

The Single Plan for Student Achievement

School: Fern Drive Elementary School
CDS Code: 30-66506-6028039
District: Fullerton School District
Principal: Julie Brandon
Revision Date: 08/28/17

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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Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Initial Assessment) Results	11
CELDT (All Assessment) Results	12
Planned Improvements in Student Performance	13
School Goal #1	13
School Goal #2	19
School Goal #3	22
School Goal #4	25
Fullerton School Site Budgets and Programs Included in this Plan	29
Centralized Support for Planned Improvements in Student Performance	30
Summary of Expenditures in this Plan	31
Total Expenditures by Object Type and Funding Source	31
Total Expenditures by Funding Source	32
Total Expenditures by Object Type	33
Total Expenditures by Goal	34
School Site Council Membership	35
Recommendations and Assurances	36

School Vision and Mission

Fern Drive Elementary School's Vision and Mission Statements

Fern Drive is an inclusive learning community where students are treated with care and respect. Daily instruction focuses on high academic standards that are taught in a safe and nurturing environment. Our goal is to educate the whole child and to ensure that every student is engaged, challenged, healthy, safe, and supported.

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 2017-18 school year is 549 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 Fern Drive staff includes a principal, eighteen general education classroom teachers, and one special day classroom teachers. 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 Techknowledge was formed at the end of the 2012 - 13 school year. The mission of the Fern Drive Foundation for Education and Techknowledge 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, 1:1 iPad use in fourth, third, second and first grades. Kindergarten and TK use iPads in small group settings. They also have access to the school library in addition to a wide range of classroom resources that help to develop their skills and knowledge.

Fern Drive's students participate in the UCI M.I.N.D. Institute's ST Math Program. Through this program, students utilize the computer-based conceptual math learning activities. This research-based program links brain research and spatial reasoning to students' developmental understanding of math concepts and standards.

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

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).

School site administered the Marzano High Reliability School surveys from August 14 - 29th. These results will be used to make school climate improvements. Later in the fall, the 3-6 grade student population will be administered the Youth Truth Survey to make improvements to school culture/climate.

Classroom Observations

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.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
Meeting performance goals
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Meeting performance goals

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
Exceeding performance goals
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
Meeting performance goals
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
Meeting performance goals

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Meeting performance goals
7. Teacher collaboration by grade level and/or department (EPC)
Meeting performance goals

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
Meeting performance goals
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
Meeting performance goals
10. Lesson pacing schedule and master schedule flexibility for sufficient numbers of intervention courses (EPC)
Meeting performance goals
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
Meeting performance goals
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)
Meeting performance goals

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
Meeting performance goals
14. Research-based educational practices to raise student achievement
Meeting performance goals

Parent Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
Meeting performance goals
16. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of ConApp programs (5 CCR 3932)
Meeting performance goals

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
Meeting performance goals
18. Fiscal support (EPC)
Meeting performance goals

District Benchmark Testing (K-1)

19. Describe how your school site supports Kindergarten through First grade teachers for District Benchmark Testing: If requested, teachers will be provided in class proctoring and support.

Transition from Preschool to Kindergarten (Title I Schools K-6)

20. 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 (beginning of the year benchmarks, common formative assessments, SBAC) indicates that in the area of mathematics, we need more work with Communicating Reasons. 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 including CGI as an instructional strategy along with our newly adopted mathematics curriculum, student proficiency rates should increase.

