/model in including CGI as an instructional strategy along with our newly adopted mathematics curriculum, student proficiency rates should increase. To further address math needs, we have an IA conducting small math groups that focus on math fluency.

Barrier Goal 2: Data from various sources (iReady summative assessments, common formative assessments, SBAC, ELPAC, DIBELS, DAZE, QPS, STAR Reading) suggest the following:

(grades TK-1 haven't administered baseline assessments yet... data to come)

*Grade 2 results suggest strengthening student phonological awareness skills.

*Grade 3 results suggest strengthening student fluency with high frequency words and phonics.

*Grade 4, and 6 results suggest strengthening student vocabulary.

These two content strands continue to be the most challenging for our students. In order to break through the barriers, we need to focus on instructional practices, that include training the entire staff on Writer's Workshop, that align with the way the skills are being assessed. Teachers will also be given time in their grade level PLC meetings to identify more specific areas of need and how they will address them and work together to group students during RtI to ensure that all students will be able to master the content of these standards.

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		
	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	85	78	77	80	76	77	80	76	77	94.1	97.4	100
Grade 4	77	80	82	76	79	82	76	79	82	98.7	98.8	100
Grade 5	79	77	76	78	76	76	78	76	76	98.7	98.7	100
Grade 6	101	70	78	93	70	78	93	70	78	92.1	100	100
All Grades	342	305	313	327	301	313	327	301	313	95.6	98.7	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	2406.9	2403.8	2443.2	15	14.47	35.06	19	21.05	20.78	31	30.26	23.38	35	34.21	20.78
Grade 4	2478.3	2451.3	2474.1	25	12.66	28.05	32	27.85	25.61	20	22.78	25.61	24	36.71	20.73
Grade 5	2477.7	2487.9	2501.2	10	14.47	18.42	29	32.89	31.58	29	25.00	23.68	31	27.63	26.32
Grade 6	2537.2	2514.2	2551.1	17	11.43	25.64	33	34.29	41.03	32	30.00	21.79	17	24.29	11.54
All Grades	N/A	N/A	N/A	17	13.29	26.84	28	28.90	29.71	28	26.91	23.64	26	30.90	19.81

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	18	15.79	37.66	49	50.00	36.36	34	34.21	25.97
Grade 4	26	21.52	24.39	47	54.43	59.76	26	24.05	15.85
Grade 5	14	15.79	21.05	46	52.63	55.26	40	31.58	23.68
Grade 6	20	21.43	30.77	53	47.14	47.44	27	31.43	21.79
All Grades	20	18.60	28.43	49	51.16	49.84	31	30.23	21.73

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	16	18.42	27.27	52	48.68	46.75	32	32.89	25.97
Grade 4	29	15.19	20.73	55	49.37	51.22	16	35.44	28.05
Grade 5	26	25.00	25.00	41	48.68	48.68	33	26.32	26.32
Grade 6	23	25.71	37.18	53	42.86	47.44	25	31.43	15.38
All Grades	23	20.93	27.48	50	47.51	48.56	26	31.56	23.96

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	16	11.84	24.68	63	69.74	63.64	21	18.42	11.69
Grade 4	16	11.39	14.63	74	65.82	70.73	11	22.78	14.63
Grade 5	10	17.11	13.16	65	65.79	65.79	24	17.11	21.05
Grade 6	18	14.29	21.79	74	67.14	65.38	8	18.57	12.82
All Grades	15	13.62	18.53	69	67.11	66.45	16	19.27	15.02

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	14	18.42	31.17	55	53.95	53.25	31	27.63	15.58
Grade 4	20	18.99	29.27	61	50.63	54.88	20	30.38	15.85
Grade 5	18	21.05	28.95	59	53.95	44.74	23	25.00	26.32
Grade 6	30	15.71	38.46	59	55.71	51.28	11	28.57	10.26
All Grades	21	18.60	31.95	58	53.49	51.12	21	27.91	16.93

Conclusions based on this data:

1.

