

# The Single Plan for Student Achievement

**School:** Madroña Elementary School  
**CDS Code:** 56 73759 6055875  
**District:** Conejo Valley Unified School District  
**Principal:** Amy K. Folkes  
**Revision Date:** 10/20/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 10/25/2017.**

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## School Vision and Mission

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

Madroña Elementary School is a caring community working together for the education and well-being of our children. We constantly refine, adapt, and strengthen our strong academic programs. Madroña's mission focuses on the right of every student to have an appropriate, challenging and meaningful education. We believe in motivating and inspiring every child to reach their personal best by celebrating their unique qualities and abilities.

## School Profile

Madroña Elementary School was built in 1964 and remains a neighborhood school within the surrounding community of Thousand Oaks, California. Madroña is home to approximately 423 students and 50 staff members. In the spring of 2012, Madroña Elementary School was recognized as a California Distinguished School due to our excellent standards-based academic program.

The staff at Madroña is dedicated to all of our students through a high level of academic instruction, extension activities and intervention supports. Madroña is in its second year of a school wide focus on academic vocabulary. New words are introduced and reviewed each month in the classrooms, in a weekly principal newsletter and during morning announcements. Students have the opportunity to participate in a variety of enrichment programs during the school day: physical education, art, music, library, dance and computers. In addition, students who are identified as Gifted and Talented Education (GATE) receive differentiated instruction in the classroom setting and may choose to participate in after school enrichment activities once a month. Madroña utilizes three web based programs, Moby Max, IXL and Raz Kids, to further extend and support students' academic skills in reading and math. In terms of interventions, Madroña offers reading specialist support for students in 1st - 4th grades with an emphasis on phonics, reading fluency, reading accuracy and reading comprehension. In the fall of 2015, Madroña implemented a school wide MTSS (Multi-Tiered System of Supports) program called Pride Time where students in grades K - 5 are placed in specific classes based on their academic needs. Past class topics have included: English Language support, Spanish enrichment, STEAM, poetry, and literature circles. Madroña also provides students in K, 3rd, 4th and 5th grade with after school academic interventions through a program called A.I.M. (Academic Interventions and More) which provides further skills support with research based programs. Students who need to strengthen their English language skills, participate in a before school Rosetta Stone Club. In addition, Madroña offers an integrated program where students from our L.E.A.P. (Learning Essentials and Academic Progress) special education classes spend part of the day with peers in a general education setting with two credentialed teachers. Our programs demonstrate the level of commitment we have towards our students and their ability to achieve. Every child is given the rigor of instruction they need to reach their potential.

## 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 district conducted an LCAP Survey that was accessible through the district and school website. 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 ask teachers to assign less homework. Almost half of the students surveyed reported having been teased at school, however only about half 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 that they received help from adults when needed. Most students also felt adults treated them with kindness and respect.

### **Classroom Observations**

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

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

### **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 take the CAASPP in language arts and math. Students in grade 5 take the CAST in science. Special education students are assessed utilizing CAA in language arts, math and science (5th grade). Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), and other formative assessments. Math assessments include: end of course exams, district benchmarks, and other formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), Initial Proficiency Test (IPT) and Carousel of Ideas.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for pre-teaching and reteaching.

### **Staffing and Professional Development**

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

All teachers are credentialed and are designated as highly qualified.

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

All credentialed teachers attend one day of focused professional development. All credentialed teachers attend twelve hours of site-based or principal approved staff development in alignment with site/district LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including writing, reading, English Language Development, and math. District teachers are offered ongoing professional development opportunities based on Common Core Standards and CAASPP assessments. In addition, teachers at Madrona are provided with staff development opportunities in technology (iPads, Interactive Whiteboards, multimedia presentations), academic vocabulary, reading comprehension strategies, English Language Development strategies, etc.

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

Schools have access to district -based TOSAs (Teachers on special assignment) in 3 focus areas: 1. English Language Development 2. Professional development. 3. Technology. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. Madrona has two instructional coaches (one primary and one upper grade teacher), an ELD advisor and a GATE advisor, who also provide support for teachers.

