The School Plan for Student Achievement

School: Ladera STARS Academy

CDS Code: 56 73759 6055966

District: Conejo Valley Unified School District

Principal: Lori Wall

Revision Date: April 24, 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

Ladera STARS Academy's Vision and Mission Statements
In August 2018, Ladera Elementary School officially began the school year as a new magnet school called Ladera STARS Academy. The transformation has been gradually been achieved over the last two years. The Vision and Mission statements below reflect our new focus as a STEAM magnet school.

VISION:
Students inspired to reach for the STARS through explorations in Science, Technology, Arts and Rigorous Scholarship.

MISSION:
Ladera's STARS Academy is dedicated to providing students with innovative, engaging academic experiences featuring STEAM elements (Science, Technology, Engineering, Arts and Math). We promote a community of cooperation and compassion that values every student and encourages students to take academic risks. Students grow as confident scholars through rigorous integrated curriculum that builds on their natural curiosity and creativity. The Next Generation Science Standards and themes drive the authentic, collaborative practices that create problem solvers and motivate students. We believe in every student's ability to succeed and are committed to making STARS Academy a challenging and inspiring place for student learning -- every day!

[Vision and Mission Statements were approved by the School Site Council on January 25, 2018]

School Profile

Ladera STARS Academy officially launched as a STEAM magnet school at the beginning of the current school year (August 2018). STARS is an acronym for Science, Technology, Arts, Rigorous Scholarship. The school is actively transitioning to this new magnet program featuring integrated curriculum and a commitment to innovative academic experiences, authentic learning and engaging instructional practices. Next Generation Science Standards take a central role in the thematic and project based learning. In addition to a rigorous academic program, STARS Academy scholars are afforded the opportunity to participate in a variety of art and design experiences through weekly Creation Rotations, which include visual art, drama, digital art, makerspace, music and "grossology," featuring fun and "gross" science experiences. Students have additional opportunities to grow through challenging new activities in our popular lunchtime makerspace, Art Trek STEAM art program, school garden activities, Odyssey of the Mind teams, and optional band, strings, rocketry and robotics clubs and choral music programs at lunch and after school, as well as flexible seating options. Our active PTA provides specialists programs (physical education, music and computer specialists) to enhance our students' educational experiences, in addition to coordinating very enjoyable Family Fun events to build community outside of school.

Ladera STARS Academy's small-school personality, strong sense of community, and inclusive school climate are a few of the keys to our success. The positive learning environment is fostered by a dedicated and caring staff, involved parents and community support. A School Uniform Policy was approved by our staff, School Site Council and parent community and we find that having our students in school uniforms enhances the scholarly climate of our school.

All our scholars' academic progress is carefully monitored through assessment data and classroom performance. Students not making expected progress in English Language Arts and those requiring English Language Development and/or other interventions receive targeted instruction through Ladera's Multi-Tiered System of Support (MTSS), Target Time. During Target Time, advanced students receive accelerated instruction beyond the scope of the curriculum, ensuring that every student is challenged and their needs are targeted. Students requiring additional support in math participate in our pull-out math intervention or our before or after school intervention programs.

STARS Academy scholars and staff are committed to following The Dragon CODE:
- Choose Character
- Own Your Learning
- Demonstrate Respect
- Envision Success.

We believe that teaching positive character in daily choices, as well as the scholarly habits required to be great students, are vital parts of the education of every STARS Academy scholar. After every gathering, scholars chant with the principal, teachers and their

peers, the Dragon CODE (above) followed by "You will never regret doing the right thing!"

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).

The school conducted parent surveys through the School Site Council and ELAC Committee, in 2018.

The School Site Council conducted a survey regarding the school's transition to the STEAM magnet, Ladera STARS Academy. 131 parents responded to the survey, 108 using our online SurveyMonkey link and the rest on paper. We were interested in how parents learned about the changes that were underway at the school, their enthusiasm for the changes, and their support for school uniforms. 66% of those responding said they learned of the changes through Dragon Tales (our monthly publication) articles, 60% said they learned about the changes at meetings they attended at the school, 52% said they read the brochure, 63% heard through other parents or staff. 9% (12 people) said they had not heard anything about STARS Academy. An overwhelming majority of those responding to the survey were "Very Excited/Strongly In favor of the changes" or indicated a positive feeling about the changes, with the highest number of "excited" responses for "Physical Upgrades to the school", "New Discovery Lab for Makerspace and Science" and "Emphasis on STEAM" [around 85% positive]. Although the majority were still overwhelmingly excited about the changes, the lowest number of "excited" responses were for "Integrated Curriculum around the Next Generation Science Standards", the "Creation Rotations" program, and "Ladera becoming a magnet school"; 15-19% of the recipients on these topics were "Neutral about changes/No feelings one way or the other". Upon reflection, the SSC thought maybe these items were not as well-understood by those responding to the survey, resulting in neutral responses. Finally, the survey sought approval of the School Uniform Policy. 78% of those responding said "Yes, I SUPPORT the implementation of a School Uniform Policy at Ladera STARS Academy, starting in August of 2018". With this strong support, the SSC moved forward with implementing school uniforms.

About 71% of Ladera's EL students' families completed the English Language Development Program 2018-19 Needs Assessment survey (an increase of 5% over the last year). Summary of results: A large majority of parents expressed that they understand the ELD program (89%), reclassification criteria (79%) and the language and academic interventions their child receives at school (87%), but this was a drop from last year when the positive responses for these same questions was in the 92-96% range. A very positive trend was parent responses related to their commitment to helping their child learn English in the home and active engagement with helping their child develop English skills - 96% and 94%. 80% of the parents indicated that they feel the school is meeting their child's academic needs, which is a drop from 85% the previous year. We were pleased that 96% of the parents said they would contact their child's teacher if they had questions or concerns.

The District conducted an LCAP Survey via district and school websites. Students in grades 4-5, certificated and classified staff, as well as parents 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 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 are often observed more frequently. 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.

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 (California Assessment of Student Performance and Progress) for language arts and math, in Spring 2018. Students in grade 5 took the CAST science pilot. Some special education students are assessed utilizing CAA (California Alternative Assessment) 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 modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

   Assessment data is analyzed and discussed by teachers and the principal at staff meetings and during release days given at the end of each grading period. During the release days, teachers review the progress of students that are receiving intervention services through Target Time and Math intervention groups, as well as the progress of all students participating in ELD groups. District benchmark data and other classroom data is examined to determine if students are making acceptable progress or if additional interventions, parent conferences, or MTSS/SST (Student Study Team) meetings are warranted.

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 Treasures and Go Math Unit and Theme tests to pre and post assess students to measure progress and determine areas for pre-teaching and reteaching. Our district utilizes EADMS a student data management system that allows teachers and administrators 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.

   Results from district benchmarks drive the groupings of students for Target Time and math intervention groups (both during and after school) and help teachers determine the student needs that will be addressed through targeted skill instruction and intervention.

<u>Staffing and Professional Development</u>

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 one day 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 and six hours of self-directed professional development.

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.

    Staff Development at Ladera STARS Academy has been working with West Ed K-12 Alliance, receiving training focused on developing the integrated curriculum and instructional practices that will set our new STEAM program apart. In 2017-18, most teachers attended three full-days and three half-days of professional development (PD) in effectively teaching the Next Generation Science Standards (NGSS), building integrated curriculum around NGSS and CA State Standards, and other essential science instruction practices. Four additional full days of PD took place during the school year (October and January). All STARS Academy teachers participated in six more full days of training in June, August, and October of 2018, to continue to build the NGSS centered integrated curriculum, develop Project Based Learning experiences, and addressing language arts and English Learner needs through integrated science instruction. Additional professional development days are scheduled with West Ed to continue deepening teachers' instructional practices, in January, April and June of 2019.

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

    Schools have access to four district-based TOSAs (Teachers on Special Assignment) in four 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.
    (3) Technology: leads site and district PD to support effective technology practices and instruction in the classroom.
    (4) GATE: strengthening district and school practices to support and expand opportunities to support gifted students in the classroom and beyond.

    Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor 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. The team leads PD sessions at staff meetings and provide support to staff members.

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

   At Ladera, we have an early release day for students every Tuesday. After students are released on Tuesdays, all grade levels meet independently to plan, problem solve, discuss student needs, conduct Level 2 MTSS meetings, share instructional strategies and ideas, and continue to develop the integrated STEAM curriculum that sets our magnet program apart.

   Two Tuesdays each month, one hour staff meetings are held, where grade level teams have the opportunity to extend collaboration across grade levels. Collaboration time is given to: analyze writing common writing assignments, share ideas regarding writing instruction, compare student writing samples, score writing samples with rubrics to calibrate scoring practices, discuss challenges and learn from each other. Depending on the activity, the staff remains together or splits into K-2 and 3-5 collaborative groups. Staff meetings have also focused on collaborative problem solving and support across grade levels to support effective mathematics instruction with the new curriculum.

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 including recent adoptions of ELA materials and state-approved math materials.

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)

    Target Time is a program designed to provide Multi-Tiered Systems of Support (MTSS) to all Ladera Elementary 1st-5th grade students. Students at each point along the academic continuum, from advanced to at-risk, receive one hour each day, four days per week, of instruction that is specifically targeted to meet their learning needs for English Language Arts (ELA). Research supports having all students, including ELs and students with specific learning disabilities (SLD), participate in the core ELA instruction with their English proficient and grade-level peers. In this model, all Ladera students participate in the core ELA instruction in their home classrooms, outside of Target Time. No students are "pulled-out" of core instruction to receive intervention related services. During Target Time, however, all students within each grade level are leveled and grouped. The first three hours of each morning, Monday through Thursday, are dedicated to three distinct one hour blocks of Target Time for various grade levels. Grade levels are staggered to best utilize personnel and keep student numbers low in small group instruction settings. During this hour student receive ELD and/or intervention instruction, as appropriate based on their needs and performance data.