Barrier Goal 2: Data from various sources (iReady summative assessments, common formative assessments, SBAC, DIBELS, DAZE, QPS, STAR Reading) suggests that in the area of English Language Arts we need to continue focusing on Reading Comprehension and Providing Clear and Purposeful writing. 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	77	85	78	76	80	76	76	80	76	98.7	94.1	97.4
Grade 4	90	77	80	89	76	79	88	76	79	98.9	98.7	98.8
Grade 5	97	79	77	92	78	76	92	78	76	94.8	98.7	98.7
Grade 6	99	101	70	98	93	70	96	93	70	99.0	92.1	100
All Grades	363	342	305	355	327	301	352	327	301	97.8	95.6	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2397.4	2406.9	2403.8	17	15	14.47	11	19	21.05	34	31	30.26	38	35	34.21
Grade 4	2442.7	2478.3	2451.3	12	25	12.66	27	32	27.85	24	20	22.78	36	24	36.71
Grade 5	2485.3	2477.7	2487.9	18	10	14.47	30	29	32.89	17	29	25.00	34	31	27.63
Grade 6	2535.7	2537.2	2514.2	17	17	11.43	34	33	34.29	28	32	30.00	19	17	24.29
All Grades	N/A	N/A	N/A	16	17	13.29	26	28	28.90	25	28	26.91	31	26	30.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	18	15.79	37	49	50.00	51	34	34.21
Grade 4	15	26	21.52	49	47	54.43	36	26	24.05
Grade 5	23	14	15.79	40	46	52.63	37	40	31.58
Grade 6	19	20	21.43	51	53	47.14	30	27	31.43
All Grades	17	20	18.60	45	49	51.16	38	31	30.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	16	18.42	47	52	48.68	34	32	32.89
Grade 4	9	29	15.19	56	55	49.37	35	16	35.44
Grade 5	21	26	25.00	41	41	48.68	38	33	26.32
Grade 6	25	23	25.71	46	53	42.86	29	25	31.43
All Grades	18	23	20.93	47	50	47.51	34	26	31.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	16	11.84	59	63	69.74	22	21	18.42
Grade 4	14	16	11.39	66	74	65.82	20	11	22.78
Grade 5	18	10	17.11	61	65	65.79	21	24	17.11
Grade 6	24	18	14.29	65	74	67.14	11	8	18.57
All Grades	19	15	13.62	63	69	67.11	18	16	19.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	14	18.42	47	55	53.95	36	31	27.63
Grade 4	14	20	18.99	57	61	50.63	30	20	30.38
Grade 5	27	18	21.05	50	59	53.95	23	23	25.00
Grade 6	27	30	15.71	64	59	55.71	9	11	28.57
All Grades	22	21	18.60	55	58	53.49	24	21	27.91

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	77	85	78	76	84	77	76	84	77	98.7	98.8	98.7
Grade 4	90	77	80	90	76	80	90	76	80	100.0	98.7	100
Grade 5	97	79	77	92	78	76	92	78	76	94.8	98.7	98.7
Grade 6	99	101	70	98	94	70	98	94	70	99.0	93.1	100
All Grades	363	342	305	356	332	303	356	332	303	98.1	97.1	99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2435.0	2424.8	2408.0	21	13	7.79	30	33	33.77	25	31	25.97	24	23	32.47
Grade 4	2446.2	2491.2	2468.8	12	26	15.00	20	33	26.25	38	28	38.75	30	13	20.00
Grade 5	2486.3	2470.6	2487.7	15	15	14.47	11	12	17.11	39	29	40.79	35	44	27.63
Grade 6	2545.0	2550.4	2499.6	27	22	12.86	16	29	25.71	35	33	22.86	22	16	38.57
All Grades	N/A	N/A	N/A	19	19	12.54	19	27	25.74	35	30	32.34	28	23	29.37

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	31	23.38	34	39	36.36	28	30	40.26
Grade 4	20	39	27.50	31	36	31.25	49	25	41.25
Grade 5	23	19	21.05	32	28	34.21	46	53	44.74
Grade 6	35	33	27.14	33	41	22.86	33	26	50.00
All Grades	29	31	24.75	32	36	31.35	39	33	43.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	20	12.99	49	44	57.14	28	36	29.87
Grade 4	13	25	20.00	50	57	47.50	37	18	32.50
Grade 5	12	10	14.47	41	36	46.05	47	54	39.47
Grade 6	19	21	11.43	51	53	45.71	30	26	42.86
All Grades	17	19	14.85	48	48	49.17	35	33	35.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	19	16.88	50	61	49.35	26	20	33.77
Grade 4	14	29	17.50	48	47	56.25	38	24	26.25
Grade 5	12	12	14.47	46	44	55.26	42	45	30.26
Grade 6	30	22	12.86	46	62	48.57	24	16	38.57
All Grades	20	20	15.51	47	54	52.48	33	26	32.01