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

Teacher collaboration is conducted during common planning time throughout the school week. The specialist schedule, specifically physical education, is aligned so that teachers may meet on a weekly basis to plan, analyze student data and to discuss best practices. In addition, a portion of staff meetings has been designated to support the plan for intervention through our MTSS model program, Pride Time. Teachers are given time to collaborate across grade levels (K/1, 2/3, 4/5) to plan for this intervention and enrichment program.

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 state-approved ELA and 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 blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning to be uninterrupted.

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

The majority of intervention takes place during Madrona's school wide MTSS program called Pride Time. Pride Time consists of three sessions of approximately seven weeks in length. During Pride Time, students are divided up based on their needs and participate in a designated class on Mondays - Thursdays from 8:30 - 9:00 (K/1st Grade) and from 8:30 - 9:10 (2nd-5th Grade). Classes that are currently offered include: ELD support, reading and/or math support, fine motor skills, Spanish language, reading/writing/math extensions and poetry. Starting in January, Madrona begins their after school intervention time, A.I.M. - After school Intervention and More. this program is offered to students in kindergarten, third, fourth and fifth grade who need additional help to reach their grade level standards. Students work on a variety of academic skills to assist them in meeting grade level standards. Focus areas include: letter and number recognition, reading comprehension and fluency, math fluency and math problem solving. Madrona also has two reading intervention specialists who work with small groups of students throughout the school day. During the 2016 - 2017 school year, a math intervention specialist was added to the intervention program to provide support in a push-in model for fourth and fifth grade classrooms, we are excited to continue our Math intervention this year. Also, students who are designated as English Language Learner levels 1 and 2 participate in a before school Rosetta Stone Club. This is a program program that meets four days a week for thirty minutes to work on English language acquisition skills. At Madrona we are also implementing our Specialists Program. This program includes physical education, library, computers, music and art. This program enhances and promotes the love of learning and the application of skills learned through academics. Our Specialist program begins after morning recess by rotations and grade level to ensure uninterrupted instructional time for core academics.

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

All students have access to appropriate new California State Standards through the adopted and approved curriculum in all content areas.

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 curriculum are utilized for students requiring additional support

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate depth of knowledge levels, scaffolding and differentiation into lessons in order to enable students to access the general curriculum. After school intervention (A.I.M. - after school intervention and more) is also offered to students in kindergarten, third, fourth and fifth grade. Students who participate in AIM work on a variety of academic skills to assist them in meeting grade level standards. Focus areas include: letter and number recognition, reading comprehension and fluency, math fluency and math problem solving. Madrona also has two reading intervention specialists who work with small groups of students throughout the day in grades first - fourth. A math intervention specialist provides math support in a push-in model for fourth and fifth grade. Opportunities to utilize Moby Max, IXL, Raz Kids, and Rosetta Stone are also provided to students at school and at home to further their skills.

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, and cooperative learning.

Parental Involvement

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

Resources are available through the Free and Reduced Lunch program and through school based interventions/supports.

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

Parents, community representatives and school personnel are involved in a variety of ways at Madrona in the planning, implementation and evaluation of programs. Madrona's School Site Council meets regularly (usually the third Wednesday of the month) to communicate and collaborate on allocation of resources, goals for the schools and to implement action steps. The SSC has supported the following areas on campus: improving safety aspects during pick-up and drop-off, reformatting the recognition assemblies, updating the student handbook and enhancing our curriculum based art program. At Madrona, the SSC creates and administers a survey for parents or students in the spring each year. This data is collected and analyzed and action steps are implemented based on the results. Madrona also has an active PTA that assists in a variety of educational programs (Women in History, Red Ribbon Week, Earth Week, etc.) as well as an English Learner Advisory Committee (ELAC). Staff meetings are held twice a month for all teachers and the leadership team, comprised of teacher representatives from each grade level. Teachers also complete surveys to determine their areas of need based on their experiences in the classroom and on campus.(ie: staff development survey).

Funding

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

See budget pages as part of SPSA.

## 18. Fiscal support (EPC)

See budget pages as part of SPSA.