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**		
	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	85	78	77	84	77	77	84	77	77	98.8	98.7	100
Grade 4	77	80	82	76	80	82	76	80	82	98.7	100	100
Grade 5	79	77	76	78	76	76	78	76	76	98.7	98.7	100
Grade 6	101	70	78	94	70	78	94	70	78	93.1	100	100
All Grades	342	305	313	332	303	313	332	303	313	97.1	99.3	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	2424.8	2408.0	2447.2	13	7.79	27.27	33	33.77	31.17	31	25.97	23.38	23	32.47	18.18
Grade 4	2491.2	2468.8	2467.8	26	15.00	15.85	33	26.25	25.61	28	38.75	36.59	13	20.00	21.95
Grade 5	2470.6	2487.7	2487.3	15	14.47	18.42	12	17.11	11.84	29	40.79	34.21	44	27.63	35.53
Grade 6	2550.4	2499.6	2552.4	22	12.86	28.21	29	25.71	28.21	33	22.86	26.92	16	38.57	16.67
All Grades	N/A	N/A	N/A	19	12.54	22.36	27	25.74	24.28	30	32.34	30.35	23	29.37	23.00

	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	31	23.38	36.36	39	36.36	42.86	30	40.26	20.78
Grade 4	39	27.50	26.83	36	31.25	41.46	25	41.25	31.71
Grade 5	19	21.05	23.68	28	34.21	30.26	53	44.74	46.05
Grade 6	33	27.14	38.46	41	22.86	33.33	26	50.00	28.21
All Grades	31	24.75	31.31	36	31.35	37.06	33	43.89	31.63

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	20	12.99	31.17	44	57.14	44.16	36	29.87	24.68
Grade 4	25	20.00	13.41	57	47.50	56.10	18	32.50	30.49
Grade 5	10	14.47	15.79	36	46.05	47.37	54	39.47	36.84
Grade 6	21	11.43	28.21	53	45.71	48.72	26	42.86	23.08
All Grades	19	14.85	22.04	48	49.17	49.20	33	35.97	28.75

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	19	16.88	36.36	61	49.35	44.16	20	33.77	19.48
Grade 4	29	17.50	23.17	47	56.25	51.22	24	26.25	25.61
Grade 5	12	14.47	17.11	44	55.26	47.37	45	30.26	35.53
Grade 6	22	12.86	32.05	62	48.57	50.00	16	38.57	17.95
All Grades	20	15.51	27.16	54	52.48	48.24	26	32.01	24.60

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K	7			21	12		50	29		14	12		7	47	
1	18	45		41	36		29	9		6			6	9	
2	15	33		23	33		54	22		8	6			6	
3	8	7		46	27		33	13		4	40		8	13	
4	15	25		38	25		38	25		8	17			8	
5	44	29		38	50		19	14						7	
6	38	40		38	40		25	20							
Total	19	24		36	30		35	20		6	12		4	14	

Planned Improvements in Student Performance

School Goal #1

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP Goal 1:
All students will attain proficiency in the core content areas.
SCHOOL GOAL #1:
The percentage of students in grades 3-6 scoring in levels 1 and 2 ("not meeting State Standards") on the 2018/19 Smarter Balanced Assessment Consortium (SBAC) CAASPP assessment will decrease by a minimum of 20% from the 2017-18 ELA and Mathematics results. All staff at Fern Drive will strive to ensure the success of all learners.
Data Used to Form this Goal:
Of the 215 students that participated in the 2017-18 CAASPP assessment, 55% of students met or exceeded the standard in ELA, and 44% of students met or exceeded the standard in Mathematics. We met our SPSA goals for the 2017-18 school year in both areas - ELA/Mathematics.
Findings from the Analysis of this Data:
At a minimum, Fern Drive students will score 60% meet/exceed standards in ELA, and 50% meet/exceed standards in Math on the 2018-19 CAASPP Assessments.
How the School will Evaluate the Progress of this Goal:
The 2018 SBAC results will be utilized to evaluate year end progress. In addition a variety of data will be utilized to determine progress towards meeting goals, both by whole school and by significant subgroups.
Teachers at Fern will evaluate progress throughout the year by:
Bi-weekly grade level meetings during PE time
Utilization of Illuminate and CFA's linked to grade level GVC's to analyze student progress
Teacher and textbook assessments

