

# The School Plan for Student Achievement

**School:** Conejo Elementary School  
**CDS Code:** 56 73759 6055933  
**District:** Conejo Valley Unified School District  
**Principal:** Kari Taketa  
**Revision Date:** April 29, 2019

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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**The District Governing Board approved this revision of the SPSA on May 7, 2019.**

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## School Vision and Mission

### Conejo Elementary School's Vision and Mission Statements

As a Lighthouse Leadership School and a State of California Gold Ribbon School, the mission of Conejo Elementary School's, Neighborhood and Open Classroom Leadership Magnet programs are to empower students with leadership skills and standards-based knowledge, necessary to lead successful, responsible, culturally respectful, and meaningful lives. The dedicated efforts and collaborative interaction of teachers, families, and our community support high expectations for individual student achievement and leadership. Students secure opportunities and tools through Stephen Covey's 7 Habits of Happy Kids Program so they will become:

- Independent learners who have mastered a challenging, core curriculum and believe themselves to be capable, significant, and able to mold their own future as they reflect on their personal accomplishments and direct their own thinking.
- Skillful communicators who are able to readily acquire and effectively express information, ideas, and emotions through reading, writing, speaking, listening, and use of technology.
- Problem-solvers who are able to generate practical and innovative solutions to complex problems using critical and creative problem solving skills.
- Socially conscientious citizens who are responsible for their own behavior, able to work collaboratively, and demonstrate honesty, empathy, fairness, and respect for others as contributing citizens in their ever-expanding world.

## School Profile

Conejo Elementary is a unique campus in that it houses two programs: a neighborhood K-5 program and the Open Classroom Leadership Magnet (OCLM), a K-5 magnet program. All students on the campus share all facilities, play spaces, recess, lunch, and specialists. School wide we practice leadership using Stephen Covey's 7 Habits of Happy Kids. The neighborhood classrooms implement an integrated curriculum centered around district adopted science curriculum. OCLM students participate in a hands-on, leadership based and standard aligned learning environment where parent participation is an essential component. Teachers in OCLM have training in working in Open Environments where student choice is a part of the school day. The whole campus works cohesively to provide the kind of learning environment where students feel respected and honored on a daily basis for their unique talents and individual gifts. All students benefit from several enrichment and intervention opportunities on campus funded through our Title I program.

## 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).

District conducted LCAP Survey via district and school websites. Certificated and classified staff, as well as parents and students participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology, continue interventions and were concerned with the quantity of homework assigned. Almost half of the students surveyed reported having been teased at school, only about half of those students reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and they received help from adults when needed.

### **Classroom Observations**

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations and overall school and staff areas of need.

### **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)

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2018. Students in grade 5 took the CST or CMA in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English language development assessments are also utilized to guide instruction and improve student achievement, including: English Language Proficiency Assessment for California (ELPAC), A Developmental English Proficiency Test (ADEPT), Initial Proficiency Test (IPT) and Carousel of Ideas unit tests and listening and speaking assessments.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS a student data management system that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance. In addition our district utilizes ELlevation an additional student data management system for all English Learners. This system allows teachers to pull data, modify instruction, and monitor progress toward language acquisition.

### **Staffing and Professional Development**

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

100% of teachers are credentialed and properly assigned.

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

All district teachers attend two days of focused professional development sponsored by the school district. All credentialed teachers also attend six hours of site-based or principal approved staff development in alignment with site/district LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment. Some professional development opportunities but are not limited to Collaborative Opportunities via Kagan Structures, Making Thinking Visible to improve student outcomes, Leading Together (building relationships), The Leader In Me, and School-wide Academic Language and Vocabulary.

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

Schools have access to two district -based TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity to adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: leads district and site teacher trainings on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. The Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments.

Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) facilitator and English Language Development (ELD) advisor who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

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

Teachers in grades K-5 have PLC time every week on our bank day as well as one day per trimester to collaborate on curriculum and student data.

### Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas.

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

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

Conejo' Elementary's MTSS schedule is constructed by teachers with the best interest of student's time taken into account. MTSS is supported by an academic specialist and Bilingual Paraprofessionals. Students are placed in their needed course based on benchmark data, classroom data, and teacher data. Each trimester all students are reevaluated and regrouped.

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

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms. English Learners receive instruction in content areas using standards-based instructional materials along with ELD standards.

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)

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group, and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of all students. Teachers incorporate scaffolding, cooperative learning structures, technology, and differentiation into lessons in order to enable under-performing students to access the general curriculum. Reading and math specialists are incorporated to MTSS. For extra support reading and math specialist push-in to classrooms, in addition to MTSS.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, GLAD Strategies, and Kagan cooperative learning structures.

Parental Involvement

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

Conejo has a strong parenting program entitled "Parents Making a Difference". In this group we offer parenting classes, adult English classes, and tutoring for students while their parents are in their prospective classes. Outside agencies are also invited to give presentations that are relevant to the needs of our families. Every year we host a one day parent symposium where parents are offered several different opportunities to receive professional development on relevant topics to student success and parenting. Last year's theme was "Sin Excusas".

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

Parents have many opportunities to volunteer through our various parent groups such as; ELAC, SSC, PFA, and SCOPE. In addition, we offer Thursday night tutoring for parents that want to learn English while their student attends a tutoring class. Throughout the year we also offer parenting classes, reading night, math and science night and a host of other community building events. Our Outreach Coordinator, bilingual Facilitator, and bilingual office staff all connect with families, set up training, and offer support to all parents on campus.