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

Barriers to fully implanting strategies related to Madrona's school goals:

- Slow implementation of new technology as well as teacher training and support.
- Limited resources to help socio-economically disadvantaged families.
- Limited access to school based counseling and psychologist time.
- Limited ELD facilitator/paraprofessional time.
- Large class sizes in the upper grades.
- Revised and new rotation for team teaching in fifth grade.
- Teachers working to fine tune lesson plans and teaching to student needs.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 14-15                  | 15-16 | 16-17 | 14-15                | 15-16 | 16-17 | 14-15                     | 15-16 | 16-17 | 14-15                         | 15-16 | 16-17 |
| Grade 3                                | 75                     | 73    | 63    | 74                   | 71    | 61    | 74                        | 71    | 61    | 98.7                          | 97.3  | 96.8  |
| Grade 4                                | 89                     | 77    | 63    | 86                   | 76    | 63    | 86                        | 76    | 63    | 96.6                          | 97.4  | 100   |
| Grade 5                                | 90                     | 87    | 78    | 87                   | 85    | 78    | 86                        | 85    | 78    | 96.7                          | 97.7  | 100   |
| All Grades                             | 254                    | 237   | 204   | 247                  | 232   | 202   | 246                       | 232   | 202   | 97.2                          | 97.5  | 99    |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 3                              | 2431.0           | 2448.8 | 2433.2 | 28                  | 41    | 26.23 | 23             | 18    | 26.23 | 15                    | 20    | 21.31 | 34                 | 21    | 26.23 |
| Grade 4                              | 2488.0           | 2494.8 | 2497.2 | 35                  | 36    | 39.68 | 23             | 29    | 25.40 | 23                    | 17    | 14.29 | 19                 | 18    | 20.63 |
| Grade 5                              | 2527.4           | 2548.9 | 2518.3 | 28                  | 41    | 28.21 | 38             | 31    | 26.92 | 17                    | 15    | 21.79 | 16                 | 13    | 23.08 |
| All Grades                           | N/A              | N/A    | N/A    | 30                  | 39    | 31.19 | 28             | 26    | 26.24 | 19                    | 17    | 19.31 | 22                 | 17    | 23.27 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 28               | 31    | 26.23 | 34                    | 45    | 45.90 | 38               | 24    | 27.87 |
| Grade 4  | 23               | 29    | 34.92 | 51                    | 45    | 50.79 | 26               | 26    | 14.29 |
| Grade 5  | 30               | 40    | 28.21 | 49                    | 40    | 46.15 | 21               | 20    | 25.64 |
| All Grades   | 27               | 34    | 29.70 | 45                    | 43    | 47.52 | 28               | 23    | 22.77 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | 28               | 31    | 22.95 | 45                    | 44    | 50.82 | 27               | 25    | 26.23 |
| Grade 4   | 30               | 36    | 39.68 | 49                    | 47    | 44.44 | 21               | 17    | 15.87 |
| Grade 5   | 31               | 51    | 35.90 | 55                    | 38    | 47.44 | 14               | 12    | 16.67 |
| All Grades  | 30               | 40    | 33.17 | 50                    | 43    | 47.52 | 20               | 18    | 19.31 |



| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | 19               | 30    | 21.31 | 62                    | 54    | 60.66 | 19               | 17    | 18.03 |
| Grade 4   | 29               | 32    | 26.98 | 62                    | 51    | 52.38 | 9                | 17    | 20.63 |
| Grade 5   | 21               | 31    | 26.92 | 66                    | 53    | 53.85 | 13               | 16    | 19.23 |
| All Grades  | 23               | 31    | 25.25 | 63                    | 53    | 55.45 | 13               | 17    | 19.31 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 27               | 39    | 21.31 | 45                    | 45    | 63.93 | 28               | 15    | 14.75 |
| Grade 4  | 27               | 38    | 38.10 | 51                    | 50    | 46.03 | 22               | 12    | 15.87 |
| Grade 5  | 40               | 53    | 28.21 | 47                    | 41    | 44.87 | 14               | 6     | 26.92 |
| All Grades   | 31               | 44    | 29.21 | 48                    | 45    | 50.99 | 21               | 11    | 19.80 |