    After school math intervention is available for students two hours per week for selected second through fifth grade students. The school is currently examining practices related to math intervention and are making changes to increase the effectiveness of the interventions offered. Participating students are referred by the grade level teachers, based on district benchmark and classroom performance data in mathematics. Students requiring a higher level of support are receive pull-out math intervention 2-3 times weekly during their math period, after the core lesson has been taught.

    Some Kindergarten students were invited to participate in an "early back" K-Camp (6 days x 2.5/hrs.) before school began. They were invited based on lack of preschool experience and/or holes in foundational knowledge observed during Kindergarten interviews. An after school intervention called K-Club, takes place for one hour, 2 times per week over 6-8 week sessions. K-Club is taught by the teachers and focuses on targeted areas of weakness, for a small group of students, as determined by district benchmark assessment data.

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 including the 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. The SIPPs program is utilized for first and second grade students needing intensive phonics review/instruction in some of the targeted intervention groups Read Naturally is utilized in some intervention groups to help increase reading fluency. The school recently began using an online intervention tool called Achieve3000 with our 3rd-5th grader. It is a research based program to increase reading comprehension, writing and English Language Development.

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 students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under-performing students to access the general curriculum.

Target Time is a program designed to provide Multi-Tiered Systems of Support (MTSS) to all Ladera Elementary students. Students at each point along the academic continuum, from advanced to at-risk, receive one hour each day, four days per week, of instruction that is specifically targeted to meet their learning needs for English Language Arts (ELA). During Target Time all students within each grade level are leveled and grouped based on instructional needs, as indicated by performance data. The first three hours of each morning, Monday through Thursday, are dedicated to three distinct one hour blocks of Target Time for various grade levels. Grade levels are staggered to best utilize personnel and keep student numbers low in small group instruction settings. During this hour student receive ELD and/or intervention instruction, as appropriate based on their needs and performance data. Three additional intervention specialists teach small intervention groups and/or leveled ELD groups during Target Time.

After school math intervention is available for students two hours per week for second through fifth grade students, at Ladera's Math Mania program. Participating students have been referred by the grade level teachers, based on district benchmark and classroom performance data in mathematics. Groups are taught by credentialed Academic Specialists with the support of volunteer tutors from a tutoring center at a local private high school. The small group instruction provides skills based instruction, focusing on prerequisite skills and fluency with math facts. Students requiring a higher level of support are receiving pull-out math intervention 2-3 times weekly during their math period, after the core lesson has been taught. Small groups are taught by credentialed Academic Specialists and focus on strengthening targeted prerequisite math skills that student performance data have indicated are areas of weakness.

Kindergarten students requiring additional practice on foundation and readiness skills participate in an after school intervention program, Kinder Club, twice days each week for 45 minutes. Additional push-in intervention is provided for each Kindergarten class for 45 minutes twice a week. Teachers determine the skills and students for the Academic Specialists to target with one on one intervention support.

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, Kaplan's Depth and Complexity Icons, and cooperative learning.

Research supports having all students, including ELs and students with specific learning disabilities (SLD), participate in the core ELA instruction with their English proficient and grade-level peers. In the Target Time model, all Ladera students participate in the core ELA instruction in their home classrooms, outside of Target Time. No students are "pulled-out" of ELA core instruction to receive intervention related services.

All special education students are included in general education settings for library, computer specialist, PE, music, and our Creation Rotations program. Some of our special education students are included in general education classrooms for ELA or math instruction, as determined by their IEP team. Our TK-K student in our specialized program for students with Autism, join one of our kindergarten classes twice each week with their teacher for a co-teaching/learning activity. As appropriate, some of our kindergarten students from our specialized program are joining their gen ed Kindergarten class for centers. Two students with special needs are fully included in general education classrooms. We have a commitment to increasing the inclusion opportunities for students in our specialized programs to join general education classrooms, as appropriate.

Parental Involvement

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

Parent and community volunteers are a valuable asset to all Ladera students, especially those that are under-achieving. Ladera currently has 12 volunteers from the Conejo Senior Volunteer Program (CVSP), who come to Ladera on a weekly basis from one to three hours each time. Many classrooms utilize parent and CSVP volunteers to help with Target Time activities, as well as during other parts of the school day. We have many very active parent volunteers that help in many classrooms on a regular basis.

Our PTA has raised funds over the last few years to support the growth of Ladera's technology capabilities, including new computers, hand-held devices, and interactive systems for the classrooms. A huge upgrade of Ladera's technology infrastructure and wireless capabilities, in addition to many technology based tools, came to Ladera through a local community bond measure, Measure I. All of these resources have assisted Ladera students, especially those that are under-achieving or those that may not have as much access to technology at home.

We began a 1:1 Chromebook initiative, giving students assigned Chromebooks to use in the classroom, as well as at home.

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)

Ladera has several active parent/community groups:

School Site Council (SSC) - 5 parent representatives, 1 principal, 3 teachers, 1 classified employee. This group meets monthly and approves and monitors the SPSA, Targeted Assistance program, and school safety plan. Student achievement data is presented, monitored and discussed in relation to the SPSA goals. Representatives from the District Advisory Committee (DAC), GATE District Advisory Committee (GATE DAC), EL Advisory Committee (ELAC), and PTA present reports and keep members updated on district/school programs.

English Learner Advisory Committee (ELAC) - Meets 3-5 times each year. The committee consists of parents of EL students at Ladera and meetings are well attended. A representative from the school ELAC committee participates as Ladera's representative at the District ELAC (DELAC).

Special Education District Advisory Committee (SEDAC) - We have 3 STARS Academy parents sharing the role as Parent Representative to this new district committee focused on serving special education concerns and needs in CVUSD.

PTA - Ladera currently has 204 paid members (up from 142 last year), a very active Executive Board of officers, and many volunteers that participate in PTA events. The PTA's fundraising efforts provide Ladera with many programs that enrich student learning: computer, PE and music specialists, who provide 30 minute sessions each week to all classes; a monthly art program, Meet the Masters; participation in the national PTA Reflections visual and performing arts program; many Family Fun events throughout the year; school-wide assemblies; and off-set costs for grade-level field trips.

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

In many discussions with teacher, academic specialists and other colleagues, we recognize that many of our students are quite passive in their approach to learning. Some examples: students wait until someone tells them exactly what to do or for someone else to answer a question. If they have a question, they sit until the teacher notices they are not working. One of the reasons we are pursuing the STEAM emphasis and curricular changes is to increase student motivation and engagement and teach students to "go after" their learning in a proactive manner, rather than waiting for it to come to them.

With the Common Core State Standards, the expectations for the difficulty level of reading material has increased for every grade level, as well as the expectations for students' abilities to express their ideas in writing. Strong reading and writing skills are existential for the success of every student across all content areas, therefore, the majority of our intervention efforts for students and professional development for teachers will focus on strengthening students' Reading and Writing performance. We utilize before, during and after school math interventions. Credentialed Academic Specialists provide math remediation and support to students, based on performance data and teacher recommendation. [Goals 1, 2, and 3]

The percentage of English Learners at Ladera has steadily increased over the last several years, in addition to the percentage of Socio-Economically Disadvantaged students. There is a gap between the performance of students in these two subgroups and the performance of the school population as a whole.

An MTSS program that allows EL students access to the core curriculum in their classroom, in addition to ELD and targeted skill interventions is a priority. Target Time and our math intervention practices and plans meet this criteria. Our efforts to develop and implement integrated curriculum focused on the Next Generation Science Standards is also a major change that we hope will increase students curiosity, motivation and excitement about learning, which in-turn, we hope will increase student achievement. [Goals 1, 2, and 3]

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	52	49	49	47	49	49	47	49	49	90.4	100	100
Grade 4	64	49	48	62	48	48	62	48	48	96.9	98	100
Grade 5	57	62	52	55	62	50	55	62	50	96.5	100	96.2
All Grades	173	160	149	164	159	147	164	159	147	94.8	99.4	98.7

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

	Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**		**% Standard Not Met**		
	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	2433.0	2430.3	2438.6	32	26.53	28.57	19	26.53	28.57	26	24.49	24.49	23	22.45	18.37
Grade 4	2466.9	2469.8	2492.4	26	25.00	35.42	18	33.33	18.75	29	16.67	22.92	27	25.00	22.92
Grade 5	2548.0	2513.5	2527.5	40	25.81	32.00	33	27.42	38.00	13	20.97	6.00	15	25.81	24.00
All Grades	N/A	N/A	N/A	32	25.79	31.97	23	28.93	28.57	23	20.75	17.69	22	24.53	21.77

	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	28	32.65	24.49	43	42.86	53.06	30	24.49	22.45
Grade 4	23	22.92	31.25	42	56.25	41.67	35	20.83	27.08
Grade 5	33	24.19	34.00	47	46.77	46.00	20	29.03	20.00
All Grades	27	26.42	29.93	44	48.43	46.94	29	25.16	23.13

	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	21	28.57	20.41	53	42.86	61.22	26	28.57	18.37
Grade 4	34	25.00	45.83	47	39.58	31.25	19	35.42	22.92
Grade 5	47	43.55	52.00	42	38.71	30.00	11	17.74	18.00
All Grades	35	33.33	39.46	47	40.25	40.82	18	26.42	19.73

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	28	24.49	20.41	53	59.18	67.35	19	16.33	12.24
Grade 4	11	22.92	16.67	77	52.08	68.75	11	25.00	14.58
Grade 5	25	22.58	24.00	60	66.13	58.00	15	11.29	18.00
All Grades	21	23.27	20.41	65	59.75	64.63	15	16.98	14.97

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	26	30.61	38.78	57	46.94	38.78	17	22.45	22.45
Grade 4	19	20.83	29.17	53	62.50	54.17	27	16.67	16.67
Grade 5	49	30.65	38.00	44	41.94	40.00	7	27.42	22.00
All Grades	31	27.67	35.37	51	49.69	44.22	18	22.64	20.41

Conclusions based on this data:

1. One analysis goal is to see the % of students Above Standard increase from 2017 to 2018, while at the same time the % of students Below Standard decrease. Using that measure, we improved the Overall Achievement for ELA significantly [+6.27% more Above Std. and 2.76% less Below St.]. Every grade level followed this trend, when looking at the Overall Achievement patterns.