## Funding

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

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

## **Description of Barriers and Related School Goals**

Barriers that impede attainment of goals:

- \*Trauma
- \*Socioeconomic Levels of Families
- \* School Readiness
- \* Mobility
- \* Language
- \* Single Parent Families
- \* Limited Parent Knowledge of Culture
- \* Limited Parent Knowledge of School System
- \* Limited Parent Involvement
- \* Parent Education Level
- \* Limited Family Access to Reliable Technology
- \* Limited Family Access to services
- \* Limited Time For Staff Development

## 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	75	63	51	72	62	46	72	62	46	96	98.4	90.2
Grade 4	61	68	65	60	66	65	60	66	65	98.4	97.1	100
Grade 5	73	61	67	73	60	65	73	60	64	100	98.4	97
All Grades	209	192	183	205	188	176	205	188	175	98.1	97.9	96.2

\* 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	2400.4	2371.0	2388.2	19	1.61	8.70	13	22.58	19.57	32	27.42	32.61	36	48.39	39.13
Grade 4	2393.4	2429.7	2402.3	8	10.61	6.15	7	22.73	15.38	25	21.21	20.00	60	45.45	58.46
Grade 5	2459.5	2427.1	2453.3	12	5.00	12.50	22	21.67	18.75	16	16.67	18.75	49	56.67	50.00
All Grades	N/A	N/A	N/A	14	5.85	9.14	14	22.34	17.71	24	21.81	22.86	48	50.00	50.29

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	15	4.84	10.87	39	35.48	50.00	46	59.68	39.13			
Grade 4	8	18.18	13.85	28	43.94	40.00	63	37.88	46.15			
Grade 5	15	10.00	14.06	40	28.33	40.63	45	61.67	45.31			
All Grades	13	11.17	13.14	36	36.17	42.86	51	52.66	44.00			

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	15	9.68	8.70	44	54.84	45.65	40	35.48	45.65
Grade 4	8	15.15	1.54	37	42.42	29.23	55	42.42	69.23
Grade 5	13	10.00	14.06	38	38.33	37.50	50	51.67	48.44
All Grades	12	11.70	8.00	40	45.21	36.57	48	43.09	55.43



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	13	3.23	10.87	63	61.29	56.52	25	35.48	32.61
Grade 4	5	7.58	4.62	62	57.58	56.92	33	34.85	38.46
Grade 5	16	11.67	10.94	55	50.00	51.56	29	38.33	37.50
All Grades	12	7.45	8.57	60	56.38	54.86	29	36.17	36.57

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	1.61	8.70	50	53.23	58.70	36	45.16	32.61
Grade 4	8	18.18	9.23	42	43.94	47.69	50	37.88	43.08
Grade 5	21	11.67	17.19	52	30.00	35.94	27	58.33	46.88
All Grades	15	10.64	12.00	48	42.55	46.29	37	46.81	41.71

**Conclusions based on this data:**

1. Overall the majority of students struggled to meet benchmarks. The largest number of students were below standard in "Reading Demonstrating understanding of literary and non-fictional texts"
2. 3rd grade students were strongest in "Writing-Producing clear and purposeful writing" at 54.84%
3. Reading and writing continue to be an area of growth for all grades.

## 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	75	64	51	72	62	46	72	62	46	96	96.9	90.2
Grade 4	61	68	65	60	66	65	60	66	65	98.4	97.1	100
Grade 5	73	61	67	73	59	65	73	59	65	100	96.7	97
All Grades	209	193	183	205	187	176	205	187	176	98.1	96.9	96.2

\* 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	2417.2	2394.3	2398.0	15	0.00	0.00	25	19.35	28.26	26	43.55	34.78	33	37.10	36.96
Grade 4	2430.6	2433.6	2423.6	8	9.09	4.62	22	16.67	13.85	28	34.85	41.54	42	39.39	40.00
Grade 5	2457.4	2454.2	2443.4	8	8.47	7.69	16	13.56	7.69	22	25.42	26.15	53	52.54	58.46
All Grades	N/A	N/A	N/A	11	5.88	4.55	21	16.58	15.34	25	34.76	34.09	43	42.78	46.02

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	25	6.45	13.04	39	48.39	39.13	36	45.16	47.83	
Grade 4	22	16.67	7.69	23	22.73	27.69	55	60.61	64.62	
Grade 5	15	15.25	9.23	19	23.73	23.08	66	61.02	67.69	
All Grades	20	12.83	9.66	27	31.55	28.98	52	55.61	61.36	

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	21	9.68	8.70	50	56.45	60.87	29	33.87	30.43
Grade 4	13	13.64	7.69	33	37.88	40.00	53	48.48	52.31
Grade 5	10	10.17	12.31	32	37.29	30.77	59	52.54	56.92
All Grades	15	11.23	9.66	39	43.85	42.05	47	44.92	48.30

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	17	4.84	6.52	44	56.45	60.87	39	38.71	32.61
Grade 4	10	13.64	7.69	40	42.42	40.00	50	43.94	52.31
Grade 5	12	11.86	9.23	30	35.59	33.85	58	52.54	56.92
All Grades	13	10.16	7.95	38	44.92	43.18	49	44.92	48.86