**Conclusions based on this data:**

1. Our overall focus placed on demonstrating understanding of literacy and non-fictional texts when reading did not show adequate growth.
2. A higher percentage of students did not meet overall standards in ELA/Literacy.
3. Our overall percentage of students tested went up to 99% for third, fourth and fifth grades.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 14-15                  | 15-16 | 16-17 | 14-15                | 15-16 | 16-17 | 14-15                     | 15-16 | 16-17 | 14-15                         | 15-16 | 16-17 |
| Grade 3                                | 75                     | 73    | 63    | 74                   | 71    | 62    | 73                        | 71    | 62    | 98.7                          | 97.3  | 98.4  |
| Grade 4                                | 89                     | 77    | 63    | 86                   | 76    | 63    | 86                        | 76    | 63    | 96.6                          | 97.4  | 100   |
| Grade 5                                | 90                     | 87    | 78    | 87                   | 85    | 78    | 87                        | 85    | 78    | 96.7                          | 97.7  | 100   |
| All Grades                             | 254                    | 237   | 204   | 247                  | 232   | 203   | 246                       | 232   | 203   | 97.2                          | 97.5  | 99.5  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 3                              | 2434.8           | 2452.3 | 2446.0 | 23                  | 31    | 24.19 | 26             | 28    | 40.32 | 26                    | 20    | 16.13 | 24                 | 21    | 19.35 |
| Grade 4                              | 2502.6           | 2496.2 | 2500.8 | 24                  | 26    | 31.75 | 42             | 30    | 30.16 | 21                    | 29    | 23.81 | 13                 | 14    | 14.29 |
| Grade 5                              | 2526.6           | 2528.6 | 2521.7 | 29                  | 26    | 26.92 | 26             | 25    | 21.79 | 29                    | 33    | 30.77 | 16                 | 16    | 20.51 |
| All Grades                           | N/A              | N/A    | N/A    | 26                  | 28    | 27.59 | 32             | 28    | 30.05 | 25                    | 28    | 24.14 | 17                 | 17    | 18.23 |

| Concepts & Procedures                         |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
| Grade Level                                   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3                                       | 36               | 37    | 35.48 | 33                    | 37    | 43.55 | 32               | 27    | 20.97 |
| Grade 4                                       | 37               | 43    | 44.44 | 48                    | 29    | 31.75 | 15               | 28    | 23.81 |
| Grade 5                                       | 34               | 28    | 33.33 | 40                    | 47    | 30.77 | 25               | 25    | 35.90 |
| All Grades                                    | 36               | 36    | 37.44 | 41                    | 38    | 34.98 | 24               | 26    | 27.59 |

| Problem Solving & Modeling/Data Analysis   |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 32               | 41    | 38.71 | 47                    | 39    | 37.10 | 22               | 20    | 24.19 |
| Grade 4  | 30               | 30    | 33.33 | 52                    | 43    | 39.68 | 17               | 26    | 26.98 |
| Grade 5  | 30               | 32    | 24.36 | 51                    | 47    | 48.72 | 20               | 21    | 26.92 |
| All Grades   | 30               | 34    | 31.53 | 50                    | 44    | 42.36 | 20               | 22    | 26.11 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 27               | 41    | 29.03 | 53                    | 49    | 56.45 | 19               | 10    | 14.52 |
| Grade 4  | 24               | 34    | 33.33 | 62                    | 50    | 49.21 | 14               | 16    | 17.46 |
| Grade 5  | 23               | 26    | 24.36 | 52                    | 55    | 50.00 | 25               | 19    | 25.64 |
| All Grades   | 25               | 33    | 28.57 | 56                    | 52    | 51.72 | 20               | 15    | 19.70 |