2. Examining similar trends for each domain - Reading, Writing, Listening, Speaking - the overall scores (looking at ALL GRADES) show improvement between 2017 to 2018, in all areas expect for Listening. In all other domains, the % of Above Standard students increased by 3.5% to 7.7%, which is very good. In all domains, including Listening, the % of Below Standard students decreased by 2.01% to 6.69%, which is also good. In Listening, the % of Above Standard students dropped by 2.86%, with a significant drop in both 3rd and 4th grade [-4.08% and -6.25%, respectively], but with a slight increase in 5th grade. The % of 5th graders scoring Below Standard in Listening increased by 6.7%. The listening claims are definitely something that we need to examine more closely and determine how to target instruction to keep improving.

3. Looking at individual grade levels in each domain, 3rd grade consistently decreased across the domains in the % of students scoring Above Standard, from 2017 to 2018, except in the area of Research/Inquiry, where there was a very significant increase [8.17%]. On a positive note, the % of 3rd grade students scoring Below Standard decreased in every domain. We need to develop instructional strategies to teach students "close reading" skills; this is something we have begun discussing as a staff and will continue to work on in classroom and intervention settings.

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	52	49	49	48	49	49	48	49	49	92.3	100	100
Grade 4	64	49	48	62	47	48	62	47	48	96.9	95.9	100
Grade 5	57	62	52	56	62	50	56	62	50	98.2	100	96.2
All Grades	173	160	149	166	158	147	166	158	147	96	98.8	98.7

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

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2452.0	2446.5	2443.9	27	22.45	22.45	38	38.78	28.57	23	16.33	26.53	13	22.45	22.45
Grade 4	2471.0	2491.1	2502.5	16	21.28	22.92	24	40.43	37.50	40	25.53	29.17	19	12.77	10.42
Grade 5	2525.0	2510.4	2518.1	27	22.58	22.00	25	24.19	26.00	27	27.42	30.00	21	25.81	22.00
All Grades	N/A	N/A	N/A	23	22.15	22.45	28	33.54	30.61	31	23.42	28.57	18	20.89	18.37

	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	48	34.69	38.78	35	40.82	34.69	17	24.49	26.53
Grade 4	31	40.43	41.67	34	38.30	39.58	35	21.28	18.75
Grade 5	38	32.26	32.00	29	33.87	44.00	34	33.87	24.00
All Grades	38	35.44	37.41	33	37.34	39.46	30	27.22	23.13

	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	35	34.69	26.53	46	36.73	44.90	19	28.57	28.57
Grade 4	26	19.15	29.17	47	61.70	52.08	27	19.15	18.75
Grade 5	36	24.19	20.00	38	45.16	48.00	27	30.65	32.00
All Grades	32	25.95	25.17	43	47.47	48.30	25	26.58	26.53

	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	35	30.61	36.73	50	44.90	34.69	15	24.49	28.57
Grade 4	13	29.79	35.42	53	46.81	45.83	34	23.40	18.75
Grade 5	34	22.58	24.00	45	51.61	46.00	21	25.81	30.00
All Grades	27	27.22	31.97	49	48.10	42.18	24	24.68	25.85

Conclusions based on this data:

1. One analysis goal is to see the % of students Above Standard increase from 2017 to 2018, while at the same time the % of students Below Standard decrease. Using that measure, we saw much less growth in Math than ELA, overall [+0.3% more Above Std. and 2.52% less Below St.]. Looking at individual grade levels, only 4th grade increased the % of students scoring Above Standard; the increase was only 1.64%. 3rd and 5th grade stayed essentially the same for students scoring Above Standard. The decrease in the % of students Not Meeting Standard was a bit more positive: only 3rd grade showed no change, 4th grade decreased by 2.35% and 5th grade by 3.81%.

2. Examining similar trends for each domain - Concepts & Procedures, Problem Solving & Modeling/Data Analysis, Communicating Reasoning - the overall scores (looking at ALL GRADES) show mixed results between 2017 to 2018, with Concepts & Procedures showing the most gains (+1.96% Above Std. and 4.09% fewer Below Std.). The % of students scoring Above Std. increased in every grade level in Communicating Reasoning (+4.75% ALL grades), however, there was also a slight increase in the % of students scoring Below Std. (1.17%).

3. Problem Solving & Modeling appears to be the area where our students struggled the most. Not only was the % of students scoring Above Std. lowest for this area (only 25.17%), but 3rd and 5th grade reflect a drop in the % of students scoring above, with 5th grade also increasing the % of students scoring Below Std. 4th grade was the only grade level showing both an increase in the % of Above Std. scores (+10.02% - significant) and also a decrease in the % of Below Std. scores (0.4% - negligible). Unfortunately, when looking at the 4th grade cohort as 3rd graders, there was actually a drop of 5.52% for students scoring Above Std. for that cohort. Problem Solving & Modeling is an area we need to look at more deeply to examine ways to improve as a school in these skills.

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	1432.4	1438.1	1418.6	18
Grade 1	1454.9	1460.4	1448.8	17
Grade 2	1515.9	1519.8	1511.6	13
Grade 3	1494.3	1490.1	1498.2	12
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				76

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	*	*	*	*	*	*	*	*	18
Grade 1	*	*	*	*	*	*	*	*	17
Grade 2	*	*	*	*					13
Grade 3			*	*	*	*			12
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
All Grades	27	35.53	32	42.11	13	17.11	*	*	76

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	*	*	*	*	*	*	*	*	18
Grade 1	*	*	*	*	*	*	*	*	17
Grade 2	11	84.62	*	*	*	*			13
Grade 3	*	*	*	*	*	*			12
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
All Grades	35	46.05	27	35.53	*	*	*	*	76

	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	*	*	*	*	*	*	*	*	18
Grade 1	*	*	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	*	*	13
Grade 3			*	*	*	*	*	*	12
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
All Grades	21	27.63	23	30.26	22	28.95	*	*	76

	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	*	*	*	*	*	*	18
Grade 1	13	76.47	*	*	*	*	17
Grade 2	13	100.00					13
Grade 3	*	*	*	*	*	*	12
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	44	57.89	29	38.16	*	*	76

	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	*	*	*	*	*	*	18
Grade 1	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	13
Grade 3	*	*	*	*			12
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	42	55.26	26	34.21	*	*	76

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	*	*	*	*	*	*	18
Grade 1	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	13
Grade 3			*	*	*	*	12
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	20	26.32	40	52.63	16	21.05	76

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	11	61.11	*	*			18
Grade 1	*	*	13	76.47	*	*	17
Grade 2	*	*	*	*			13
Grade 3	*	*	11	91.67			12
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	26	34.21	49	64.47	*	*	76

Conclusions based on this data:

1. Because the data is so spotty, it is very difficult to conclude much of anything about our students ELPAC.

Planned Improvements in Student Performance

<div align="center">**School Goal #1**</div>

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: Language Arts
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 #1:
By June 2019, Ladera's K-5th gr students will make gains in Reading, as evidenced by a 3% increase in the percentage of: • Kindergarten-2nd gr students meeting essential benchmark standards for Reading Results. • 3rd-5th graders scoring at the proficient or advanced level on SRI lexile assessments • 3rd-5th graders with passing report card grades • 3rd-5th graders scoring at the proficient or advanced levels on CAASPP
Data Used to Form this Goal:
Summary data was compiled looking at Trimester 3 ELA benchmarks, SRI scores and CAASPP data from 2016, 2017 and 2018. • For each measure, a comparison was made across the three years, as well as a comparison between ALL STUDENTS and EL STUDENTS. • For K-2 ELA benchmarks, data was only available in EADMS for 2017 and 2018. The summary represents the % of students who met 4 of the 5 essential benchmark standards. • SRI Lexile and CAASPP data represent the % of students scoring at the proficient or advanced level for 3rd - 5th graders. Some SRI data was also availble for 2nd graders. • The CAASPP data includes a comparison of ALL STUDENTS, EL STUDENTS and students identified as SOCIO ECONOMICALLY DISADVANTAGED (SED), by grade level (3rd - 5th).

Findings from the Analysis of this Data:

The percentage of Kindergarten through 2nd graders meeting at least 4/5 essential ELA standards increased (or stayed nearly the same), from 2017 to 2018. This positive trend was noted in Kindergarten through 2nd grade for ALL students, including EL students. In two instances, the comparison was 1 - 2% lower, but these were not considered significant changes from the previous year (K EL students: 70% in 2017 and 68% in 2018; ALL 1st graders: 73% in 2017 and 72% in 2018).

Looking at the SRI data from 2016 to 2018, the % of students scoring proficient or advanced has dropped from 2016 to 2018, however, in most instances the % increased from 2017 to 2018. One explanation for this may be that SRI made an adjustment to their lexile measures to better match the CCSS expectations. That may explain the drop from 2016 to 2017 as the expectations became more rigorous, lexile scores dropped. Therefore the positive trend from 2017 to 2018 for ALL 4th and 5th graders, and 3rd and 4th grade EL students, reflects true growth.

Overall, the CAASPP ELA scores reflect a fairly positive trend of growth from 2016 to 2018, with some ups and downs (4th graders scored a bit higher in 2017, and 5th graders scored significantly lower in 2017). One encouraging trend is following the 2016 3rd grade cohort, to 4th grade and then 5th grade, in 2018. In the ALL students and SED student groups the % of students scoring proficient or better increased significantly each year (2016, '17, '18 respectively: ALL students - 51%, 58%, 70%; SED students - 33%, 50%, 67%).