**Conclusions based on this data:**

1. Math scores across grades have declined. Noting that this was the second year of a new math adoption
2. There was a slight noted 5.85% increase for "Problem Solving & Modeling/Data Analysis-Using appropriate tools and strategies to solve real world and mathematical problems" in the "at or near standard category"
3. 4th and 5th grade had the highest increase in "standard nearly met"

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1436.4	1455.1	1392.4	28
Grade 1	1438.9	1448.0	1429.1	29
Grade 2	1475.9	1484.6	1466.9	32
Grade 3	1477.2	1473.2	1480.6	24
Grade 4	1485.2	1487.7	1482.2	22
Grade 5	1511.7	1505.0	1518.0	23
All Grades				158

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	12	42.86	*	*	*	*	28
Grade 1	11	37.93	*	*	*	*	*	*	29
Grade 2	11	34.38	13	40.63	*	*	*	*	32
Grade 3	*	*	11	45.83	*	*	*	*	24
Grade 4	*	*	11	50.00	*	*	*	*	22
Grade 5	*	*	12	52.17	*	*	*	*	23
All Grades	42	26.58	63	39.87	30	18.99	23	14.56	158

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	17	60.71	*	*	*	*	*	*	28
Grade 1	15	51.72	*	*	*	*	*	*	29
Grade 2	19	59.38	*	*	*	*	*	*	32
Grade 3	*	*	*	*	*	*	*	*	24
Grade 4	*	*	*	*	*	*	*	*	22
Grade 5	11	47.83	*	*	*	*	*	*	23
All Grades	77	48.73	47	29.75	13	8.23	21	13.29	158

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	17	60.71	*	*	28
Grade 1	*	*	*	*	*	*	14	48.28	29
Grade 2	*	*	*	*	14	43.75	*	*	32
Grade 3			*	*	12	50.00	*	*	24
Grade 4			*	*	*	*	*	*	22
Grade 5	*	*	*	*	*	*	*	*	23
All Grades	26	16.46	33	20.89	60	37.97	39	24.68	158

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	67.86	*	*			28
Grade 1	18	62.07	*	*	*	*	29
Grade 2	19	59.38	13	40.63			32
Grade 3	*	*	15	62.50	*	*	24
Grade 4	*	*	14	63.64	*	*	22
Grade 5	*	*	*	*	*	*	23
All Grades	77	48.73	69	43.67	12	7.59	158

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	53.57	11	39.29	*	*	28
Grade 1	14	48.28	*	*	*	*	29
Grade 2	19	59.38	12	37.50	*	*	32
Grade 3	12	50.00	*	*	*	*	24
Grade 4	13	59.09	*	*	*	*	22
Grade 5	14	60.87	*	*	*	*	23
All Grades	87	55.06	47	29.75	24	15.19	158

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	21	75.00	*	*	28
Grade 1	*	*	*	*	15	51.72	29
Grade 2	12	37.50	11	34.38	*	*	32
Grade 3			14	58.33	*	*	24
Grade 4			12	54.55	*	*	22
Grade 5			18	78.26	*	*	23
All Grades	27	17.09	81	51.27	50	31.65	158

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	16	57.14	*	*	28
Grade 1	*	*	*	*	12	41.38	29
Grade 2	*	*	23	71.88	*	*	32
Grade 3	*	*	14	58.33	*	*	24
Grade 4	*	*	14	63.64	*	*	22
Grade 5	*	*	13	56.52	*	*	23
All Grades	36	22.78	89	56.33	33	20.89	158

**Conclusions based on this data:**

- 1.

## Planned Improvements in Student Performance

### School Goal #1

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

#### **SUBJECT: English-Language Arts**

#### **LEA/LCAP GOAL:**

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

#### **SCHOOL GOAL #1:**

With the focus on growth mindset and with over 60% of our population being English Learners our school wide goal for English-language Arts for 2018-2019 school year is as follows:

Grade K-1- 80% meeting BPST benchmarks by trimester 3

Grade 2-5 70% of students will grow 100 points in SRI by trimester 3

SWD will increase by 20 points in ELA performance on CASSPP

ELs will increase by 15 points in ELA performance on CASSPP

Will maintain LRE at 100%

#### **Data Used to Form this Goal:**

SSC and Staff used the following data to form goals:

CAASPP data from 2017-2018 disaggregated by student group

SRI data form 2017-2018

**Findings from the Analysis of this Data:**

Students in all grades maintained their progress toward goals with Kinder exceeding their goal at 90%. SRI data showed that 36% of students were proficient or above 22% were at basic level. SWD performance in ELA on CASSPP was a 95.7 points below standard with an increase of 18.7 points. ELs are 113 points below standard though this group increased by 10.6 points last year.

**How the School will Evaluate the Progress of this Goal:**

During 2018-2019 the school will continue its implementation of intentional instruction and language acquisition programs in order to address specific reading and language skills of all students as identified by reading results assessments, SRI, and CAASPP data.