Teacher created grade level common formative assessments

Synced Solutions assessments/District Benchmarks

Teacher Observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will implement State Adopted Common Core Curriculum Standards.	Ongoing	Administration, teaching staff	IXL	4000-4999: Books And Supplies	LCFF - Supplemental	6,000.00
			ST Math	4000-4999: Books And Supplies	LCFF - Supplemental	3,500.00
Each grade level PLC Team will collaborate to review standards and curriculum, clarify when needed,and make sure all content within the curriculum are being taught and that			Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000.00
100% of students demonstrate mastery on identified Guaranteed and Viable Standards.			Teacher Planning Time (Summer)	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,800.00
All teachers will actively participate in curriculum planning days to ensure that the curriculum pacing is being implemented with fidelity and that teachers are collaborating on			Educational Applications	4000-4999: Books And Supplies	LCFF - Base	3,000.00
			Falcon Math Academy - Teacher Extra Time	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500
appropriate utilization of curricular materials to support student needs based on multiple measures.			Fountas & Pinnel LLI Intervention Kit	4000-4999: Books And Supplies	LCFF - Supplemental	6,000.00
Curriculum goals and expected outcomes will be early communicated to students and parents.			Supplemental Materials	4000-4999: Books And Supplies	LCFF - Base	5,000.00
ELA Strategies:						
First Best Instruction via Marzano Strategies						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RtI (Response to Intervention)						
Writer's Workshop Strategies						
Thinking Maps						
RSP Push in/Pull out						
StoryWorks Supplemental Reading Program						
Large and small group instruction, reteaching						
Core vocabulary development						
Charts and graphic organizers						
SIPPS vocabulary intervention						
Fountas & Pinnel LLI Intervention Kit (RtI only)						
Systematic ELD Instruction						
SDAIE and GLAD strategies						
Enrichment for GATE cluster						
Comparison and contrast strategies						
Reading comprehension strategies						
Read Naturally program						
IXL for Reading						
Literably for fluency						
Signs for Sounds program						

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
LindaMood Bell Seeing Stars						
Technology integration						
Kahn Academy						
Mathematics:						
CGI Strategies in the classroom						
Math Journals						
RTI (Response to Intervention)						
RSP Push in/Pull out						
MIND Institute's ST Math program for grades 1, 2						
IXL for Mathematics K, 3,4, 5, 6						
Hands-on manipulatives						
Small group instruction						
Differentiation of process, product, content						
Enrichment for GATE cluster						
Review/preview of math vocabulary and concepts						
Integration across the curriculum - STEAM						
Application to the real world						
Technology integration						

The School Plan for Student Achievement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kahn Academy						
Enrichment for GATE cluster						
Professional Learning Community model for collaboration	Ongoing	Administration, Teaching Staff	PE teacher	1000-1999: Certificated Personnel Salaries	LCFF - Base	16,712.50
and teacher professional development:			PE teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,712.50
Bi-weekly grade level meetings			CUE Conference (OC CUE/Annual CUE)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	4,000
Vertical grade level articulation			Substitute teachers	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000
Systematic ELD training						
CGI Training			Materials and supplies	4000-4999: Books And Supplies	Lottery: Instructional Materials	5,000
Thinking Maps Training			Fall CUE Conference	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000
District Staff Development Wednesdays						
Instructional technology training						
CUE Conferences						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Support Strategies:	Ongoing	Administration, teaching staff	Accelerated Reader	4000-4999: Books And Supplies	Donations	5,600
RtI Coach/Language Rotation time 30 minutes daily			iPads for grade level distribution	4000-4999: Books And Supplies	Foundation	5,000
Private or home tutoring			iPads for grade level distribution	6000-6999: Capital Outlay	LCFF - Supplemental	5,000
Read Naturally						
SIPPS Vocabulary Instruction						
Accelerated Reader Grades 1-6						
Before and after school intervention and tutoring			Curriculum - RtI	4000-4999: Books And Supplies	Lottery: Instructional Materials	6,000
Provide meaningful homework						
At home reading log						
One-on-One tutoring						
Saturday School						
Small group instruction						
Parent helpers						
In-class interventions and re-teaching						
Peer tutoring						
Reading buddies						
School-based resource help						
School based speech and language						
Differentiated Instruction						
Modified Classroom Assignments						