In all K-2 ELA assessments, the % of English Learners meeting 4/5 essential standards was significantly less than the ALL students group. In 2018, the difference between ALL students and EL student groups were: Kindergarten - 12%, 1st grade - 25%, and 2nd grade - 28%. It is of concern that the gap between our EL students is increasing with each grade level, rather than diminishing. This same trend is apparent when examining the % of 3rd -5th graders scoring proficient or above on the SRI Lexile assessment. The difference between ALL students and EL students on the SRI, in 2018 was: 3rd grade - 35%, 4th grade - 51%, and 5th grade - 67%. The achievement gap is also apparent when examining the CAASPP scores, but with the positive trend of seeing the gap diminish between ALL students and SED students decrease from 3rd to 5th grade: 3rd grade - 19%, 4th grade - 27%, and 5th grade - 3%. The gap between ALL and EL students continued to be significant. One explanation for the increasing difference across grade levels between the % of proficient EL students and the rest of their grade level may be that EL students that are successful academically generally end up being reclassified and then their scores are no longer included the EL subgroup. Many of our EL students also are part of the SED subgroup, which may be one of the reasons why that group continued to show relative improvement as those students improved academically, closing the difference to only 3% by 5th grade (ALL - 70% proficient or above; SED - 67%).

How the School will Evaluate the Progress of this Goal:

Continue to compile summary data for student performance on K-2 ELA benchmarks, paying close attention to essential standards.
Continue to compile summary data for student performance on the SRI Lexile assessments and CAASPP data for 3rd through 5th graders.
Additionally, the team is interested to see if the report card grades students are receiving for classroom work follow similar trends to the ones we are seeing on the standardized assessments. This will help teachers reflect on grading practices in relation to the CCSS expectations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Target Time, a Multi-tiered system of support, to meet the needs of ALL students in Reading and Writing (ELA intervention groups utilizing resources including, but not limited to: SIPPS, McGraw-Hill Treasures Intervention program	September 2018 - May 2019	Principal, Classroom Teachers, Academic Specialists	Academic Specialists	1000-1999: Certificated Personnel Salaries	Title I	40,000
			Academic Specialist benefits	3000-3999: Employee Benefits	Title I	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
materials, Achieve3000, and Linda Mood-Bell Seeing Stars materials.) • Students with Disabilities [SWD] with ELA IEP goals receive targeted intervention during Target Time in the Learning Center. • EL students receive designated ELD instruction during Target Time. • Some SDC students have inclusion time during Target Time, per IEP team decision. • GATE and high achieving students receive accelerated opportunities during Target Time. Implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards. / Implement Kindergarten Investigators for advanced Kindergarten students' (possibly GATE) accelerated learning. Use trimester assessment data to identify students requiring Tier 2 and 3 interventions. Carefully monitor progress of all students participating in 8-10 week sessions of targeted intervention classes. Teacher Release Days for Target Time Data Meetings and planning (1 full day in October, September and March).	Target Team Data Meetings: September December March		Substitute Teachers Substitute Teachers	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I 0PGR	5,000 1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), Achieve3000, EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction. All students have access to these technology resources, including EL and Special Education students. Student Reports will be run regularly and at the end of each trimester to show student progress.	Ongoing December, March and June	Classroom Teachers, Computer Specialist, Academic Specialists	Computer Specialist salary	2000-2999: Classified Personnel Salaries	0TRM	3,000
			Computer Specialist benefits	3000-3999: Employee Benefits	0TRM	1000
			Reading Counts license	5000-5999: Services And Other Operating Expenditures	0TRM	1,000
			Reading Eggs	5000-5999: Services And Other Operating Expenditures	0PGR	880
			Raz Kids	5000-5999: Services And Other Operating Expenditures	0TRM	650
			Starfall Education	5000-5999: Services And Other Operating Expenditures	0TRM	270
			Type to Learn	5000-5999: Services And Other Operating Expenditures	0TRM	600
Staff Development - Principal/Teachers attend professional development workshops. (West Ed K-12 Alliance, STEAM Symposium, CUE conference, Classroom Intervention Conference, CHAMPS, VCOE Leadership series, UDL, Inclusion and Co-Teaching for SWD etc.) Classroom observations and walk-throughs by principal. Teacher reflection and implementation of learned strategies.	August - June Ongoing	Principal, Classroom Teachers	Substitute Teachers for release days and conference attendance	1000-1999: Certificated Personnel Salaries	Title I	800
			Conference Registrations	5000-5999: Services And Other Operating Expenditures	Title I	2,500
			Travel expenses (hotel, rental cars, meals, mileage, etc. for conference attendance)	5000-5999: Services And Other Operating Expenditures	Title I	2,500
			Teacher Stipends for weekend Professional Development - WestEd K-12 alliance	1000-1999: Certificated Personnel Salaries	Title I	4,500
Kindergarten Interviews - Conduct baseline data assessments to assist in creating balanced classes.	August	Kindergarten teachers	Certificated hourly rate for time outside contracted year	1000-1999: Certificated Personnel Salaries	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Early-Back K-Camp for students with little/no preschool experience, EL, students, SWD and others that would benefit from six days of learning school norms and readiness skills, before school begins.			Certificated Benefits	3000-3999: Employee Benefits	Title I	1,000
Teacher Release Days (1 day per trimester to complete one-on-one benchmark assessments with students and for assessment data analysis and reporting)	Student assessment data records (e.g. progress reports, report cards, benchmark data sheets) / Nov/Dec Feb/March May/June	Teachers	Substitute teachers	1000-1999: Certificated Personnel Salaries	Title I	5,000
			Substitute teachers	3000-3999: Employee Benefits	Title I	1,500
Copy Machines - copies, leases, and service	Document Systems - leases, copies, and service	Office Staff	Document Systems, CIT, Cannon Financial	5000-5999: Services And Other Operating Expenditures	OCBG	7000
Purchase of instructional materials, supplies and technology to enhance instruction, including books and materials to support new STEAM program. (e.g. non-fiction texts, supplemental science resources, etc.) Update school environment including, but not limited to lunch tables, flexible seating for classrooms [general education and special education], indoor and outdoor tables, chairs, benches and other furniture for classrooms and work areas.	Purchase additional textbooks, supplemental materials, literature, copies, iPad Apps, technology hardware and software, etc. to support the curriculum and effective instruction/ Ongoing, as needed	Teachers Principal Academic Specialists Staff	Instructional Materials and supplies - Approximately $350 per classroom	4000-4999: Books And Supplies	Title I	5,600
			Instructional Materials and supplies	4000-4999: Books And Supplies	0PGR	148
			Instructional Materials and supplies	4000-4999: Books And Supplies	0TRM	6,000
			Updated Classroom/Office Furniture, Technology and Equipment	6000-6999: Capital Outlay	OCBG	3,000
			Updated Classroom/Office Furniture	6000-6999: Capital Outlay	Title I	7,035

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Council Adviser Stipend	ongoing	Student Council Adviser - Teacher	Stipend	1000-1999: Certificated Personnel Salaries	OCBG	1,500
STEAM Arts Enrichment Program - Creation Rotations: • Visual Art • Digital Art • Makerspace • Drama • Music • "Gross" Science	24 weeks on Thursday afternoons: ALL 1st-5th grade students [including EL and SWD] rotate through 6 different creative disciplines, participating in each for 4 weeks.	Principal Art Trek Staff Drama Teacher Academic Specialists	supplies, materials and technology needed for rotations (e.g. green screen, makerspace devices, etc.)	4000-4999: Books And Supplies	Title I	5,000
			Art Trek Contract	5000-5999: Services And Other Operating Expenditures	Title I	5,375
			Drama Teacher	2000-2999: Classified Personnel Salaries	0TRM	2000
			"Gross" Science Teacher	2000-2999: Classified Personnel Salaries	0TRM	2800
Odyssey of the Mind	Materials for Odyssey of the Mind Teams, supporting/ challenging GATE students/ Oct.-March	Principal, GATE Teacher Advisor	Registration and Team Fees	5000-5999: Services And Other Operating Expenditures	0TRM	210
			OM Coaching Support Materials	4000-4999: Books And Supplies	0TRM	100
One Teacher Release day per trimester to develop curriculum and integration of ELA and STEAM elements into the NGSS driven instructional plan. [Conceptual Flows] [Alternatively, teachers have the option of developing curriculum 4.5 hours per trimester (outside contracted hours) @ $30/hr training, rate instead of using a release day. Cost is approximately the same as a full day sub.]	1 day each trimester	Teachers	Substitute Teacher for full release day or 4.5 hours @$30/hr for teachers, per semester.	1000-1999: Certificated Personnel Salaries	Title I	5000
				3000-3999: Employee Benefits	Title I	1500

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: Mathematics
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:
By June 2019, Ladera's K-5th gr students will make gains in math, as evidenced by a 3% increase in the percentage of: • Kindergarten-2nd gr students meeting essential benchmark standards for Math • 3rd-5th graders with passing report card grades • 3rd-5th graders meeting or exceeding standards on CAASPP
Data Used to Form this Goal:
Summary data was compiled looking at Trimester 3 Math benchmarks and CAASPP data from 2016, 2017 and 2018. • For each measure, a comparison was made across the three years, as well as a comparison between ALL STUDENTS and EL STUDENTS. • For K-2 Math benchmarks, the summary represents the % of students who met 4 of the 5 essential math benchmark standards. [1st grade data for 2018 was not available in EADMS]] • CAASPP data represent the % of students scoring at the proficient or advanced level for 3rd - 5th graders. • The CAASPP data includes a comparison of ALL STUDENTS, EL STUDENTS and students identified as SOCIO ECONOMICALLY DISADVANTAGED (SED), by grade level (3rd - 5th).