**Conclusions based on this data:**

1. Although we have some gains from last year a continued focus needs to be placed on applying mathematical concepts and procedures.
2. A higher percentage of students did not meet or exceed the overall achievement in math.
3. All grade levels will continue to focus on communicating reasoning, and demonstrating ability to support mathematical conclusions.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade        | Percent of Students by Proficiency Level on CELDT Annual Assessment |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|              | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|              | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| <b>K</b>     | 25  | ***   | 14    |                |       | 14    | 50           | ***   | 43    | 25                 |       | 29    |           | ***   |       |
| <b>1</b>     | 7   | 5     | 20    | 29             | 35    | 25    | 43           | 35    | 50    | 21                 | 10    | 5     |           | 15    |       |
| <b>2</b>     |   | 6     |       | 27             | 6     | 28    | 41           | 50    | 39    | 18                 | 25    | 22    | 14        | 13    | 11    |
| <b>3</b>     |   | 17    |       | 15             | 17    | 38    | 46           | 28    | 38    | 23                 | 33    | 13    | 15        | 6     | 13    |
| <b>4</b>     | 10  |       |       | 10             | 41    | 33    | 40           | 18    | 40    | 30                 | 29    | 20    | 10        | 12    | 7     |
| <b>5</b>     | 33  | 14    | 18    | 17             | 29    | 29    | 17           | 29    | 24    | 33                 | 14    | 24    |           | 14    | 6     |
| <b>Total</b> | 7   | 9     | 9     | 20             | 25    | 29    | 41           | 32    | 39    | 23                 | 22    | 17    | 9         | 12    | 6     |

#### Conclusions based on this data:

1. School wide MTSS/ELD program "Pride Time" continues to be needed to ensure ELD instruction and interventions are taking place with fidelity.
2. Rosetta Stone Club intervention is needed to provide support for English Language Learners who scored in beginning and early intermediate ranges.
3. The Language Acquisition Team needs to add a focus on upper grade students who remain in EL level 3 for more than one year.

## School and Student Performance Data

### CELDT (All Assessment) Results

| Grade        | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|              | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|              | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| <b>K</b>     | 7   | 3     | 7     |                | 16    | 7     | 50           | 16    | 13    | 25                 | 38    | 37    | 18        | 28    | 37    |
| <b>1</b>     | 12  | 5     | 18    | 24             | 35    | 23    | 35           | 35    | 50    | 18                 | 10    | 5     | 12        | 15    | 5     |
| <b>2</b>     |   | 11    |       | 27             | 11    | 28    | 41           | 42    | 39    | 18                 | 21    | 22    | 14        | 16    | 11    |
| <b>3</b>     |   | 20    |       | 12             | 15    | 35    | 41           | 25    | 35    | 18                 | 30    | 12    | 29        | 10    | 18    |
| <b>4</b>     | 8   |       |       | 17             | 41    | 33    | 33           | 18    | 40    | 25                 | 29    | 20    | 17        | 12    | 7     |
| <b>5</b>     | 33  | 14    | 17    | 17             | 29    | 33    | 17           | 29    | 22    | 33                 | 14    | 22    |           | 14    | 6     |
| <b>Total</b> | 7   | 8     | 8     | 15             | 23    | 24    | 40           | 26    | 32    | 22                 | 26    | 21    | 17        | 17    | 16    |

#### Conclusions based on this data:

1. Continued implementation of school wide MTSS/ELD program "Pride Time" is needed to ensure ELD instruction is taking place with fidelity and at appropriate levels.
2. Rosetta Stone club is needed to provide intervention and support for English Language Learners who scored in beginning and early intermediate ranges.
3. The Language Acquisition Team will need to focus on upper grade students who remain in EL level 3 for more than one year.

## Planned Improvements in Student Performance

### School Goal #1

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

|  |
|--|
| <b>SUBJECT: English Language Arts/Literacy</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| LCAP Goal 1: Enhance the culture and conditions that optimize learning for all students  |
| LCAP Goal 2: Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention                            |
| <b>SCHOOL GOAL #1:</b>   |
| K: 85% of kindergarten students will recognize 48/52 capital and lowercase letters and produce 19/21 consonant sounds and 8/10 long/short vowel sounds on Reading Results assessments. |
| 1st Grade: 70% of first grade students will read passage 6 with 60 correct words per minutes and 90% accuracy and 3/3 comprehension on the Reading Results assessment.                 |
| 2nd Grade: 60% of second grade students will read passage 10 with 90 correct words per minutes, 95% accuracy and 4/5 comprehension on the Reading Results assessment.                  |
| 3rd Grade 60% of third grade students will score proficient or advanced on the English language arts/literacy portion of the CAASPP.   |
| 4th Grade 65% of fourth grade students will score proficient or advanced on the English language arts/literacy portion of the CAASPP.  |
| 5th Grade 68% of fifth grade students will score proficient or advanced on the English language arts/literacy portion of the CAASPP.   |
| <b>Data Used to Form this Goal:</b>  |
| K-2 Reading RESULTS assessments  |
| Trimester benchmark tests in reading   |
| Unit assessments in Treasures  |
| 3rd - 5th Grade CAASPP Results   |
| SRI/Lexile Results   |