The School Plan for Student Achievement

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional technology - VIP 1:1 iPad Program						
Enrichment activities for gifted and talented students						
School/Home/Community Tools:	Ongoing	Administration, teaching staff	Materials and supplies	4000-4999: Books And Supplies	LCFF - Base	2,500
School and teacher websites						
Parent help in classrooms						
Parent Illuminate access						
Weekly Connect Ed messages						
Participation in community art and writing contests						
Local library support in lending books and programs						
Read Across America activities						
Wednesday Fern Drive folders						

Planned Improvements in Student Performance

School Goal #2

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: 21st Century Learning Skills
LEA/LCAP Goal 2:
Ensure access to, and mastery of 21st Century learning tools, resources, and skills for all staff and students.
SCHOOL GOAL #2:
Fern Drive's students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences via Science, Technology, Engineering, Arts and Mathematics (STEAM)
Data Used to Form this Goal:
In an effort to increase teacher efficacy and capacity, in 2018-19 Fern Drive will be working with the Orange County Department of Education with a focus on the Carngie STEM Excellence Pathways rubric to do critical self-reflection, analysis, an action plan based upon the analysis that will lead to teacher professional development in 2-3 areas of the STEM rubric. The school has created a STEAM leadership team to help facilitate this process.
Fern Drive is in the sixth year of implementation of the fifth and sixth grade Visible Learning 1:1 iPad Program. Students have access to technology throughout their day. Our school is currently a 1:1 iPad environment, with students in grades 3, 4, 5 and 6 taking their iPads home.
Teachers have resources in their classrooms, including teacher laptops and iPads, 65" HDTV sets and Apple TVs. In addition, students and staff have access to numerous supplemental resources via iPad Apps, and classroom programs. Our iPads are very outdated and we need to begin purchasing new ones.
Staff has been trained in utilizing educational technology, with the 2017-18 implementation of all staff becoming certified Apple Teachers. All staff members including speech, RSP, SCD and RtI, have been certified in either iPad, Mac or both platforms. The Fern Drive Staff is proficient in the use of technology in the classroom, yet technological use falls along a continuum of expertise. This inconsistency in classroom use of technology results in widely differing classroom experiences from class to class.
Findings from the Analysis of this Data:
There is a need for continued support for all members of the Fern Drive as the school is in the fifth year of fifth and sixth grade VIP 1:1 iPad Implementation and we are 1:1 iPads school wide in grades K-4, TK is a 3:1 ratio.

There is a need for greater support for teachers to ensure that best practices are currently in use regarding educational technology in all classrooms across campus. A need has also been identified for students in the use of technology for educational purposes. In addition, supporting students in become responsible digital citizens is also an ongoing need. The school will continue to teach Common Sense Media lessons and aim to be certified each year in the area of Digital Citizenship.

There is also an identified need for support for families in utilizing technology to support their students and to track academic progress.

Staff requires ongoing training and support with STEAM implementation.

Our iPads are very outdated and we need to begin purchasing new ones.