Findings from the Analysis of this Data:

The percentage of Kindergarten and 2nd graders meeting at least 4/5 essential math standards increased significantly for 2nd grade, from 2017 to 2018, but dropped slightly for Kindergarten. The same trends were noted in Kindergarten and 2nd grade for ALL students, including EL students. One encouraging trend is following the 2017 1st grade cohort to 2nd grade, in 2018. From 1st grade to 2nd grade, the cohort improved significantly in both the ALL students group and the EL students (All students increased 22%; EL students increased 16%)

Looking at the math benchmark data for 3rd-5th graders from 2016 to 2018, the % of students scoring proficient or advanced has increased from 2016 to 2018, for 3rd and 4th grade, but dropped for 5th grade. 3rd grade dropped slightly from 2017 to 2018, but the overall gain from 2016 was 11%. One explanation for this may be that changes have been made to the order of instruction, as well as the content on the benchmark exams, attempting to bring them more into alignment with the Go Math curriculum and the Common Core State Standards. These changes may have caused some inconsistencies and call to question the validity of the benchmark test scores being used as comparison points from year to year.

Overall, the CAASPP Math scores reflect very mixed results when comparing growth from 2016 to 2018, with some ups and downs. 3rd and 5th grade both dropped in the percentage of students scoring at the proficient and advanced levels from 2016 to 2018. 3rd grade saw a steady, net decrease of 15% from 2016 to 2018. 5th grade had a 5% decrease from 2016 and then a 1% increase in 2018, for a net decrease of 4%. 4th grade reversed this trend, with a 21% increase from 2016 and a 1% decrease in 2018, making a net gain of 20%. It is encouraging to see that the percentage of SED students scoring at the advanced or proficient level has increased each year for 5th graders, with a net gain of 13% from 2016-18.

In all K-2 Math assessments, the % of English Learners meeting 4/5 essential standards was significantly less than the ALL students group. In 2018, the difference between ALL students and EL student groups were: Kindergarten - 22%, 1st grade - 10% [2017], and 2nd grade - 16%. It is encouraging that the gap between our EL students was decreasing from Kindergarten to 2nd grade. This same trend is apparent when examining the % of 3rd -5th graders scoring proficient or above on the math benchmark assessment. The difference between ALL students and EL students on the math benchmark exam, in 2018 was: 3rd grade - 20%, 4th grade - 51%, and 5th grade - 29%. The achievement gap is also apparent when examining the CAASPP scores, but with the positive trend of seeing the gap diminish between ALL students and SED students decrease from 3rd to 5th grade: 3rd grade - 28%, 4th grade - 20%, and 5th grade - 15%. The gap between ALL and EL students continued to be significant, although specific data from 2018 for EL students was not provided. One explanation for the increasing difference across grade levels between the % of proficient EL students and the rest of their grade level may be that EL students that are successful academically generally end up being reclassified and then their scores are no longer included the EL subgroup. Many of our EL students also are part of the SED subgroup, which may be one of the reasons why that group continued to show relative improvement as those reclassified EL students improved academically, closing the difference to only 15% by 5th grade (ALL - 48% proficient or above; SED - 33%).

How the School will Evaluate the Progress of this Goal:

Continue to compile summary data for student performance on K-2 Math benchmarks, paying close attention to essential standards.
Continue to compile summary data for student performance on the CAASPP for 3rd through 5th graders.
Additionally, the team is interested to see if the report card grades students are receiving for classroom work follow similar trends to the ones we are seeing on the standardized assessments.   This will help teachers reflect on grading practices in relation to the CCSS expectations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement a math intervention program during school hours for at-risk 1st-5th graders (pull-out and push-in support) • Students with Disabilities [SWD] with Math IEP goals receive targeted intervention for math in the Learning Center. • EL students not meeting math benchmarks receive math intervention. • Some SDC students have inclusion time during math, per IEP team decision. • GATE and high achieving students receive accelerated math opportunities, as needed (compacting, advanced projects, etc.). Implement After school math intervention for at-risk 2nd-5th graders through strengthening of targeted skills and technology based reinforcement/practice (e.g. Reflex Math, FASST Math etc.). Design and implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards.	Using trimester assessment data, identify students requiring Tier 2 and 3 interventions for math. Carefully monitor progress of all students participating in 6-10 week sessions of targeted intervention /Ongoing Math intervention programs: /October through May	Principal Classroom Teachers Academic Specialists	Academic Specialist	1000-1999: Certificated Personnel Salaries	Title I	8,150
			Academic Specilaist benefits	3000-3999: Employee Benefits	Title I	740
			Certificated Teachers - after school Math Mania instructors	1000-1999: Certificated Personnel Salaries	Title I	7,500
			Certificated Teachers - after school Math Mania instructors	3000-3999: Employee Benefits	Title I	670
FASST Math, Moby Max, Relex Math and other technology resources to enhance student Math skills and classroom instruction.	Ongoing	Classroom Teachers Computer Specialist	Technology resources see Goal 1	5000-5999: Services And Other Operating Expenditures	0TRM	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development - Principal/Teachers attend professional development workshops focused on math instruction, UDL, co-teaching and inclusive classrooms.	Attend professional development workshops. /August - May	Principal Classroom Teachers	Conferences and expenses	5000-5999: Services And Other Operating Expenditures	Title I	1500
Teacher Release Days for Observations of teachers/schools implementing STEAM programs and exemplary teaching practices. (Development of STEAM Program)	December through April	Teachers	Substitute teachers	1000-1999: Certificated Personnel Salaries	Title I	3000
Teacher Release Days (1 day per trimester to complete one-on-one benchmark assessments with students and for assessment data analysis and reporting)	Student assessment data records (e.g. progress reports, report cards, benchmark data sheets) / December, March, May	Teachers	see Goal 1			
Purchase of instructional materials, supplies, technology and furniture to enhance Math and STEAM instruction for ALL students, including EL and special education students.	Ongoing, as needed	Teachers, Principal, Intervention Specialists.	Instructional Materials and supplies (See Goal 1)	4000-4999: Books And Supplies	Title I	
			Instructional Materials and supplies	4000-4999: Books And Supplies	0TRM	5,468
Copy Machines - copies, leases, and service	Document Systems - leases, copies, and service	Office Staff	See Goal 1			
Office supplies and office materials needed for the school operations and teacher workroom (e.g. laminate, butcher paper, copy paper, staples, binder combs, etc.)	ongoing	Office staff	Materials and supplies	4000-4999: Books And Supplies	OCBG	7,776

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:

SUBJECT: English Language Develpoment
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 #3:
By June 2019, Ladera's K-5th gr EL students will make gains in Reading and Math, as evidenced by a 3% increase in the percentage of: • Kindergarten-2nd gr EL students meeting essential benchmark standards for ELA and Math • 3rd-5th grade EL students scoring at the proficient or advanced level on SRI lexile assessments • 3rd-5th grader EL students with passing report card grades • 3rd-5th grade EL students meeting or exceeding standards on CAASPP
Data Used to Form this Goal:
Summary data was compiled looking at Trimester 3 benchmarks, SRI scores and CAASPP data from 2016, 2017 and 2018. • For each measure, a comparison was made across the three years, as well as a comparison between ALL STUDENTS and EL STUDENTS. • K-2 ELA and Math benchmarks (ELA data was only available in EADMS for 2017 and 2018. No 1st grade math benchmarks data was available in EADMS for 2018) The summary represents the % of students who met at least 4 of the 5 essential benchmark standards. • SRI Lexile, math benchmarks and CAASPP data represent the % of students scoring at the proficient or advanced level for 3rd - 5th graders. • The CAASPP data includes a comparison of ALL STUDENTS, EL STUDENTS and students identified as SOCIO ECONOMICALLY DISADVANTAGED (SED), by grade level (3rd - 5th).

Findings from the Analysis of this Data:

In all K-2 ELA assessments, the % of English Learners meeting 4/5 essential standards was significantly less than the ALL students group. In 2018, the difference between ALL students and EL student groups were: Kindergarten - 12%, 1st grade - 25%, and 2nd grade - 28%. It is of concern that the gap between our EL students is increasing with each grade level, rather than diminishing. This same trend is apparent when examining the % of 3rd -5th graders scoring proficient or above on the SRI Lexile assessment. The difference between ALL students and EL students on the SRI, in 2018 was: 3rd grade - 35%, 4th grade - 51%, and 5th grade - 67%. The achievement gap is also apparent when examining the CAASPP scores, but with the positive trend of seeing the gap diminish between ALL students and SED students decrease from 3rd to 5th grade: 3rd grade - 19%, 4th grade - 27%, and 5th grade - 3%. The gap between ALL and EL students continued to be significant. One explanation for the increasing difference across grade levels between the % of proficient EL students and the rest of their grade level may be that EL students that are successful academically generally end up being reclassified and then their scores are no longer included the EL subgroup. Many of our EL students also are part of the SED subgroup, which may be one of the reasons why that group continued to show relative improvement as those students improved academically, closing the difference to only 3% by 5th grade (ALL - 70% proficient or above; SED - 67%).

In all K-2 Math assessments, the % of English Learners meeting 4/5 essential standards was significantly less than the ALL students group. In 2018, the difference between ALL students and EL student groups were: Kindergarten - 22%, 1st grade - 10% [2017], and 2nd grade - 16%. It is encouraging that the gap between our EL students was decreasing from Kindergarten to 2nd grade. This same trend is apparent when examining the % of 3rd -5th graders scoring proficient or above on the math benchmark assessment. The difference between ALL students and EL students on the math benchmark exam, in 2018 was: 3rd grade - 20%, 4th grade - 51%, and 5th grade - 29%. The achievement gap is also apparent when examining the CAASPP scores, but with the positive trend of seeing the gap diminish between ALL students and SED students decrease from 3rd to 5th grade: 3rd grade - 28%, 4th grade - 20%, and 5th grade - 15%. The gap between ALL and EL students continued to be significant, although specific data from 2018 for EL students was not provided. One explanation for the increasing difference across grade levels between the % of proficient EL students and the rest of their grade level may be that EL students that are successful academically generally end up being reclassified and then their scores are no longer included the EL subgroup. Many of our EL students also are part of the SED subgroup, which may be one of the reasons why that group continued to show relative improvement as those reclassified EL students improved academically, closing the difference to only 15% by 5th grade (ALL - 48% proficient or above; SED - 33%).