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	***			***	***		***	***							
1	11	13	50	39	47	50	33	33		11	7		6		
2	24	15	38	33	23	38	43	54	19		8				6
3	8	5	8	33	53	33	50	37	17		5	42	8		
4	24	17	30	41	33	30	35	42	30		8	10			
5	33	44	33	56	38	58	11	19	8						
6	14	43	40	29	43	40	57	14	20						
Total	20	20	32	38	40	40	38	35	18	2	5	9	2		1

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	6	7		17	21		50	50		22	14		6	7	
1	11	18		37	41		32	29		11	6		11	6	
2	23	15		32	23		41	54			8		5		
3	8	8		33	46		50	33			4		8	8	
4	20	15		40	38		30	38			8		10		
5	33	44		56	38		11	19							
6	11	38		22	38		44	25		11			11		
Total	16	19		33	36		38	35		6	6		7	4	

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 2017/18 Smarter Balanced Assessment Consortium (SBAC)/CAASPP will decrease by a <u>minimum</u> of 20% from the 2016/17 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 219 students that participated in the 2016/17 CAASPP assessment, 42% of students met or exceeded the standard in ELA, and of 39% students met or exceeded the standard in Mathematics. We did not meet our SPSA goals for the 2016-17 school year.
Findings from the Analysis of this Data:
At a <u>minimum</u> , Fern Drive students will score 50.4% meet/exceed standards in ELA, and 47% meet/exceed standards in Math.
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 to analyze student progress Teacher and textbook assessments Teacher created grade level common formative assessments <u>Synced Solutions assessments/District Benchmarks</u>

Teacher Observations

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All teachers will implement State Adopted Common Core Curriculum Standards. 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 100% of students demonstrate mastery on identified Guaranteed and Viable Standards. 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 appropriate utilization of curricular materials to support student needs based on multiple measures. Curriculum goals and expected outcomes will be early communicated to students and parents.</p>	Ongoing	Administration, teaching staff	IXL	0000: Unrestricted	LCFF - Supplemental	6,000.00
			ST Math	4000-4999: Books And Supplies	LCFF - Supplemental	3,325.00
			Substitute Teachers	0000: Unrestricted	LCFF - Base	3,000.00
			Teacher Planning Time (Summer)	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,800.00
			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
			Momentum in Teaching - 4 Day Writer's Workshop Training - all teachers	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	10,200

ELA Strategies:
 First Best Instruction via Marzano

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Strategies</p> <p>RtI (Response to Intervention) Writer's Workshop Strategies Thinking Maps RSP Push in/Pull out Amplify Supplemental Reading Program StoryWorks Supplemental Reading Program Large and small group instruction Core vocabulary development Charts and graphic organizers SIPPS vocabulary intervention Systematic ELD Instruction SDAIE and GLAD strategies Enrichment for GATE cluster Comparison and contrast strategies Reading comprehension strategies Read Naturally program Literably Reading Fluency Program IXL for Reading Literably for fluency Signs for Sounds program LindaMood Bell Seeing Stars Technology integration Kahn Academy</p> <p>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, 4</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
IXL for Mathematics K, 3, 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 Kahn Academy Enrichment for GATE cluster						
<u>Professional Learning Community model for collaboration & teacher professional development:</u> Bi-weekly grade level meetings Vertical grade level articulation Systematic ELD training CGI Training Thinking Maps Training District Staff Development Wednesdays Instructional technology training CUE Conferences	Ongoing	Administration, Teaching Staff	PE teacher	1000-1999: Certified Personnel Salaries	LCFF - Base	16,712.50
			PE teacher	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	16,712.50
			CUE Conference (OC CUE/Annual CUE)	0000: Unrestricted Personnel Salaries	LCFF - Base	4,000
			Substitute teachers	0000: Unrestricted	LCFF - Base	3,000
			Materials and supplies	4000-4999: Books And Supplies	Lottery: Instructional Materials	5,000
<u>Student Support Strategies:</u> RtI Coach/Language Rotation	Ongoing	Administration, teaching staff	Accelerated Reader	None Specified	Donations	5,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
time 30 minutes daily Private or home tutoring Read Naturally SIPP's Vocabulary Instruction Accelerated Reader Grades 1-6 Before and after school intervention and tutoring 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 Instructional technology - VIP 1:1 iPad Program Enrichment activities for gifted and talented students			iPads for grade level distribution	None Specified	Foundation	5,000
			iPads for grade level distribution	6000-6999: Capital Outlay	LCFF - Supplemental	5,000
Curriculum - RTI Read Naturally			4000-4999: Books And Supplies	Lottery: Instructional Materials		2,000
			4000-4999: Books And Supplies	Lottery: Instructional Materials		700
School/Home/Community Tools: 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	Ongoing	Administration, teaching staff	Materials and supplies 4000-4999: Books And Supplies	LCFF - Base		2,500