How the School will Evaluate the Progress of this Goal:

Progress towards meeting the goal of ensuring that all students and staff are maximizing their use of technology support educational goals will be measured through reflection at PLC time, self-study, and academic outcomes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support for Understanding of 21st Century Standards Focus on 21st century skills, content knowledge and expertise: Build teacher understanding throughout core curriculum as well as 21st century interdisciplinary themes. Emphasize deep understanding (SAMR Model) rather than shallow knowledge. Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; emphasize relevance of curriculum to real-life application.	Ongoing	Administration and teaching staff	Technology acquisition	6000-6999: Capital Outlay	LCFF - Base	6,000
			Planning and Collaboration Time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will engage in instruction that includes digital citizenship and ethics.						
Allow for various levels of student mastery and demonstration of student mastery.						
Support for 21st Century Professional Development: Use of Professional Rounds, "Ed Tech Pop-Up Sessions" and Co-Teaching with TOSA to assist in the integration of 21st century skills, tools and teaching strategies. Assist teachers in identifying what activities can be replaced/ demphasized. Teachers will balance direct instruction with project based learning, which includes Design Thinking and Maker's Challenges. Teachers and students will identify ways in which a deeper understanding of subject matter can actually enhance problem-solving and critical thinking.	Ongoing	Administration and teaching staff	Professional Development Planning and Collaboration Time	5800: Professional/Consulti ng Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	3,000 2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enable 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students.						

The School Plan for Student Achievement

10/15/18

Planned Improvements in Student Performance

School Goal #3

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Safety	
LEA/LCAP Goal 3:	
All District departments and school sites will provide a safe and secure environment for all staff and students.	
SCHOOL GOAL #3:	
Fern Drive will provide a welcoming, safe and secure environment for all members of our school community. We will also strive to achieve the PBIS Gold award from the State of California for the 2018-19 year.	
Data Used to Form this Goal:	
Customer Service Survey that is ongoing in the school office.	
High Reliability School - Safe School Survey data	
Youth Truth Survey Data	
Ongoing parent/community surveys	
SWIS data (PBIS)	
Findings from the Analysis of this Data:	
Fern Drive rated well in the area of school climate and safety. Students and and parents often comment on the positive culture and well-maintained campus. Student safety and well-being is a top priority for administration, certificated and classified staff members.	
How the School will Evaluate the Progress of this Goal:	
Customer Service Survey that is ongoing in the school office.	
SWIS data (PBIS)	

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

Using PBIS strategies, Fern Drive will promote positive relationships among adults, between adults and students, and among students, emphasizing the school's personal standards of "Be Respectful, Be Responsible and Be Safe."

Fern Drive will incorporate the feedback of FSD's PBIS coach.

Fern Drive Staff will create a school environment where students and staff are likely to feel safe and comfortable at school.

Utilize the revised PBIS matrix of behavior expectations and teach it to students throughout the school year.

Promote restorative justice for conflict resolution. | Ongoing | Administration and All Staff | Instructional Materials and Supplies | 4000-4999: Books And Supplies
None Specified | LCFF - Base

None Specified | 2,000 |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain/Increase School Attendance: Student Attendance incentives. Teach families the importance of daily school attendance. Emphasize importance of participation in family school events. Provide Saturday School opportunities to families for attendance recovery.	Ongoing	Administration, teaching staff	Community Outreach	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500
			Attendance Support Programs	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500
Supporting School Safety: Emphasize the importance of positive physical, mental, and emotional health for students and adults. Fern Drive's school grounds will be maintained to emphasize safety for all staff and students. A variety of regular drills will be held to support emergency preparedness. These drills include fire, earthquake, intruder and lockdown. A detailed emergency plan is in place, and is practiced annually, and all staff members understand their roles in the event of a serious emergency. Emergency Supplies are kept on site	Ongoing	Administration, teaching staff	School Improvement	6000-6999: Capital Outlay	LCFF - Base	5,000
			Emergency Supplies	4000-4999: Books And Supplies	LCFF - Base	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and updated on an annual basis. A detailed Safe School Plan is in place.						
Customer Service Emphasis: Fern Drive's staff will strive to provide excellent customer service to it's students, families and community members.	Ongoing	Administration, teaching staff				