How the School will Evaluate the Progress of this Goal:

June 2018 District ELA and Math benchmark assessments, SRI Lexile data and CAASPP student performance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Designated ELD instruction using CVUSD adopted Carousel of Ideas ELD curriculum K-2 and Achieve3000 3rd-5th. • EL Students with Disabilities [SWD] receive targeted ELA intervention in the Learning Center, as well as designated ELD during Target Time.	Implement Target Time providing a dedicated time for ELD instruction and support from the ELD specialists to allow for leveled small group designated ELD instruction at each grade level. (Target Time for Grades K-5)/ October through	Classroom teachers Credentialed ELD Support Specialists	See Goal 1 for Academic Specialist Salaries			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	May					
Implement a Multi-tiered system of support to meet the needs of English Learners in ELA and math • EL Students with Disabilities [SWD] receive targeted ELA intervention in the Learning Center, as well as designated ELD during Target Time. • EL students not meeting math benchmarks receive math intervention. • GATE and high achieving EL students receive accelerated math and ELA opportunities, as needed.	Target Time, a Multi-tiered system of support, to provide targeted ELA instruction and support for all students, including English Learners. /Ongoing Math intervention programs /October through May	Principal Classroom Teachers Academic Specialists	see Goal 1 and 2			
Technology Resources: Computers, laptops, document cameras, Chromebooks, iPads, Apps and other technology to support EL student learning and the work of the EL staff (Academic Specialists, EL Facilitator and Paraprofessional)	Students at EL Lev 1 and 2 will utilize the EL Course Rosetta Stone on a regular basis.	Classroom Teachers EL Facilitator	Computer hardware and devices (see Goal 1) Rosetta Stone Licenses for EL Lev 1 and 2 students - provided by District (see Centralized Services)	6000-6999: Capital Outlay	0860	2,160
Staff Development - Principal/Teachers attend professional development workshops on topics including effective strategies to support EL students, UDL and inclusive classrooms. Participate in release time for observations of expert teachers and best practices.	Teachers attend District professional development related to teaching Academic Language and vocabulary development. / Ogoing Classroom observations and walkthroughs by	Principal Classroom Teachers	See Goals 1 and 2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	principal. Teacher reflection and implementation of learned strategies. / Ongoing					
EL Student Progress Reviews at LAT (Language Assessment Teams) and Target Time Data meetings	Teacher release to meet with data teams, by grade levels, to discuss academic and ELD progress of all EL students. Examine student performance data to determine effectiveness of program and determine if additional intervention is needed. /December, March, May	Principal, Classroom Teachers, EL Facilitator and Para-Professional, EL Outreach staff	Substitute Teachers to release teachers to review student progress, collaborate and analyze data	1000-1999: Certificated Personnel Salaries	0860	1,400
Written and verbal translations for parent-teacher conferences, meetings, phone calls, and printed communication with Spanish speaking parents/ Ongoing	EL Facilitator/Para-Professional will assist with translating for parent-teacher conferences, meetings, phone calls, and written communication with Spanish speaking parents/ Ongoing	EL Facilitator and Para-Professional	Salary	2000-2999: Classified Personnel Salaries	0860	1,000
Purchase materials and supplies to support ELD instruction	Instructional materials and supplies (Copies for		instructional materials	4000-4999: Books And Supplies	0860	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	ELD curriculum and assessments, supplies for ELD specialists' classrooms, books for teacher reference and development, etc.) / Ongoing					

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:

SUBJECT: Inclusion in General Education (GE) settings for Special Education Students in Special Day Classes (SDC)
LEA/LCAP GOAL:
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
SCHOOL GOAL #4:
By June 2019, increase the percentage of time special education students in our Special Day Classes (SDC) are included in Genderal Education (GE) settings, by 3% as measured by reports utilizing IEP data from SIRAS, as well as individual student program information.
Data Used to Form this Goal:
LRE data was provided by the SPED coordinator, based on a SIRAS report indicating the % of sped students who spend more than 79% in GE settings. As of 10/11/18, 52% of our total population of sped students are in GE settings more than 79% (% includes students receiving Specialized Academic Instruction (SAI) in SDC and the Learning Center, and Speech and Language services. Looking at the data for students specifically in our SDC classes, the average % of time students are spending in GE settings is 32.5%.
Findings from the Analysis of this Data:
The 32.5% of time students in the SDC classes may or may not reflect all the intentional efforts being made to increase inclusion student time in GE settings because: 1. Changes to students' daily programs may or may not have been clearly, correctly, or yet reflected on IEPs and therefore in SIRAS. 2. Inclusion activities with students' classroom or grade levels' weekly/monthly programs may or may not have been clearly, correctly, or yet reflected on individual IEPs and therefore in SIRAS
How the School will Evaluate the Progress of this Goal:
Run LRE report in SIRAS using data from special education students' IEPs to compare the % of time students spent in the GE setting at the beginning of the year, compared to the end of the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Proactively verify at IEP meetings the % of time students are spending in GE settings including recesses, lunch and specialist programs, in addition to daily/weekly/monthly instructional activities in which students in SDC classes participate with GE peers (e.g. co-teaching, STEAM/Science activities, classroom ELA or math centers, regular/ongoing instructional blocks, etc.). Make sure IEPs reflect accurately all inclusion time. In IEP meetings, discuss/plan/implement additional opportunities for special education students to access GE settings, especially during academic instruction.	August - June	Special Education teachers Principal or LEA administrator in IEP meetings	No additional expenditures are required, as this can take place at regularly scheduled IEP meetings.			
Provide opportunities for special education teachers to observe other SDC programs at schools with more comprehensive inclusion practices. Provide opportunities for GE and SDC teachers to observe co-teaching and inclusive classroom settings. Special Education teachers will present information regarding inclusion, strategies to support special education students, UDL and co-teaching at staff meetings.	Jan. - June	Special Education teachers Principal	Substitute teachers for release time	1000-1999: Certificated Personnel Salaries	0TRM	700
Materials, books and resources to support the growth of an inclusive mindset for students and staff.	August - June	Teachers School Counselor	Materials, books and resources	4000-4999: Books And Supplies	0TRM	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials may support special events or activities such as: Unity Week, Inclusive Schools Week, the Great Kindness Challenge, etc.		and School Psychologist				

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:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff			Salary and Benefits		0860	9,057.42
Support Staff			Salary and Benefits		0860	42,146.73
Professional Development			Costs for speakers, supplies, teacher release, etc.		0860	4,318.11

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Subjects
SCHOOL GOAL #2:
Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education Students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff			Salary and Benefits		Title I	13,633.80
Classified Staff			Salary and Benefits		Title I	3,635.69
Instructional Materials and Supplies			Additional instructional Materials and Supplies		Title I	9,113.07

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
OCBG	19,276	0.00
0PGR	2,528	0.00
0TRM	26,798	0.00
0860	6,560	0.00
Title I	121,870	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
0860	6,560.00
0PGR	2,528.00
0TRM	26,798.00
OCBG	19,276.00
Title I	121,870.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	86,550.00
2000-2999: Classified Personnel Salaries	10,300.00
3000-3999: Employee Benefits	10,410.00
4000-4999: Books And Supplies	33,092.00
5000-5999: Services And Other Operating Expenditures	24,485.00
6000-6999: Capital Outlay	12,195.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0860	1,400.00
2000-2999: Classified Personnel Salaries	0860	1,000.00
4000-4999: Books And Supplies	0860	2,000.00
6000-6999: Capital Outlay	0860	2,160.00
2000-2999: Classified Personnel Salaries	0PGR	1,500.00
4000-4999: Books And Supplies	0PGR	148.00
5000-5999: Services And Other Operating	0PGR	880.00
1000-1999: Certificated Personnel Salaries	0TRM	700.00
2000-2999: Classified Personnel Salaries	0TRM	7,800.00
3000-3999: Employee Benefits	0TRM	1,000.00
4000-4999: Books And Supplies	0TRM	12,568.00
5000-5999: Services And Other Operating	0TRM	4,730.00
1000-1999: Certificated Personnel Salaries	OCBG	1,500.00
4000-4999: Books And Supplies	OCBG	7,776.00
5000-5999: Services And Other Operating	OCBG	7,000.00
6000-6999: Capital Outlay	OCBG	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	82,950.00
3000-3999: Employee Benefits	Title I	9,410.00
4000-4999: Books And Supplies	Title I	10,600.00
5000-5999: Services And Other Operating	Title I	11,875.00
6000-6999: Capital Outlay	Title I	7,035.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	131,968.00
Goal 2	36,804.00
Goal 3	6,560.00
Goal 4	1,700.00

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
Lori Wall	X				
Jackie Luderer		X			
Amy Brown		X			
Carol Scott		X			
Karen Hernandez				X	
Josh Payseno				X	
Tim Neal				X	
Violaine de Landes				X	
Mandy Pollack				X	
Kate Henderson			X		
Numbers of members of each	**1**	**3**	**1**	**5**	

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

Recommendations and Assurances

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

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

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

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 11/29/17.

Attested:

Lori Wall
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Karen Hernandez
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Recommendations and Assurances

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

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

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 11/29/17.

Attested:

Lori Wall		
Typed Name of School Principal	Signature of School Principal	Date

Karen Hernandez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Ladera Elementary School

Funding Source: 0860   **$6,560.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Computer hardware and devices (see Goal 1)	6000-6999: Capital Outlay	$2,160.00	English Language Develpoment	Technology Resources: Computers, laptops, document cameras, Chromebooks, iPads, Apps and other technology to support EL student learning and the work of the EL staff (Academic Specialists, EL Facilitator and Paraprofessional)
Substitute Teachers to release teachers to review student progress, collaborate and analyze data	1000-1999: Certificated Personnel Salaries	$1,400.00	English Language Develpoment	EL Student Progress Reviews at LAT (Language Assessment Teams) and Target Time Data meetings
Salary	2000-2999: Classified Personnel Salaries	$1,000.00	English Language Develpoment	Written and verbal translations for parent-teacher conferences, meetings, phone calls, and printed communication with Spanish speaking parents/ Ongoing
instructional materials	4000-4999: Books And Supplies	$2,000.00	English Language Develpoment	Purchase materials and supplies to support ELD instruction

	0860 Total Expenditures:	$6,560.00
	0860 Allocation Balance:	$0.00

Funding Source: 0PGR   **$2,528.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Reading Eggs	5000-5999: Services And Other Operating Expenditures	$880.00	Language Arts	Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), Achieve3000, EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction. All students have access to these technology resources, including EL and Special Education students. Student Reports will be run regularly and at the end of each trimester to show student progress.

