School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foskett Ranch Elementary School	31-66951-0108514	November 9, 2021	December 21, 2021

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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).

In Spring of 2020, 5th grade students at Foskett Ranch participated in the California Healthy Kids Survey. The purpose of this survey is to gauge students' feelings about school and their overall mental and physical health. While overall well being, school safety, and academic expectations were high, culture and climate indicators scored lower. 74% of students felt some sort of school connectedness. Additionally, only 69% of students felt that they received social-emotional supports and 64% felt that school was an anti-bullying climate. Foskett Ranch is planning on giving a similar survey to a wider range of students this year.

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

Tenured teachers are observed formally every other year as a part the formal evaluation process outlined in the Western Placer Teacher Association contract. Probationary teachers are formally observed each year until they receive tenure. All teachers are observed informally throughout the school year using walkthrough observations and feedback. Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports. An increase in use of engagement strategies (whiteboards, group work, think-pair-share) and strategies to support English Language Learners and students with special needs such as GLAD strategies, Daily 5 activities and differentiation are evident on campus as well as strategies. Students know the learning outcomes for English language arts and math as they are posted in the classroom and outlined to the students at the beginning of each lesson. Foskett Ranch is also focusing on building our MTSS team and creating a sustainable program where the classroom teacher is delivering high quality first instruction as well as acting as the first line of attack when students are struggling.

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

All teachers on site possess sufficient credentials to teach the subjects for which they are assigned. This year all staff continue to participate in staff development to the extent that COVID restrictions allow, to address language arts, math, instruction, health and wellness, safety and our computer adapted intervention program (i-Ready). Staff also continue to participate in refresher courses to address strategies that meet the needs of English language learners and students with disabilities, the Next Generation Science Standards, Response to Intervention strategies, backwards planning of strategies, technology use in the classroom and classroom management and strategies. Teachers attend additional professional
development workshops at the district and county levels on a variety of topics related to the Common Core State Standards.

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

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

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

Three district curriculum coaches (one ELA, one math, one ELD) are available to work with teachers. Content experts in the area of behavior and special education also provide support to teachers when needed.

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

The district calendar includes an early release day each week for teacher collaboration. Grade levels meet during these days to analyze student assessment data, set goals for achievement based on the assessment data, discuss and implement strategies to meet students' needs and ensure students achieve set goals, and to monitor student and grade level progress. Special Education, music and science teachers participate in grade level team meetings as well as cross site department meetings. As available substitutes increase, we will continue to provide additional release time to examine math frameworks, plan and analyze math instruction, and analyze student writing in the three text types (narrative, opinion, informative) as compared to the common core writing standards and the state exemplars.

Teaching and Learning

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

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

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

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

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

School grade level teams create pacing guides and unit maps. School grade level teams analyze data and collaborate to plan and implement instruction during intervention blocks to meet the needs of their students during the day.

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

Standards-based instructional materials are available in all core areas for all K-5 students. Supplemental materials have also been purchased with LCFF funds as needed. The language arts program at grades 4 and 5 includes core literature units that were developed to align to the state standards; teachers in grades K - 3 use the Benchmark Advance language arts curriculum from the state-adopted list. Software implemented district-wide (including i-Ready) is standards-aligned and individualizes intervention for students in language arts and math. Supplementary materials are used for students below or well below basic levels. In math, Pearson's EnVision Math is the adopted curriculum, and Ready Math provides supplemental lessons and video tutorials . Language arts, math, and art/music programs offer resources for multi-ability levels. Classes have all proper music materials. WPUSD Board of Trustees adopts an annual resolution confirming instructional materials are available to students.

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

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

Opportunity and Equal Educational Access

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

Volunteers assist students in class
Sun City Retirement Community SCHOOLS volunteers are often retired teachers that provide support for underperforming students
Newsletter, Parent Square, and Facebook communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
Possible retention notices list school staff, parent and student actions
Teachers cover all content standards in each grade level
Cross age tutors – study buddies – with older students helping younger students
Student teachers utilized at times during the year in specific classes
Decodable leveled books used to assist students
An Intervention Service Provider (ISP) works with teachers to address the needs of underperforming students
Homework intervention support is available, as funds are available, to assist students with English language arts and math
A software program, iReady, supports students school-wide by identifying specific skills and concepts for each student and providing systematic instruction for each student in reading and math
Supplemental materials and strategies shared among staff to assist lower performing students
Student Study Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in Special Education programs
A partnership with Lincoln High School provides tutors and a teacher to assist struggling students after school three days per week
All English Learner students receive ELD instruction daily from a credentialed teacher (designated/integrated).