**SUBJECT: English Language Arts/Literacy****Findings from the Analysis of this Data:**

The main areas that need to be addressed after analyzing Reading Results data, benchmark assessments, unit assessments in Treasures and the results of the CAASPP are: pre-reading skills (letter recognition and sound production), reading fluency, reading accuracy, reading comprehension (understanding of literacy and non-fictional texts when reading).

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

EADMS will be utilized to record the trimester district benchmarks in K-2 for Reading RESULTS.

EADMS will be utilized to record the trimester benchmark scores and Treasures unit assessments.

Reading RESULTS data will be analyzed on EADMS at the end of the year to determine growth.

SRI assessments and/or Lexile levels will be analyzed for grades 3 – 5.

Data will be tracked by the intervention specialists, teachers and principal each trimester.

Raz Kids and Moby Max data will be collected.

CAASPP data will be analyzed once it is available to the school site.

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)   |  |                |        |
|---|---|---|---|--|----------------|--------|
|   |   |   | Description   | Type                                       | Funding Source | Amount |
| Identify readers who exhibit challenges in phonics, phonemic awareness, reading fluency, reading accuracy and reading comprehension through: teacher observations, grades on Progress Reports/Report Cards, Reading RESULTS assessments. Students will be placed in reading interventions depending on grade level and needs. | Initial identification in September 2017 and then ongoing as needed | Teachers, principal, intervention specialists                                       | Substitute teacher costs for release days for teachers for Reading Results Assessments and analyzing grades/data – ½ day each trimester | 1000-1999: Certificated Personnel Salaries | OCBG           | 1,300  |
| Training and support with reading intervention strategies and academic vocabulary will be provided to teachers through district and site based professional development   | Ongoing   | Teachers, the principal, district instructional coaches, site based teacher leaders | Supplies/resources/copies needed to assist with training.   | 4000-4999: Books And Supplies              | OCBG           | 500    |

| Actions to be Taken to Reach This Goal  | Timeline                  | Person(s) Responsible            | Proposed Expenditure(s)   |  |                |        |
|---|---------------------------|----------------------------------|---|--|----------------|--------|
|   |                           |                                  | Description   | Type   | Funding Source | Amount |
| Intervention specialists will work with small groups of students in 1st grade - 5th grades utilizing SPPs and Read Naturally.   | September 2017 - May 2018 | Intervention Specialist teachers | Two intervention specialists focusing on reading will be hired to work with students in 1st - 5th grades. One specialist will work 8 hours a week and one specialist will work 4 hours a week in the first trimester. Each specialist will get an additional hour to hour and a half of prep each week. | 2000-2999: Classified Personnel Salaries             | OTRM           | 7,500  |
| After School interventions and More (A.I.M.) program will provide reading support and additional practice in reading skills for Kindergarten, primary and upper grade students. | January 2018 - April 2018 | Teachers, A.I.M. staff           | Three credentialed teachers will instruct students during A.I.M. in reading strategies/skills.  | 1000-1999: Certificated Personnel Salaries           | OTRM           | 2000   |
|   |                           |                                  | One instructional assistant will be hired to supervise and lead the computer lab portion of A.I.M. where students utilize IXL, Raz Kids and Moby Max.   | 2000-2999: Classified Personnel Salaries             | TPGR           | 1100   |
|   |                           |                                  | Supplies/copies (books, snacks, school supplies) for A.I.M. will be purchased.  | 4000-4999: Books And Supplies                        | TPGR           | 250    |
|   |                           |                                  | Transportation will be provided for students who participate in the A.I.M. program for 3rd/4th/5th graders.   | 5000-5999: Services And Other Operating Expenditures | TPGR           | 450    |



| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible                         | Proposed Expenditure(s)  |  |                |        |
|--|-------------------------|---|--|--|----------------|--------|
|  |                         |   | Description  | Type                                       | Funding Source | Amount |
| Teachers will meet on a bi-monthly basis in grade level teams to discuss common assessments and best instructional practices in reading. Common planning time will be scheduled during grade level specialist time. Specialists will be scheduled accordingly. | Ongoing                 | Leadership Team, teachers                     | Teachers will discuss common assessments and best instructional practices affecting reading. Grade level meeting reports will be turned in to principal twice a month. | None Specified                             | None Specified | 0      |
|  |                         |   | Specialists provide instruction while grade level teachers collaborate and discuss best instructional practices in reading.  | 2000-2999: Classified Personnel Salaries   | OCBG           | 500    |
| Staff will implement three sessions of school wide MTSS program, one each trimester, with one of the focus areas being reading support (pre-reading skills, phonics, reading fluency, reading comprehension and reading accuracy).                             | October 2017 - May 2018 | Teachers, principal, intervention specialists | Release time for planning and student placement  | 1000-1999: Certificated Personnel Salaries | OCBG           | 1020   |
|  |                         |   | Two intervention specialists will be hired to assist in providing instruction during school wide MTSS program, "Pride Time".   | 2000-2999: Classified Personnel Salaries   | OCBG           | 1000   |
|  |                         |   | Copies and supplies needed for school wide MTSS program, "Pride Time", including for G.A.T.E. students and extension/enrichment supplies.                              | 4000-4999: Books And Supplies              | TPGR           | 500    |
| Raz Kids and Moby Max (District provided), computer programs will be utilized in the computer lab, in teacher classrooms and in the After School Interventions and More program to assist with phonics, reading fluency, comprehension and Math accuracy.      | Ongoing                 | Teachers, computer specialists, AIM staff     | Purchase of Raz Kids.  | 4000-4999: Books And Supplies              | OCBG           | 665    |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible             | Proposed Expenditure(s)   |  |                |        |
|--|-------------------------|-----------------------------------|---|--|----------------|--------|
|  |                         |                                   | Description   | Type                                       | Funding Source | Amount |
| TK aides will be hired to assist with reading support in TK classes.                         | August 2017 - June 2018 | TK Aides                          | 2 TK aides will assist in TK classes (1 per class) to support instruction and student learning.             | 2000-2999: Classified Personnel Salaries   | OPGR           | 656    |
| Copies to support reading instruction and student learning.                                  | Ongoing                 | Teachers                          | Copy costs associated with reading instruction and student learning.  | 4000-4999: Books And Supplies              | OCBG           | 480    |
| Printer cartridges for printing reading related materials and parent communication.          | Ongoing                 | Staff                             | Costs for printer cartridges related to reading instruction, student learning and parent communication.     | 4000-4999: Books And Supplies              | OCBG           | 1500   |
| TK/K Intervention support to provide individual students assistance with pre-reading skills. | January - April         | Teachers, Intervention Specialist | TK/K Intervention specialist will provide support for individual students in regards to pre-reading skills. | 1000-1999: Certificated Personnel Salaries | 003R           | 432    |

## 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:

|   |
|---|
| <b>SUBJECT: English Language Acquisition</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LCAP Goal 1: Enhance the culture and conditions that optimize learning for all students   |
| LCAP Goal 2: Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention   |
| <b>SCHOOL GOAL #2:</b>  |
| 63.5% of English Language Learners in TK – 5th Grade will make annual progress in learning English and 28% of students who have been learning English for 5 years attained an English proficient level as measured by the CELDT.  |
| <b>Data Used to Form this Goal:</b>   |
| CELDT results   |
| <b>Findings from the Analysis of this Data:</b>   |
| After analyzing the results of 2015 - 2016 and 2016-2017 CELDT scores, the following was determined:<br><br>Currently,<br><br>(2015-2016) 55.6% of English Language Learners met AMAO 1 (making annual progress in learning English). This is an increase from previous year (2014 - 2015) when 52.2% met AMAO 1. This is below the state goal of 62%.<br><br>(2015-2016) 23.2% of English Language Learners met AMAO 2 (attaining English proficient level on the CELDT). This is an increase from previous year (2014 - 2015 school year) when 15.6% met AMAO 2. This is below the state goal of 25.4%. |

**SUBJECT: English Language Acquisition****How the School will Evaluate the Progress of this Goal:**

English Language Learners will demonstrate improvement of at least one CELDT level annually.