Ladera Elementary School

Substitute Teachers	2000-2999: Classified Personnel Salaries	$1,500.00	Language Arts	Implement Target Time, a Multi-tiered system of support, to meet the needs of ALL students in Reading and Writing (ELA intervention groups utilizing resources including, but not limited to: SIPPS, McGraw-Hill Treasures Intervention program materials, Achieve3000, and Linda Mood-Bell Seeing Stars materials.) - Students with Disabilities [SWD] with ELA IEP goals receive targeted intervention during Target Time in the Learning Center. - EL students receive designated ELD instruction during Target Time. - Some SDC students have inclusion time during Target Time, per IEP team decision. - GATE and high achieving students receive accelerated opportunities during Target Time. Implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards. / Implement Kindergarten Investigators for advanced Kindergarten students' (possibly GATE) accelerated learning. Use trimester assessment data to identify students requiring Tier 2 and 3 interventions. Carefully monitor progress of all students participating in 8-10 week sessions of targeted intervention classes. Teacher Release Days for Target Time Data Meetings and planning (1 full day in October, September and March).
Instructional Materials and supplies	4000-4999: Books And Supplies	$148.00	Language Arts	Purchase of instructional materials, supplies and technology to enhance instruction, including books and materials to support new STEAM program. (e.g. non-fiction texts, supplemental science resources, etc.) Update school environment including, but not limited to lunch tables, flexible seating for classrooms [general education and special education], indoor and outdoor tables, chairs, benches and other furniture for classrooms and work areas.

0PGR Total Expenditures:	$2,528.00
0PGR Allocation Balance:	$0.00

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Funding Source: 0TRM **$26,798.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional Materials and supplies	4000-4999: Books And Supplies	$6,000.00	Language Arts	Purchase of instructional materials, supplies and technology to enhance instruction, including books and materials to support new STEAM program. (e.g. non-fiction texts, supplemental science resources, etc.) Update school environment including, but not limited to lunch tables, flexible seating for classrooms [general education and special education], indoor and outdoor tables, chairs, benches and other furniture for classrooms and work areas.
Technology resources	5000-5999: Services And Other Operating Expenditures	$2,000.00	Mathematics	FASST Math, Moby Max, Relex Math and other technology resources to enhance student Math skills and classroom instruction.
Drama Teacher	2000-2999: Classified Personnel Salaries	$2,000.00	Language Arts	STEAM Arts Enrichment Program - Creation Rotations: - Visual Art - Digital Art - Makerspace - Drama - Music - "Gross" Science
"Gross" Science Teacher	2000-2999: Classified Personnel Salaries	$2,800.00	Language Arts	STEAM Arts Enrichment Program - Creation Rotations: - Visual Art - Digital Art - Makerspace - Drama - Music - "Gross" Science
Registration and Team Fees	5000-5999: Services And Other Operating Expenditures	$210.00	Language Arts	Odyssey of the Mind
OM Coaching Support Materials	4000-4999: Books And Supplies	$100.00	Language Arts	Odyssey of the Mind

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Computer Specialist salary	2000-2999: Classified Personnel Salaries	$3,000.00	Language Arts	Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), Achieve3000, EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction. All students have access to these technology resources, including EL and Special Education students. Student Reports will be run regularly and at the end of each trimester to show student progress.
Computer Specialist benefits	3000-3999: Employee Benefits	$1,000.00	Language Arts	Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), Achieve3000, EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction. All students have access to these technology resources, including EL and Special Education students. Student Reports will be run regularly and at the end of each trimester to show student progress.
Reading Counts license	5000-5999: Services And Other Operating Expenditures	$1,000.00	Language Arts	Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), Achieve3000, EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction. All students have access to these technology resources, including EL and Special Education students. Student Reports will be run regularly and at the end of each trimester to show student progress.
Raz Kids	5000-5999: Services And Other Operating Expenditures	$650.00	Language Arts	Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), Achieve3000, EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction. All students have access to these technology resources, including EL and Special Education students. Student Reports will be run regularly and at the end of each trimester to show student progress.

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Starfall Education	5000-5999: Services And Other Operating Expenditures	$270.00	Language Arts	Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), Achieve3000, EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction. All students have access to these technology resources, including EL and Special Education students. Student Reports will be run regularly and at the end of each trimester to show student progress.
Type to Learn	5000-5999: Services And Other Operating Expenditures	$600.00	Language Arts	Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), Achieve3000, EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction. All students have access to these technology resources, including EL and Special Education students. Student Reports will be run regularly and at the end of each trimester to show student progress.
Substitute teachers for release time	1000-1999: Certificated Personnel Salaries	$700.00	Inclusion in General Education (GE) settings for Special Education Students in Special Day Classes (SDC)	Provide opportunities for special education teachers to observe other SDC programs at schools with more comprehensive inclusion practices. Provide opportunities for GE and SDC teachers to observe co-teaching and inclusive classroom settings. Special Education teachers will present information regarding inclusion, strategies to support special education students, UDL and co-teaching at staff meetings.
Materials, books and resources	4000-4999: Books And Supplies	$1,000.00	Inclusion in General Education (GE) settings for Special Education Students in Special Day Classes (SDC)	Materials, books and resources to support the growth of an inclusive mindset for students and staff. Materials may support special events or activities such as: Unity Week, Inclusive Schools Week, the Great Kindness Challenge, etc.
Instructional Materials and supplies	4000-4999: Books And Supplies	$5,468.00	Mathematics	Purchase of instructional materials, supplies, technology and furniture to enhance Math and STEAM instruction for ALL students, including EL and special education students.

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0TRM Total Expenditures:	$26,798.00	
0TRM Allocation Balance:	$0.00	

Funding Source: OCBG   **$19,276.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials and supplies	4000-4999: Books And Supplies	$7,776.00	Mathematics	Office supplies and office materials needed for the school operations and teacher workroom (e.g. laminate, butcher paper, copy paper, staples, binder combs, etc.)
Document Systems, CIT, Cannon Financial	5000-5999: Services And Other Operating Expenditures	$7,000.00	Language Arts	Copy Machines - copies, leases, and service
Stipend	1000-1999: Certificated Personnel Salaries	$1,500.00	Language Arts	Student Council Adviser Stipend
Updated Classroom/Office Furniture, Technology and Equipment	6000-6999: Capital Outlay	$3,000.00	Language Arts	Purchase of instructional materials, supplies and technology to enhance instruction, including books and materials to support new STEAM program. (e.g. non-fiction texts, supplemental science resources, etc.)
				Update school environment including, but not limited to lunch tables, flexible seating for classrooms [general education and special education], indoor and outdoor tables, chairs, benches and other furniture for classrooms and work areas.

OCBG Total Expenditures:	$19,276.00	
OCBG Allocation Balance:	$0.00	

Funding Source: Title I   **$121,870.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Updated Classroom/Office Furniture	6000-6999: Capital Outlay	$7,035.00	Language Arts	Purchase of instructional materials, supplies and technology to enhance instruction, including books and materials to support new STEAM program. (e.g. non-fiction texts, supplemental science resources, etc.)
				Update school environment including, but not limited to lunch tables, flexible seating for classrooms [general education and special education], indoor and outdoor tables, chairs, benches and other furniture for classrooms and work areas.
supplies, materials and technology needed for rotations (e.g. green screen, makerspace devices, etc.)	4000-4999: Books And Supplies	$5,000.00	Language Arts	STEAM Arts Enrichment Program - Creation Rotations: - Visual Art - Digital Art - Makerspace - Drama - Music - "Gross" Science
Art Trek Contract	5000-5999: Services And Other Operating Expenditures	$5,375.00	Language Arts	STEAM Arts Enrichment Program - Creation Rotations: - Visual Art - Digital Art - Makerspace - Drama - Music - "Gross" Science
Conferences and expenses	5000-5999: Services And Other Operating Expenditures	$1,500.00	Mathematics	Staff Development - Principal/Teachers attend professional development workshops focused on math instruction, UDL, co-teaching and inclusive classrooms.
Substitute teachers	1000-1999: Certificated Personnel Salaries	$3,000.00	Mathematics	Teacher Release Days for Observations of teachers/schools implementing STEAM programs and exemplary teaching practices. (Development of STEAM Program)
Substitute Teacher for full release day or 4.5 hours @$30/hr for teachers, per semester.	1000-1999: Certificated Personnel Salaries	$5,000.00	Language Arts	One Teacher Release day per trimester to develop curriculum and integration of ELA and STEAM elements into the NGSS driven instructional plan. [Conceptual Flows] [Alternatively, teachers have the option of developing curriculum 4.5 hours per trimester (outside contracted hours) @ $30/hr training, rate instead of using a release day. Cost is approximately the same as a full day sub.]