In an effort to combat the learning loss caused by the COVID-19 pandemic, elementary school libraries have extended the hours they are open (as staffing allows) to create a space where students can access tutoring and additional resources "after hours" to help with learning recovery. Additional ISP/aide time was also added to Kinder and first grade classroom (as staffing allows) to mitigate learning loss.

Evidence-based educational practices to raise student achievement

In addition to direct instruction, staff work with students in small groups during intervention time and pull back groups after direct instruction to target skills for remediation. Teachers implement research-based strategies to address English learners (GLAD) as well as integrated and designated English language development. Software to address instructional reading and math needs for all students, Read Naturally fluency and vocabulary development, core curriculum intervention and enrichment activities, software tutorial programs that target specific reading deficiencies, and direct instruction strategies (EDI, TESS).

Parental Engagement

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

STAR Before and After School Program is a private, fee-based company that contracts with WPUSD from 6:30 AM to 6:30 PM
Wellness Together services for family, parent, student counseling and guidance services and onsite social skills training for small groups.
SST meetings to assess and assist student needs with faculty/parent input
Parent/teacher conferences with minimum days set for communication regarding progress towards state standards
Placer County Office of Education workshops
WPUSD in-services
Special Education RSP & Speech
Enrichment field trips
Volunteers (parent, grandparent, Sun City community volunteers) in classrooms
Instructional assistant for academics in RSP
Special Day Classes for students with moderate/severe disabilities
After-School tutoring as funds allow
Prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
Community sports programs (soccer, football, baseball, basketball)
Library time scheduled for all students weekly
After school enrichment clubs (private or PTO sponsored)
SARB assistance for students who are chronically truant
Placer Area Reading Council workshops
Student created/led clubs
Designated/Integrated ELD

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

Not Applicable

<u>Funding</u>

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

Leveled reading materials allow teachers to work with small groups of students performing below grade level.
Intervention Services Provider serves students struggling in the area of reading
Intervention curriculum has been purchased to assist in targeted intervention
Many various supplemental materials, as requested and funds available, for staff to assist student needs
After-school homework assistance and tutoring helps students referred by teachers and/or parents to receive assistance with basic skills
Student Study Team (SST) meetings with staff and parents to assist students with academics, social, behavioral, and emotional issues
Blocks of time are planned at each grade level to allow teachers to collaborate to provide small group, targeted assistance and enrichment for students in the area of English language arts
iReady online diagnostic and tutorial for reading and math target individual needs and provide online tutoring for each student

Fiscal support (EPC)

The site receives $47 per student in discretionary funds, and each teacher receives $500 in lottery funds. Categorical funds include an LCFF supplemental allocation of $38,723. PTO provides classroom grants of $12 per child to support classroom instruction/field trips and provides funding for various campus projects and programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Foskett Ranch School Site Council meets at least three times per year to discuss academic and behavioral data and to check progress towards current goals. This process allows for discussions regarding next steps and what is needed to help Foskett Ranch students be as successful as possible in both areas. As COVID has affected both academics and the mental health of our students, Site Council members agreed that the focus for the 21-22 school year should be in these areas

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.93%	0.73%	%	4	3	
African American	2.31%	1.7%	1.6%	10	7	6
Asian	2.55%	2.43%	3.2%	11	10	12
Filipino	2.55%	1.21%	2.4%	11	5	9
Hispanic/Latino	25.69%	22.82%	23.7%	111	94	89
Pacific Islander	0.46%	0.24%	0.3%	2	1	1
White	60.42%	64.08%	62.1%	261	264	233
Multiple/No Response	%	1.7%	6.1%		21	23
			Total Enrollment	432	412	375

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	75	75
Grade 1	69	71	53
Grade 2	70	69	69
Grade3	71	63	53
Grade 4	63	69	58
Grade 5	81	65	67
Total Enrollment	432	412	375

Conclusions based on this data:

1. The overall enrollment of Foskett Ranch has steadily decreased over the past three years

2. Kindergarten continues to be the grade level with the highest enrollment

3. While the number of Hispanic students is slightly declining, the overall percentage of Hispanic students at Foskett Ranch is increasing

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

All students will reach high standards in English Language Arts, Mathematics, and Science.