Monthly, quarterly, and annual program monitoring and evaluation will occur.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. All students K/1 will be tested every trimester using the BPST</p> <p>All Students will receive MTSS push in and/or pull out Groups will be flexible based on assessment results.</p> <p>Teacher on Special Assignment (TOSA) to support schoolwide The Leader In Me (CASEL), data collection and review, and social media connections with families</p> <p>Staff will analyze and interpret summative and formative data to identify areas of need for each student three times per year. Analysis of grade level data will be used in order to set goals for SPSA.</p> <p>Coordinate student groupings for Title I interventions by placing students in groups based on areas of need. Meet with grade level teams to discuss student placement in</p>	1.September 2018- June 2019	Principal	Certificated Salary	1000-1999: Certificated	Title I	132836.00
		Classroom Teachers		Personnel Salaries		
		Academic Specialists	Certificated Salary	1000-1999: Certificated	Title I	111207.05
		TOSA	Materials	4000-4999: Books And Supplies	OTRM	6061.00
			Certificated Salaries	1000-1999: Certificated	OPGR	2552.00
				Personnel Salaries		



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
groups based on data analysis and subgroup data (GATE, SpEd, EL, etc.)						
<p>2. All students participate in Language Acquisition and English Development (LEAD) time in their identified area of need. Classes are taught by credentialed teachers.</p> <p>Specialist and grade level teachers will provide targeted instruction to students in small groups in identified areas of need, based on assessment results.</p> <p>Refine Language Acquisition, Intentional Instruction and classroom materials for intervention program which supports students in all grade levels and their instructional level and language level through differentiation in the classroom and targeted Language Acquisition time.</p> <p>All students that are not English Learners will receive and English Enrichment time.</p>	September, 2018- June 2019	Principal Classroom Teachers Academic Specialists District EL TOSA	<p>Certificated Salary</p> <p>Classified Salary</p> <p>Instructional Materials</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	OCBG 0860	<p>19549.00</p> <p>500.00</p>
<p>3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.</p> <p>Based on LCAP surveys and TLIM focus,</p>	August 2018- June 2019	Principal Lighthouse Leadership Team TOSA District EL TOSA	Substitute Teacher to Cover Classroom Teachers during Professional Development	1000-1999: Certificated Personnel Salaries	Other	11000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.</p> <p>Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, speakers, and tech programs</p> <p>Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.</p> <p>Improve classroom management materials in order to increase student engagement in lessons and decrease student behavior (i.e. Student planners and Leadership Notebooks) use of student organizational materials in order to increase accountability for students and teach them to plan for homework and additional practice.</p>			<p>Presenter/Seminar Fees 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Technology Materials 4000-4999: Books And Supplies</p> <p>Instructional Materials 4000-4999: Books And Supplies</p> <p>Student Homework Planners 4000-4999: Books And Supplies</p> <p>Student Homework Folders 4000-4999: Books And Supplies</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries</p> <p>Tech Programs 4000-4999: Books And Supplies</p>	<p>OTRM</p> <p>OTRM</p> <p>OTRM</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>1000.00</p> <p>1900.00</p> <p>1177.00</p> <p>1276.00</p> <p>507.00</p> <p>13000.00</p> <p>69.95</p>	
<p>4. During Language Acquisition and English Development (LEAD), students new to the country participate and in intensive, structured English language development program. In this program they learn the forms and functions of English along with key vocabulary and key culture skills.</p>	<p>September 2018- May 2019</p>	<p>Principal Academic Specialist</p>	<p>Academic Specialist Salary</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students new to our country and to our school will given targeted instruction in English language acquisition and American culture in order to ease their transition to our school. Supports will include daily instruction in English forms and functions as well as vocabulary and customs.						
5. Auxiliary Services For Students and Parents  Oral interpretation, as needed, for all parent conferences, parent information, and homework.  Website and social media management for parent information on school events and learning opportunities.	August 2018- June 2019	Principal  Office Manager  Clerk Typist  Bilingual Facilitator  Web Specialist	Interpreter fees  Bilingual Parapro  Web Coordinator	2000-2999: Classified Personnel Salaries  2000-2999: Classified Personnel Salaries  2000-2999: Classified Personnel Salaries	0860  0860  Title I	3580.00  10000.00  10000.00
6. Continue focus on integrated lesson planning	August 2018- June 2019	Principal  Teachers	Certificated Salaries			

## Planned Improvements in Student Performance

### School Goal #2

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

**SUBJECT: Math****LEA/LCAP GOAL:**

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

**SCHOOL GOAL #2:**

Math- Students will improve achievement in Math as follows:

3rd- 5th Grade- 65% of students will have a C- or better in math at each trimester grading period

K-2 - 70% of students will meet or exceed math standards by trimester 3

SWD will increase by 10 points in Math on CASSPP

ELs will increase by 20 points in math on CASSPP

Will maintain LRE at 100%

**Data Used to Form this Goal:**

2017-2018 report card

2017-2018 benchmark data

2017-2018 CASSPP Data disaggregated by student groups

**Findings from the Analysis of this Data:**

In 2017-2018 % of students had a "C" or better on the Trimester 1. In trimester 2, 83% of students received a "C" or better. In trimester 3, 62% of students received a "C" or better. By the end of the year approximately 66.8% of students scored proficient or above on the Trimester 3 benchmark test. SWD are 103 points below standard and declined by 4.4 points. ELs are 101 points below in math on CASSPP though they increased by 8.5 points.