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	3000-3999: Employee Benefits	$1,500.00	Language Arts	One Teacher Release day per trimester to develop curriculum and integration of ELA and STEAM elements into the NGSS driven instructional plan. [Conceptual Flows] [Alternatively, teachers have the option of developing curriculum 4.5 hours per trimester (outside contracted hours) @ $30/hr training, rate instead of using a release day. Cost is approximately the same as a full day sub.]
Academic Specialist	1000-1999: Certificated Personnel Salaries	$8,150.00	Mathematics	Develop and implement a math intervention program during school hours for at-risk 1st-5th graders (pull-out and push-in support) - Students with Disabilities [SWD] with Math IEP goals receive targeted intervention for math in the Learning Center. - EL students not meeting math benchmarks receive math intervention. - Some SDC students have inclusion time during math, per IEP team decision. - GATE and high achieving students receive accelerated math opportunities, as needed (compacting, advanced projects, etc.). Implement After school math intervention for at-risk 2nd-5th graders through strengthening of targeted skills and technology based reinforcement/practice (e.g. Reflex Math, FASST Math etc.). Design and implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards.

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Academic Specilaist benefits	3000-3999: Employee Benefits	$740.00	Mathematics	Develop and implement a math intervention program during school hours for at-risk 1st-5th graders (pull-out and push-in support) - Students with Disabilities [SWD] with Math IEP goals receive targeted intervention for math in the Learning Center. - EL students not meeting math benchmarks receive math intervention. - Some SDC students have inclusion time during math, per IEP team decision. - GATE and high achieving students receive accelerated math opportunities, as needed (compacting, advanced projects, etc.). Implement After school math intervention for at-risk 2nd-5th graders through strengthening of targeted skills and technology based reinforcement/practice (e.g. Reflex Math, FASST Math etc.). Design and implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards.
Certificated Teachers - after school Math Mania instructors	1000-1999: Certificated Personnel Salaries	$7,500.00	Mathematics	Develop and implement a math intervention program during school hours for at-risk 1st-5th graders (pull-out and push-in support) - Students with Disabilities [SWD] with Math IEP goals receive targeted intervention for math in the Learning Center. - EL students not meeting math benchmarks receive math intervention. - Some SDC students have inclusion time during math, per IEP team decision. - GATE and high achieving students receive accelerated math opportunities, as needed (compacting, advanced projects, etc.). Implement After school math intervention for at-risk 2nd-5th graders through strengthening of targeted skills and technology based reinforcement/practice (e.g. Reflex Math, FASST Math etc.). Design and implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards.

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Certificated Teachers - after school Math Mania instructors	3000-3999: Employee Benefits	$670.00	Mathematics	Develop and implement a math intervention program during school hours for at-risk 1st-5th graders (pull-out and push-in support)
				- Students with Disabilities [SWD] with Math IEP goals receive targeted intervention for math in the Learning Center. - EL students not meeting math benchmarks receive math intervention. - Some SDC students have inclusion time during math, per IEP team decision. - GATE and high achieving students receive accelerated math opportunities, as needed (compacting, advanced projects, etc.).
				Implement After school math intervention for at-risk 2nd-5th graders through strengthening of targeted skills and technology based reinforcement/practice (e.g. Reflex Math, FASST Math etc.).
				Design and implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards.
Instructional Materials and supplies - Approximately $350 per classroom	4000-4999: Books And Supplies	$5,600.00	Language Arts	Purchase of instructional materials, supplies and technology to enhance instruction, including books and materials to support new STEAM program. (e.g. non-fiction texts, supplemental science resources, etc.)
				Update school environment including, but not limited to lunch tables, flexible seating for classrooms [general education and special education], indoor and outdoor tables, chairs, benches and other furniture for classrooms and work areas.

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Academic Specialists	1000-1999: Certificated Personnel Salaries	$40,000.00	Language Arts	Implement Target Time, a Multi-tiered system of support, to meet the needs of ALL students in Reading and Writing (ELA intervention groups utilizing resources including, but not limited to: SIPPS, McGraw-Hill Treasures Intervention program materials, Achieve3000, and Linda Mood-Bell Seeing Stars materials.)

Implement Target Time, a Multi-tiered system of support, to meet the needs of ALL students in Reading and Writing (ELA intervention groups utilizing resources including, but not limited to: SIPPS, McGraw-Hill Treasures Intervention program materials, Achieve3000, and Linda Mood-Bell Seeing Stars materials.)
 - Students with Disabilities [SWD] with ELA IEP goals receive targeted intervention during Target Time in the Learning Center.
 - EL students receive designated ELD instruction during Target Time.
 - Some SDC students have inclusion time during Target Time, per IEP team decision.
 - GATE and high achieving students receive accelerated opportunities during Target Time.

Implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards. / Implement Kindergarten Investigators for advanced Kindergarten students' (possibly GATE) accelerated learning.

Use trimester assessment data to identify students requiring Tier 2 and 3 interventions. Carefully monitor progress of all students participating in 8-10 week sessions of targeted intervention classes.

Teacher Release Days for Target Time Data Meetings and planning (1 full day in October, September and March).

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Academic Specialist benefits	3000-3999: Employee Benefits	$4,000.00	Language Arts	Implement Target Time, a Multi-tiered system of support, to meet the needs of ALL students in Reading and Writing (ELA intervention groups utilizing resources including, but not limited to: SIPPS, McGraw-Hill Treasures Intervention program materials, Achieve3000, and Linda Mood-Bell Seeing Stars materials.) - Students with Disabilities [SWD] with ELA IEP goals receive targeted intervention during Target Time in the Learning Center. - EL students receive designated ELD instruction during Target Time. - Some SDC students have inclusion time during Target Time, per IEP team decision. - GATE and high achieving students receive accelerated opportunities during Target Time. Implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards. / Implement Kindergarten Investigators for advanced Kindergarten students' (possibly GATE) accelerated learning. Use trimester assessment data to identify students requiring Tier 2 and 3 interventions. Carefully monitor progress of all students participating in 8-10 week sessions of targeted intervention classes. Teacher Release Days for Target Time Data Meetings and planning (1 full day in October, September and March).

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Substitute Teachers	1000-1999: Certificated Personnel Salaries	$5,000.00	Language Arts	Implement Target Time, a Multi-tiered system of support, to meet the needs of ALL students in Reading and Writing (ELA intervention groups utilizing resources including, but not limited to: SIPPS, McGraw-Hill Treasures Intervention program materials, Achieve3000, and Linda Mood-Bell Seeing Stars materials.) - Students with Disabilities [SWD] with ELA IEP goals receive targeted intervention during Target Time in the Learning Center. - EL students receive designated ELD instruction during Target Time. - Some SDC students have inclusion time during Target Time, per IEP team decision. - GATE and high achieving students receive accelerated opportunities during Target Time. Implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards. / Implement Kindergarten Investigators for advanced Kindergarten students' (possibly GATE) accelerated learning. Use trimester assessment data to identify students requiring Tier 2 and 3 interventions. Carefully monitor progress of all students participating in 8-10 week sessions of targeted intervention classes.
Substitute Teachers for release days and conference attendance	1000-1999: Certificated Personnel Salaries	$800.00	Language Arts	Teacher Release Days for Target Time Data Meetings and planning (1 full day in October, September and March). Staff Development - Principal/Teachers attend professional development workshops. (West Ed K-12 Alliance, STEAM Symposium, CUE conference, Classroom Intervention Conference, CHAMPS, VCOE Leadership series, UDL, Inclusion and Co-Teaching for SWD etc.) Classroom observations and walk-throughs by principal. Teacher reflection and implementation of learned strategies.

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Item	Account	Amount	Subject	Description
Conference Registrations	5000-5999: Services And Other Operating Expenditures	$2,500.00	Language Arts	Staff Development - Principal/Teachers attend professional development workshops. (West Ed K-12 Alliance, STEAM Symposium, CUE conference, Classroom Intervention Conference, CHAMPS, VCOE Leadership series, UDL, Inclusion and Co-Teaching for SWD etc.)
				Classroom observations and walk-throughs by principal. Teacher reflection and implementation of learned strategies.
Travel expenses (hotel, rental cars, meals, mileage, etc. for conference attendance)	5000-5999: Services And Other Operating Expenditures	$2,500.00	Language Arts	Staff Development - Principal/Teachers attend professional development workshops. (West Ed K-12 Alliance, STEAM Symposium, CUE conference, Classroom Intervention Conference, CHAMPS, VCOE Leadership series, UDL, Inclusion and Co-Teaching for SWD etc.)
				Classroom observations and walk-throughs by principal. Teacher reflection and implementation of learned strategies.
Teacher Stipends for weekend Professional Development - WestEd K-12 alliance	1000-1999: Certificated Personnel Salaries	$4,500.00	Language Arts	Staff Development - Principal/Teachers attend professional development workshops. (West Ed K-12 Alliance, STEAM Symposium, CUE conference, Classroom Intervention Conference, CHAMPS, VCOE Leadership series, UDL, Inclusion and Co-Teaching for SWD etc.)
				Classroom observations and walk-throughs by principal. Teacher reflection and implementation of learned strategies.
Certificated hourly rate for time outside contracted year	1000-1999: Certificated Personnel Salaries	$4,000.00	Language Arts	Kindergarten Interviews - Conduct baseline data assessments to assist in creating balanced classes.
				Early-Back K-Camp for students with little/no preschool experience, EL, students, SWD and others that would benefit from six days of learning school norms and readiness skills, before school begins.
Certificated Benefits	3000-3999: Employee Benefits	$1,000.00	Language Arts	Kindergarten Interviews - Conduct baseline data assessments to assist in creating balanced classes.
				Early-Back K-Camp for students with little/no preschool experience, EL, students, SWD and others that would benefit from six days of learning school norms and readiness skills, before school begins.
Substitute teachers	1000-1999: Certificated Personnel Salaries	$5,000.00	Language Arts	Teacher Release Days (1 day per trimester to complete one-on-one benchmark assessments with students and for assessment data analysis and reporting)

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| Substitute teachers | 3000-3999: Employee Benefits | $1,500.00 | Language Arts | Teacher Release Days (1 day per trimester to complete one-on-one benchmark assessments with students and for assessment data analysis and reporting) |

Title I Total Expenditures:	$121,870.00	
Title I Allocation Balance:	$0.00	
Ladera Elementary School Total Expenditures:	$177,032.00	