Planned Improvements in Student Performance

School Goal #4

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent/Community Involvement
LEA/LCAP Goal 4:
Increase parent and community involvement and communication throughout the District.
SCHOOL GOAL #4:
Fern Drive values it's home/school/community partnership. It is the ongoing goal of the school to have positive communication and interactions between all three partners with the goal of increasing knowledge and participation in school Initiatives.
Data Used to Form this Goal:
The Principal sends weekly Connect -Ed messages via phone call and email to parents and staff. Our school website, www.fullertonsd.org/fern, also has an up-to-date calendar, posts all school events, teacher emails, teacher websites, and parent group information (PTA, Foundation, SSC, ELAC). The marquee in front of the school also posts monthly activities. Teachers and staff communicate regularly with parents via Class Dojo, SeeSaw, email, telephone and in person. Finally, our Wednesday folders are sent home weekly - they include flyers from the community, graded classwork and other pertinent information regarding school activities. Teachers send home monthly progress reports for all students. Fern Drive School will host a series of classes called "School Smarts" program, written by PTA.
Findings from the Analysis of this Data:
School Communication is a strength at Fern Drive, however though the school sends out written notices, e-mails, phone calls, and repeated messages, some parents are surprised to learn of events that have been well-publicized via Twitter, Instagram, Facebook, school website, flyers and Connect -Ed messages. Communication with students is very good, and teachers utilize a variety of communication tools to keep parents informed of student progress. These include the Illuminate Gradebook Portal, Class Dojo and SeeSaw. Communication with the School District falls primarily on the school administration and office staff. District to school site contact is done mostly in the form of e-mail, phone call or direct contact. As a result of 2017-18 Youth Truth and High Reliable School surveys, parents requested ongoing communication regarding their child's progress. In response to this, Fern Drive teachers will be sending monthly progress reports. All staff emails include a feedback feature, that is checked regularly and shared with the staff: Want to leave us feedback, report something or share ideas? http://bit.ly/2wVRUhS

How the School will Evaluate the Progress of this Goal:

Effective communication will be measured through a Districtwide survey that is completed each spring. Our Office also has a Google Form that parents can utilize to provide feedback and suggestions on how to make improvements in this area.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supporting School to Home Communication: School administration, front office and classroom teachers will establish positive communication prior to the start of the school year. Information will be disseminated to families describing school programs, policies, and procedures. The school will communicate via Connect Ed calls and school website and marquee, PeachJar, Twitter, Instagram and Facebook to inform all families of current events, celebrate success, and support academic excellence. The office has two iPads for parents to communicate with staff if there is no technology available in the home. The office also displays school events on a TV mounted in the front office that utilizes an iPad and Apple TV.	Ongoing	School administration, office, all teaching/classified staff.		None Specified None Specified	LCFF - Base LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Personal phone calls and face to face meetings will ensure that important information regarding academic or behavioral concerns is conveyed directly.						
Supporting Communication Among Staff and Students: Teachers will make communication learning goals and work expectations to students. Teachers will promote positive communication and celebrate success. Staff to student communication will be made through a variety of communication tools such as PeachJar, Class Dojo, SeeSaw, Haiku, email, phone, face to face, and announcements. Office Staff and Administration will be available to students to support as needed throughout the school day.	Ongoing	School administration, office, all teaching/classified staff.				
Supporting Communication Among Students: Positive communication skills will be promoted through parent/family meetings, classroom discussion, curricular connections, and one to one conversation.	Ongoing	School administration, office, all teaching/classified staff.	Common Sense Media			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will understand the importance of positive communication through social media and demonstrate an understanding of positive digital citizenship. Students will demonstrate proficiency in oral and written communication skills. Support for students in need will be available through teachers, the school administrative team, PBIS Team, and the school counselor.						
Supporting Communication with the Wider Community: Fern Drive will utilize social media (Facebook, Twitter, Instagram) to promote school programs, practices, events, and to celebrate success. Fern Drive will also participate in community events such as All the Arts Pin Auction, and the Toast to Learning Event, and Fit Families event.	Ongoing	School administration, office, all teaching/classified staff.				