**How the School will Evaluate the Progress of this Goal:**

Data from district trimester benchmark assessments and report cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Assessments will be used to determine areas of need for students in grades 3-5. Students will then receive targeted intervention in areas of need from math specialist.</p> <p>Academic Specialists will plan with teachers in order to be able to target instruction for at-risk students.</p> <p>Individual and student group data will be analyzed and students will receive intervention based on results.</p> <p>Provide small group and one on one support for students in order to help them progress toward grade level standards.</p> <p>Provide students with pre and post tests so that they can track their own growth and assist teachers in targeting academic needs.</p> <p>Instructional engagement using technology such as visualizers, projectors, iPod and iPad accessories, and speakers.</p> <p>Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.</p>	August 2018-June 2019	Principal Academic Specialist Teachers Bilingual Paraprofessional				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Provide teachers and Title 1 Math Specialist with ongoing professional development for instructional strategies for proficiency in math, English learner engagement, and effective academic routines.</p> <p>Leadership training for teachers in order to implement the 7 Habits in the classroom as a way to help students see their power in choice making and how school can lead them to reach their goal.</p>	August 2018- June 2019	Principal TOSA District EL TOSA				
<p>3. Auxiliary Services for Students and Parents</p> <p>Oral interpretation for parent conferences, parent information, and homework.</p> <p>Website management for parent information on school events and learning opportunities.</p>	September 2018- June 2019	Principal Office Manager Bilingual Facilitator Web Specialist				
4. Continue focused integrated lesson planning	August 2018- June 2019	Principal Teachers				

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Leadership - 7 Habits</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
<b>SCHOOL GOAL #3:</b>
To provide opportunities for staff, parents, and all students (GATE, SpEd, SED, EL, etc.) to amplify their understanding and application of the 7 Habits; developing growth in self-awareness, self-management, social awareness, relationship skills, responsible decision making skills. We will do this by offering 7 Habit training in multiple modes, instill a school wide focus on a habit a month, increase the number of students on action teams, and by sustaining the number of staff facilitating action teams.
<b>Data Used to Form this Goal:</b>
Number of students on action teams in 2017-2018 school year Number of students from Neighborhood and OCLM on student lighthouse from 2017-2018 Number of staff actively involved in action teams Calendar of parent participation events
<b>Findings from the Analysis of this Data:</b>
Action teams in 2017-2018 were restricted to 4th and 5th grade only. Both programs were not equally represented on Student Lighthouse. There were only a few parent participation events or trainings focused on The Leader In Me
<b>How the School will Evaluate the Progress of this Goal:</b>
Use of data that reflects: the number of students and staff involved in Lighthouse Action teams, parent trainings offered and participation rate, number of students from each program that participated, effectiveness of parent communication and targeted outreach based on participation and survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Increase the number of students on Action Teams.  Use 7 Habits student workbooks and materials to support 7 Habits and leadership.	October 2018- June 2019	Principal  Teachers	Academic Specialist Salary  Materials	4000-4999: Books And Supplies	Title I	2100
2. Parent training for 7 Habits and communication	August 2018- June 2019	TOSA  Webmaster  Bilingual Classified Staff	Interpreter Fees  Web Master			
3. Teachers actively participate in training and leadership on action teams	September 2018- June 2019	Principal  Teachers	Staff Training	1000-1999: Certificated Personnel Salaries	Title I	7500
5. ASES Star After School Education  Homework, enrichment, reading, and math support from 1:30-6:00 p.m., 5 days a week.	August 2018-June 2019	ASES STAR STAFF  Principal	Staff Salaries	5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	108316.63
6. Physical Education Teacher  Provide technical with an emphasis on 7 Habits, social skills and peer interaction.	August 2018- June 2019	PE Specialist Principal	Certificated Salaries	1000-1999: Certificated Personnel Salaries	OTRM	22227.00
Professional Development for staff that supports the student population	August 2018-June 2019	Principal  Staff	PD for Trauma informed classrooms	1000-1999: Certificated Personnel Salaries	Title I	5000



## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
<b>SCHOOL GOAL #4:</b>
Reclassification of ELs will increase by 5%
<b>Data Used to Form this Goal:</b>
SRI Scores Reclassification Data
<b>Findings from the Analysis of this Data:</b>
Current data shows that students are steadily increasing SRI scores monthly
<b>How the School will Evaluate the Progress of this Goal:</b>
SRI Scores Reclassification Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. All English Learners (ELs) will receive 160 minutes a week of Designated ELD administered by a credentialed teacher.	September 2018- June 2019	Principal Teachers	Certificated Salary			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Academic Specialists Bilingual Parapros				
2. All ELD teachers will receive training regarding ELPAC and Language Acquisition.	September 2018- March 2019	Principal Teachers Academic Specialists	Substitute Teacher			
3. Via email and during staff meetings teachers will receive PD regarding language acquisition, ELD Standards, and integrated and designated ELD.	September 2018- May 2019	Principal District Office Teachers EL Advisor				
4. EL students new to the country will receive additional small group instruction to increase language acquisition and cultural transition	September 2018- June 2019	Principal Academic Specialist Teachers	Certificated Salary			
5. Continue Focus on Integrated Lesson Planning	August 2018- June 2019	Principal Teachers				
Outreach Coordinator, Outreach Social Worker, Bilingual Facilitator, TOSA, and EL Advisor support student and family understanding and questions regarding our ELD program. In addition they facilitate conversations with families about EL needs.	August 2018- June 2019	Principal EL Advisor Outreach Coordinator Outreach Social				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Worker EL Facilitator TOSA				
Provide ESL classes for parents and tutoring for their students once a week to encourage language acquisition at all levels.	August 2018-June 2019	Principal EL Advisor Outreach Coordinator ESL Teacher	ESL Teacher	0000: Unrestricted	Unrestricted	2500.00