Identified Need

Overall scores on Diagnostic 1 for i-Ready have shown that 73% of students are scoring below grade level in ELA and 80% of students are below grade level in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
As shown in the i-Ready diagnostic 1, students are struggling in phonics, vocabulary, and comprehension of literary and informational texts	Phonological Awareness- 83% of students performed at or above grade level. 17% of students performed one year or more below grade level Phonics- 51% of students performed at or above grade level. 48% of students performed one year or more below grade level HFW-74% of students performed at or above grade level. 24% of students performed one year or more below grade leve1 Vocabulary- 25% of students performed at or above grade level. 74% of students performed one year or more below grade level Literary Comprehension- 30% of students performed at or above grade level. 70% of students performed one year or more below grade level	By the third i-Ready diagnostic, percentage of students performing on or above grade level will increase to at least 60%. More specifically, student performance in phonics, vocabulary, and comprehension (both literary and informational) will increase by at least 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Informational Comprehension- 30% of students performed at or above grade level. 70% of students performed one year or more below grade level	
As shown on the i-Ready diagnostic, students are struggling in all four math domains.	Numbers and operations- 24% of students performed at or above grade level. 75% of students performed one year or more below grade level Algebra and Algebraic Thinking- 29% of students performed at or above grade level. 72% of students performed one year or more below grade level Measurement and Data- 32% of students performed at or above grade level. 67% of students performed one year or more below grade level Geometry- 25% of students performed at or above grade level. 75% of students performed one year or more below grade level	By the third i-Ready diagnostic, percentage of students performing on or above grade level will increase by at least 15%. More specifically, student performance in all areas will increase by at least 15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A. Grade levels and/or individual teachers will work with district TOSAs to look at data and collaborate on instructional strategies and BEST practices in specified areas of need

B. All students practice IReady math and ELA on a weekly basis for a minimum of 45 minutes for each subject area

C. Grade level teams analyze student progress in math to provide targeted intervention

D. Grade levels plan common formative assessments in both ELA and math and use the data to plan and inform instruction.

E. ISP teacher will provide targeted tier 2 intervention to identified students

F. Leveled Literacy Intervention will be used by support staff to provide tier 2 supports for identified students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,119	LCFF-Supplemental (Site Fund) Intervention Support Teacher
6,548	LCFF-Supplemental (Site Fund)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

All students and their families will feel safe and be actively engaged in school.

Identified Need

School-wide implementation of MTSS

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socio-emotional learning	In the California Healthy Kids Survey, only 69% of students felt that Foskett Ranch provided Socio-emotional learning supports	By June 2022, the number of Foskett Ranch students that feel that Foskett Ranch provides socio-emotional supports will increase to at least 85%
School-wide procedures and expectations	There are currently not any school-wide behavior expectations or procedures for common areas on campus. Additionally, only 33% of students felt that other students were well behaved all or most of the time.	By June 2022, Foskett Ranch will have school wide procedures and behavior expectations for common areas. At least 80% of the students will feel that others are well behaved all or most of the time

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

A. Staff will create and implement implement a school-wide behavior plan. It is the precursor to PBIS to positively affect student well being and to implement
outlined strategies for those students who need further development.
B. Identified students participate in pro social skills groups or individual counseling sessions presented by the Wellness Together Center or the school psychologist
C. Students participate in various student, staff and outside led programs (during and after school) such as choir, students council, chess, book clubs, etc. to promote youth development and youth leadership skills.
D. Students are acknowledged for citizenship, achievement, attendance each trimester.
E. Students are recognized on their birthdays, student of the week, and positive behavior tickets given by staff.
F. Work with PTO and district technology department to purchase and install additional security cameras on campus.
G. Safety and security needs will be met, including cameras, materials, and signage

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,056	LCFF-Supplemental (Site Fund) student incentives and materials needed to support MTSS and Socio-emotional learning

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	38,723	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	38,723.00

Expenditures by Budget Reference

Budget Reference	Amount
	38,723.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF-Supplemental (Site Fund)	38,723.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,667.00
Goal 2	9,056.00

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:

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 11/9/21.

Attested:

Principal, Gina Pasquini on 11/10/21
SSC Chairperson, Kristin Noriega on 11/10/21