Fullerton School Site Budgets and Programs Included in this Plan

PROGRAMS	Funding	Funding Allocations
Local Control Funding Formula (LCFF) – Supplemental Grant / Response to Intervention (302) Purpose: To provide support for targeted subgroups including low income, English learners, foster youth and reclassified students.	X	$77,749
Local Control Funding Formula (LCFF) – Base Grant / Site Discretionary (304) Purpose: To provide flexibility in the use of state and local funds.	X	$73,432
Instructional Materials (812) Purpose: To provide funding for instructional materials to support the implementation of the Common Core State Standards.	X	$10,318
Title I, Part A Schoolwide Program (212) Purpose: To improve basic programs for all educationally disadvantaged students.		N/A
Other State or Federal Program Grants:		

Centralized Support for Planned Improvements in Student Performance

Centralized Services in support of this plan are provided through categorical funds allocated in the Consolidated Application and other sources. The District Office provides a variety of centralized services to sites. These include leadership and support for instructional delivery, policy development and administration, budget development and adherence, distribution of funds, staff development school plan development, and student assessment and program evaluation.

PROGRAMS	Centralized Amount	Description of Specific Services
Federal:		
Title I Part A Schoolwide Programs	N/A	Services include personnel to support the administration of program requirements, academic supports, intervention support, paraprofessionals, substitute costs, parent education and professional development.
Title II Teacher and Principal Quality	$1,499	Services include personnel, instructional materials, substitute costs, and consultant costs to support research-based professional development in the areas of: Response to Intervention, data driven instruction, Induction activities, 21st Century learning, language arts, mathematics, science and social science/history, and science kits.
Title III Education of English Learners	$188	Services include personnel, instructional materials, substitute costs, and consultant costs to support EL programs in the areas of: student interventions, instructional aide support, parent education, instructional materials, and professional development activities designed to increase language proficiency for students.

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	5,600.00
4000-4999: Books And Supplies	Foundation	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	31,012.50
4000-4999: Books And Supplies	LCFF - Base	15,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	3,000.00
6000-6999: Capital Outlay	LCFF - Base	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,212.50
4000-4999: Books And Supplies	LCFF - Supplemental	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,000.00
6000-6999: Capital Outlay	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	11,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations	5,600.00
Foundation	5,000.00
LCFF - Base	66,512.50
LCFF - Supplemental	48,712.50
Lottery: Instructional Materials	11,000.00

Summary of Expenditures in this Plan

<u>Total Expenditures by Object Type</u>

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	55,225.00
4000-4999: Books And Supplies	52,600.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00
6000-6999: Capital Outlay	16,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,325.00
Goal 2	20,500.00
Goal 3	13,000.00

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
Jillian Bell				X	
Mike Kang				X	
Veronica Kelii				X	
Christina Mederios				X	
Vanessa Stewart				X	
Nicole Wenthur		X			
Deborah Ronstadt		X			
Meghan Phillips		X			
Julie Brandon	X				
Deborah York			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)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):**

    X School Advisory Committee for State Compensatory Education Programs

    X English Learner Advisory Committee

    Community Advisory Committee for Special Education Programs

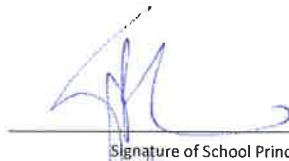   Gifted and Talented Education Program Advisory Committee

    Other *(list)*

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 18, 2018.

Attested:

Dr. Julie Brandon		10/18/18
Typed Name of School Principal	Signature of School Principal	Date
Vanessa Stewart		10-18-18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date