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: Family, Student, and Community Outreach</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
<b>SCHOOL GOAL #5:</b>
Increase and maintain Family, Student, and Community Outreach
<b>Data Used to Form this Goal:</b>
LCAP Survey 7 Habits Survey ELAC Needs Assessment
<b>Findings from the Analysis of this Data:</b>
Families are happy with our school and services, they also want social/emotional supports for students. Most staff are happy with the direction of the school.
<b>How the School will Evaluate the Progress of this Goal:</b>
LCAP Survey 7 Habits Survey Participation ELAC Needs Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer 5 ELAC meetings a year to focus on key topics that include but are not	September 2018- May 2019	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
limited to : Attendance, State Testing, Internet Safety, 7 Habits, etc.		EL Advisor EL Facilitator Outreach Coordinator Outreach Social Worker Bilingual Para Professional				
Offer online and in person 7 Habits training	September 2018-May 2019	Principal Teachers TOSA				
Family support provided by Outreach Coordinator and Outreach Social Worker	August 2018-June 2019	Principal Outreach Coordinator Outreach Social Worker				

## Planned Improvements in Student Performance

### School Goal #6

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

<b>SUBJECT: Chronic Absenteeism</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
<b>SCHOOL GOAL #6:</b>
Reduce chronic absenteeism by 3% for EL students Reduce chronic absenteeism by 5% for SED students Reduce chronic absenteeism by 5% for SWD students
<b>Data Used to Form this Goal:</b>
State Dashboard Data
<b>Findings from the Analysis of this Data:</b>
SED data: 12.2% chronically absent with an increase of 3.3% EL student data: 8% chronically absent with an increase of 2.8% SWD data 11.1% chronically absent with a decline of 2.8%
<b>How the School will Evaluate the Progress of this Goal:</b>
Dashboard data School attendance reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Office Staff will routinely run attendance data, call parents when	August 2018-June 2019	Principal Office staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
absent, enter data in Q student information system		Bilingual Social Worker				
Bilingual Social Worker will connect with parents to gather information and support families and direct to resources as needed.	August 2018-June 2019	Principal Bilingual Social Worker				
Bilingual Outreach worker will create an attendance club to support and encourage increased student attendance	August 2018-June 2019	Principal Office staff Bilingual Social Worker				
Bilingual Social Worker and office staff will support principal with attendance follow up and SART meetings	August 2018-June 2019	Principal Office staff Bilingual Social Worker				

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Acquisition</b>
<b>SCHOOL GOAL #1:</b>
Provide Support Services to English Learners in order to Increase Language Acquisition

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/23/2018 to 6/7/2019		Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	19680.32
Support Staff	8/23/2018 to 6/7/2019		Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	91578.08
Professional Development	8/23/2018 to 6/7/2019		Costs for speakers, supplies,	5000-5999: Services And Other Operating Expenditures	0860	9382.56



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
0860	14,080.00	0.00
OTRM	32,365.00	0.00
OPGR	2,552.00	0.00
OCBG	19,549.00	0.00
Title I	284,996.00	1,500.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	14,080.00
OPGR	2,552.00
OTRM	32,365.00
After School and Education Safety (ASES)	108,316.63
OCBG	19,549.00
Other	11,000.00
Title I	283,496.00
Unrestricted	2,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	2,500.00
1000-1999: Certificated Personnel Salaries	305,322.05
2000-2999: Classified Personnel Salaries	43,129.00
4000-4999: Books And Supplies	13,590.95
5800: Professional/Consulting Services And Operating	109,316.63

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	0860	13,580.00
4000-4999: Books And Supplies	0860	500.00
1000-1999: Certificated Personnel Salaries	OPGR	2,552.00
1000-1999: Certificated Personnel Salaries	OTRM	22,227.00
4000-4999: Books And Supplies	OTRM	9,138.00
5800: Professional/Consulting Services And	OTRM	1,000.00
5800: Professional/Consulting Services And	After School and Education Safety (ASES)	108,316.63
2000-2999: Classified Personnel Salaries	OCBG	19,549.00
1000-1999: Certificated Personnel Salaries	Other	11,000.00
1000-1999: Certificated Personnel Salaries	Title I	269,543.05
2000-2999: Classified Personnel Salaries	Title I	10,000.00
4000-4999: Books And Supplies	Title I	3,952.95
0000: Unrestricted	Unrestricted	2,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	326,215.00
<b>Goal 3</b>	145,143.63
<b>Goal 4</b>	2,500.00

## 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:

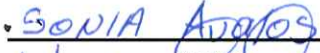


Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kari Taketa	X				
Cesar Flores			X		
Natalie Smith		X			
Sonia Avalos				X	
Vicki Krock		X			
Michelle Garcia				X	
Carina Pivaral				X	
Kim Sachs				X	
Teresa Trudel				X	
<b>Numbers of members of each</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

**Recommendations and Assurances**

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

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
X	Special Education Advisory Committee	 _____ Signature
X	Gifted and Talented Education Program Advisory Committee	 _____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 14, 2019.