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:
Fern Drive is in the fourth 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 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. Staff has been trained in utilizing educational technology, with the 2017-18 implementation of all staff becoming certified Apple Teachers. Currently 14 staff members 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.

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
<p>Support for Understanding of 21st Century Standards Focus on 21st century skills, content knowledge and expertise:</p> <p>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. Teachers will engage in instruction that includes digital citizenship and ethics. Allow for various levels of student mastery and demonstration of student mastery.</p>	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
<p>Support for 21st Century Professional Development:</p> <p>Use of Professional Rounds, "Ed Tech Pop-Up Sessions" & Co-Teaching with TOSA to assist in the integration of 21st century skills, tools and teaching</p>	Ongoing	Administration and teaching staff	Apple Teacher Certification Training - All teachers	5800: Professional/Consulting Services And Operating Expenditures		0.00
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>strategies. Assist teachers in identifying what activities can be replaced/de-emphasized.</p> <p>Teachers will balance direct instruction with project based learning.</p> <p>Teachers and students will identify ways in which a deeper understanding of subject matter can actually enhance problem-solving and critical thinking.</p> <p>Enable 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students.</p>			<p>Planning and Collaboration Time</p>	<p>1000-1999: Certified Personnel Salaries</p>	<p>LCFF - Supplemental</p>	<p>2,500</p>

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.
Data Used to Form this Goal:
Customer Service Survey that is ongoing in the school office.
High Reliability School - Safe School Survey data
SWIS data (PBIS)
Findings from the Analysis of this Data:
Fern Drive rated well in the area of school climate and safety. Students 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
<p>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 & Be Safe."</p> <p>Fern Drive Staff will create a school environment where students and staff are likely to feel safe and comfortable at school.</p> <p>Utilize the revised PBIS matrix of behavior expectations and teach it to students throughout the school year.</p> <p>Promote restorative justice for conflict resolution.</p>	Ongoing	Administration & All Staff	<p>Instructional Materials and Supplies</p> <p>NED Assembly - Never Give Up! All students TK-6</p> <p>The Power of One Student Assembly All students TK - 6</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	LCFF - Base	2,000
<p>Maintain/Increase School Attendance: Teach families the importance of daily school attendance. Emphasize importance of participation in family school events.</p> <p>Provide Saturday School opportunities to families for attendance recovery.</p>	Ongoing	Administration, teaching staff	<p>Community Outreach</p> <p>Attendance Support Programs</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	LCFF - Base	1,500
<p>Supporting School Safety: Emphasize the importance of positive physical, mental, and</p>	Ongoing	Administration, teaching staff	School Improvement	6000-6999: Capital Outlay	LCFF - Base	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>emotional health for students and adults.</p> <p>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.</p> <p>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.</p> <p>Emergency Supplies are kept on site and updated on an annual basis.</p> <p>A detailed Safe School Plan is in place.</p>			Emergency Supplies	7000-7439: Other Outgo	LCFF - Base	3,000
<p>Customer Service Emphasis: Fern Drive's staff will strive to provide excellent customer service to it's students, families and community members.</p>	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:
Improve communication throughout the District and Community.
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. Fern Drive School will host a series of classes called the "Falcon Parent Academy" and address topics such as technology integration, parenting styles and bullying.
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.
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? https://bit.ly/2wvR0J5

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
<p>Supporting School to Home Communication:</p> <p>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.</p> <p>The school will communicate via Connect Ed calls and school website and marquee, Twitter, Instagram and Facebook to inform all families of current events, celebrate success, and support academic excellence.</p> <p>The office has one iPad 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.</p> <p>Personal phone calls and face to face meetings will ensure that important information regarding academic or behavioral concerns is conveyed directly.</p>	Ongoing	School administration, office, all teaching/classified staff.	Samsung 55" TV	5900: Communications	LCFF - Base	1500.00
			iPad (2)	None Specified	None Specified	0.00
			Apple TV	5900: Communications	LCFF - Base	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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 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.</p>	Ongoing	School administration, office, all teaching/classified staff.				
<p>Supporting Communication Among Students: Positive communication skills will be promoted through parent/family meetings, classroom discussion, curricular connections, and one to one conversation. 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</p>	Ongoing	School administration, office, all teaching/classified staff.	Common Sense Media	None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>through teachers, the school administrative team, PBIS Team, and the school counselor.</p> <p>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.</p>	Ongoing	School administration, office, all teaching/classified staff.		None Specified	None Specified	0.00

Fullerton School Site Budgets and Programs Included in this Plan

PROGRAMS	Funding	Funding Allocations
<p>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.</p>	X	\$77,579
<p>Local Control Funding Formula (LCFF) – Base Grant / Site Discretionary (304) Purpose: To provide flexibility in the use of state and local funds.</p>	X	\$71,556
<p>Instructional Materials (812) Purpose: To provide funding for instructional materials to support the implementation of the Common Core State Standards.</p>	X	\$10,000
<p>Title I, Part A Schoolwide Program (212) Purpose: To improve basic programs for all educationally disadvantaged students.</p>		N/A
<p>Other State or Federal Program Grants:</p>		

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	\$1,428	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, 21 st Century learning, language arts, mathematics, science and social science/history, and science kits.
Title III Education of English Learners	\$194	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
None Specified	Donations	5,600.00
None Specified	Foundation	5,000.00
0000: Unrestricted	LCFF - Base	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	25,012.50
4000-4999: Books And Supplies	LCFF - Base	8,300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	13,200.00
5900: Communications	LCFF - Base	1,600.00
6000-6999: Capital Outlay	LCFF - Base	12,000.00
7000-7439: Other Outgo	LCFF - Base	3,000.00
0000: Unrestricted	LCFF - Supplemental	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,212.50
4000-4999: Books And Supplies	LCFF - Supplemental	3,325.00
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	7,700.00
None Specified	None Specified	0.00

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	73,112.50
LCFF - Supplemental	42,537.50
Lottery: Instructional Materials	7,700.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	16,000.00
1000-1999: Certificated Personnel Salaries	49,225.00
4000-4999: Books And Supplies	19,325.00
5800: Professional/Consulting Services And Operating Expenditures	17,200.00
5900: Communications	1,600.00
6000-6999: Capital Outlay	17,000.00
7000-7439: Other Outgo	3,000.00
None Specified	10,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,050.00
Goal 2	20,500.00
Goal 3	14,800.00
Goal 4	1,600.00

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
Andrea Faeh				X	
Jillian Bell				X	
Leslie Fierro				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	4	1	4	

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

Recommendations and Assurances

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

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

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 21, 2016.

Attested:

Julie Brandon

Typed Name of School Principal



Signature of School Principal

10/17/17

Date

Andrea Faeh

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10-17-17

Date