Attested:

Kari Taketa _____ Typed Name of School Principal	 _____ Signature of School Principal	4/29/19 _____ Date
Michelle Garcia _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	4/30/19 _____ Date

# Budget By Expenditures

## Conejo Elementary School

**Funding Source: 0860**

**\$14,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Interpreter fees	2000-2999: Classified Personnel Salaries	\$3,580.00	English-Language Arts	<p>5. Auxiliary Services For Students and Parents</p> <p>Oral interpretation, as needed, for all parent conferences, parent information, and homework.</p> <p>Website and social media management for parent information on school events and learning opportunities.</p>
Bilingual Parapro	2000-2999: Classified Personnel Salaries	\$10,000.00	English-Language Arts	<p>5. Auxiliary Services For Students and Parents</p> <p>Oral interpretation, as needed, for all parent conferences, parent information, and homework.</p> <p>Website and social media management for parent information on school events and learning opportunities.</p>
Instructional Materials	4000-4999: Books And Supplies	\$500.00	English-Language Arts	<p>2.</p> <p>All students participate in Language Acquisition and English Development (LEAD) time in their identified area of need. Classes are taught by credentialed teachers.</p> <p>Specialist and grade level teachers will provide targeted instruction to students in small groups in identified areas of need, based on assessment results.</p> <p>Refine Language Acquisition, Intentional Instruction and classroom materials for intervention program which supports students in all grade levels and their instructional level and language level through differentiation in the classroom and targeted Language Acquisition time.</p> <p>All students that are not English Learners will receive and English Enrichment time.</p>

# Conejo Elementary School

0860 Total Expenditures: \$14,080.00

0860 Allocation Balance: \$0.00

## Funding Source: OPRG

**\$2,552.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Certificated Salaries	1000-1999: Certificated Personnel Salaries	\$2,552.00	English-Language Arts	<p>1. All students K/1 will be tested every trimester using the BPST</p> <p>All Students will receive MTSS push in and/or pull out Groups will be flexible based on assessment results.</p> <p>Teacher on Special Assignment (TOSA) to support schoolwide The Leader In Me (CASEL), data collection and review, and social media connections with families</p> <p>Staff will analyze and interpret summative and formative data to identify areas of need for each student three times per year. Analysis of grade level data will be used in order to set goals for SPSA.</p> <p>Coordinate student groupings for Title I interventions by placing students in groups based on areas of need. Meet with grade level teams to discuss student placement in groups based on data analysis and subgroup data (GATE, SpEd, EL, etc.)</p>

OPRG Total Expenditures: \$2,552.00

OPRG Allocation Balance: \$0.00

## Funding Source: OTRM

**\$32,365.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Conejo Elementary School

Presenter/Seminar Fees

5800:  
Professional/Consulting  
Services And Operating  
Expenditures

\$1,000.00

English-Language  
Arts

3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.

Based on LCAP surveys and TLIM focus, Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.

Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, speakers, and tech programs

Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.

Improve classroom management materials in order to increase student engagement in lessons and decrease student behavior (i.e. Student planners and Leadership Notebooks) use of student organizational materials in order to increase accountability for students and teach them to plan for homework and additional practice.

## Conejo Elementary School

Technology Materials

4000-4999: Books And  
Supplies

\$1,900.00

English-Language  
Arts

3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.

Based on LCAP surveys and TLIM focus, Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.

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## Conejo Elementary School

Instructional Materials

4000-4999: Books And  
Supplies

\$1,177.00

English-Language  
Arts

3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.

Based on LCAP surveys and TLIM focus, Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.

Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, speakers, and tech programs

Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.

Improve classroom management materials in order to increase student engagement in lessons and decrease student behavior (i.e. Student planners and Leadership Notebooks) use of student organizational materials in order to increase accountability for students and teach them to plan for homework and additional practice.

# Conejo Elementary School

Materials	4000-4999: Books And Supplies	\$6,061.00	English-Language Arts	<p>1. All students K/1 will be tested every trimester using the BPST</p> <p>All Students will receive MTSS push in and/or pull out Groups will be flexible based on assessment results.</p> <p>Teacher on Special Assignment (TOSA) to support schoolwide The Leader In Me (CASEL), data collection and review, and social media connections with families</p> <p>Staff will analyze and interpret summative and formative data to identify areas of need for each student three times per year. Analysis of grade level data will be used in order to set goals for SPSA.</p> <p>Coordinate student groupings for Title I interventions by placing students in groups based on areas of need. Meet with grade level teams to discuss student placement in groups based on data analysis and subgroup data (GATE, SpEd, EL, etc.)</p>
Certificated Salaries	1000-1999: Certificated Personnel Salaries	\$22,227.00	Leadership - 7 Habits	<p>6. Physical Education Teacher</p> <p>Provide technical with an emphasis on 7 Habits, social skills and peer interaction.</p>

OTRM Total Expenditures: \$32,365.00

OTRM Allocation Balance: \$0.00

**Funding Source: After School and Education Safety (ASES) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff Salaries	5800: Professional/Consulting Services And Operating Expenditures	\$108,316.63	Leadership - 7 Habits	<p>5. ASES Star After School Education</p> <p>Homework, enrichment, reading, and math support from 1:30-6:00 p.m., 5 days a week.</p>

# Conejo Elementary School

After School and Education Safety (ASES) Total Expenditures: \$108,316.63

After School and Education Safety (ASES) Allocation Balance: \$0.00

## Funding Source: OCBG

**\$19,549.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Classified Salary	2000-2999: Classified Personnel Salaries	\$19,549.00	English-Language Arts	<p>2. All students participate in Language Acquisition and English Development (LEAD) time in their identified area of need. Classes are taught by credentialed teachers.</p> <p>Specialist and grade level teachers will provide targeted instruction to students in small groups in identified areas of need, based on assessment results.</p> <p>Refine Language Acquisition, Intentional Instruction and classroom materials for intervention program which supports students in all grade levels and their instructional level and language level through differentiation in the classroom and targeted Language Acquisition time.</p> <p>All students that are not English Learners will receive and English Enrichment time.</p>

OCBG Total Expenditures: \$19,549.00

OCBG Allocation Balance: \$0.00

## Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Conejo Elementary School

Substitute Teacher to Cover Classroom Teachers during Professional Development	1000-1999: Certificated Personnel Salaries	\$11,000.00	English-Language Arts	3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.
				Based on LCAP surveys and TLIM focus, Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.
				Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, speakers, and tech programs
				Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.
				Improve classroom management materials in order to increase student engagement in lessons and decrease student behavior (i.e. Student planners and Leadership Notebooks) use of student organizational materials in order to increase accountability for students and teach them to plan for homework and additional practice.

Other Total Expenditures: \$11,000.00

Other Allocation Balance: \$0.00

### Funding Source: Title I

**\$284,996.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Conejo Elementary School

Web Coordinator	2000-2999: Classified Personnel Salaries	\$10,000.00	English-Language Arts	<p>5. Auxiliary Services For Students and Parents</p> <p>Oral interpretation, as needed, for all parent conferences, parent information, and homework.</p> <p>Website and social media management for parent information on school events and learning opportunities.</p>
Materials	4000-4999: Books And Supplies	\$2,100.00	Leadership - 7 Habits	<p>1. Increase the number of students on Action Teams.</p> <p>Use 7 Habits student workbooks and materials to support 7 Habits and leadership.</p>
Staff Training	1000-1999: Certificated Personnel Salaries	\$7,500.00	Leadership - 7 Habits	<p>3. Teachers actively participate in training and leadership on action teams</p>
Certificated Salary	1000-1999: Certificated Personnel Salaries	\$132,836.00	English-Language Arts	<p>1.</p> <p>All students K/1 will be tested every trimester using the BPST</p> <p>All Students will receive MTSS push in and/or pull out Groups will be flexible based on assessment results.</p> <p>Teacher on Special Assignment (TOSA) to support schoolwide The Leader In Me (CASEL), data collection and review, and social media connections with families</p> <p>Staff will analyze and interpret summative and formative data to identify areas of need for each student three times per year. Analysis of grade level data will be used in order to set goals for SPSA.</p> <p>Coordinate student groupings for Title I interventions by placing students in groups based on areas of need. Meet with grade level teams to discuss student placement in groups based on data analysis and subgroup data (GATE, SpEd, EL, etc.)</p>

## Conejo Elementary School

Certificated Salary

1000-1999: Certificated  
Personnel Salaries

\$111,207.05

English-Language  
Arts

1.

All students K/1 will be tested every trimester using the BPST

All Students will receive MTSS push in and/or pull out  
Groups will be flexible based on assessment results.

Teacher on Special Assignment (TOSA) to support schoolwide  
The Leader In Me (CASEL), data collection and review, and  
social media connections with families

Staff will analyze and interpret summative and formative data  
to identify areas of need for each student three times per year.  
Analysis of grade level data will be used in order to set goals  
for SPSA.

Coordinate student groupings for Title I interventions by placing  
students in groups based on areas of need. Meet with grade  
level teams to discuss student placement in groups based on  
data analysis and subgroup data (GATE, SpEd, EL, etc.)



## Conejo Elementary School

Student Homework Planners	4000-4999: Books And Supplies	\$1,276.00	English-Language Arts	<p>3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.</p> <p>Based on LCAP surveys and TLIM focus, Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.</p> <p>Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, speakers, and tech programs</p> <p>Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.</p> <p>Improve classroom management materials in order to increase student engagement in lessons and decrease student behavior (i.e. Student planners and Leadership Notebooks) use of student organizational materials in order to increase accountability for students and teach them to plan for homework and additional practice.</p>
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Student Homework Folders

4000-4999: Books And  
Supplies

\$507.00 English-Language  
Arts

3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.

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Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, speakers, and tech programs

Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.

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## Conejo Elementary School

Professional Development

1000-1999: Certificated  
Personnel Salaries

\$13,000.00

English-Language  
Arts

3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.

Based on LCAP surveys and TLIM focus, Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.

Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, speakers, and tech programs

Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.

Improve classroom management materials in order to increase student engagement in lessons and decrease student behavior (i.e. Student planners and Leadership Notebooks) use of student organizational materials in order to increase accountability for students and teach them to plan for homework and additional practice.

# Conejo Elementary School

Tech Programs	4000-4999: Books And Supplies	\$69.95	English-Language Arts	<p>3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.</p> <p>Based on LCAP surveys and TLIM focus, Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.</p> <p>Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, speakers, and tech programs</p> <p>Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.</p> <p>Improve classroom management materials in order to increase student engagement in lessons and decrease student behavior (i.e. Student planners and Leadership Notebooks) use of student organizational materials in order to increase accountability for students and teach them to plan for homework and additional practice.</p>
PD for Trauma informed classrooms	1000-1999: Certificated Personnel Salaries	\$5,000.00	Leadership - 7 Habits	Professional Development for staff that supports the student population

Title I Total Expenditures: \$283,496.00

Title I Allocation Balance: \$1,500.00

## Funding Source: Unrestricted

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
ESL Teacher	0000: Unrestricted	\$2,500.00	English Learners	Provide ESL classes for parents and tutoring for their students once a week to encourage language acquisition at all levels.

## Conejo Elementary School

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Unrestricted Total Expenditures: \$2,500.00

Unrestricted Allocation Balance: \$0.00

Conejo Elementary School Total Expenditures: \$473,858.63