Rosetta Stone reports will be analyzed to determine growth in English Language acquisition.

ADEPT, IPT, and Carousel of Ideas results will be analyzed to determine English Language growth.

| Actions to be Taken to Reach This Goal  | Timeline                  | Person(s) Responsible   | Proposed Expenditure(s)   |  |                |        |
|---|---------------------------|---|---|--|----------------|--------|
|   |                           |   | Description   | Type                                       | Funding Source | Amount |
| ELD Team Meetings will be held twice a year to discuss the progress of English Language Learners.   | Winter and Spring of 2018 | Principal, teachers, ELD facilitator, ELD paraprofessional, psychologist, speech Therapist, learning center teacher, intervention specialists | Release time will be provided for teachers two times a year to participate in ELD team meetings.  | 1000-1999: Certificated Personnel Salaries | 0860           | 1200   |
| English Language Learners will be identified to receive academic intervention support.  | Fall 2017                 | Principal, teachers, intervention specialists   | Principal, teachers and intervention specialists will compile a list of students in TK - 5th grade who need additional intervention support through reading interventions and MTSS placement. | None Specified                             | None Specified | 0      |
| Teachers will meet on a bi-monthly basis in grade level teams to discuss best instructional practices for ELL. Common planning time will be scheduled during grade level PE time. PE Specialists will be scheduled accordingly. | 2017 - 2018 school year   | Grade level leadership team, teachers   | Grade level teacher leaders will meet with their grade level colleagues twice a month to discuss common assessments, best practices and discuss needs of English language learners.           | None Specified                             | None Specified | 0      |

| Actions to be Taken to Reach This Goal   | Timeline                   | Person(s) Responsible   | Proposed Expenditure(s)   |  |                |        |
|--|----------------------------|---|---|--|----------------|--------|
|  |                            |   | Description   | Type                                       | Funding Source | Amount |
|  |                            |   | PE specialists provide PE instruction while grade level teachers collaborate and discuss best instructional practices for ELL.                            | 2000-2999: Classified Personnel Salaries   | OCBG           | 1000   |
| Rosetta Stone Intervention will be implemented (before school from Oct - April) to assist students (ELL Levels 1 and 2) with English language acquisition                    | October 2017 - April 2018  | ELD Facilitator, ELD Paraprofessional, principal, Rosetta Stone Specialists | ELD students will work on Rosetta Stone in the computer lab four times a week for 30 minutes before school from October - April.                          | 2000-2999: Classified Personnel Salaries   | 0860           | 3190   |
|  |                            |   | ELD students will work on Rosetta Stone in the computer lab four times a week for 30 minutes before school from October - April.                          | 2000-2999: Classified Personnel Salaries   | 003R           | 283    |
| The A.I.M. (After School Interventions and More) Program will be implemented for K and primary and upper graders to assist students with academic needs and English support. | December 2017 - April 2018 | Teachers, intervention specialists, principal                               | Three teachers will be hired to teach AIM after school for K, primary and upper. Focus will be on English language development as well as reading skills. | 1000-1999: Certificated Personnel Salaries | 003R           | 953    |
| Implementation of school wide MTSS/ELD program will be completed to support students in their English Language development and academic skills.                              | October 2017 - April 2018  | Teachers, intervention specialists, principal                               | Two intervention specialists will be hired to assist in providing instruction during school wide MTSS program, "Pride Time".                              | 1000-1999: Certificated Personnel Salaries | OTRM           | 1020   |
|  |                            |   | Copies and supplies needed for school wide MTSS program, "Pride Time"   | 4000-4999: Books And Supplies              | TPGR           | 502    |

| Actions to be Taken to Reach This Goal   | Timeline                  | Person(s) Responsible  | Proposed Expenditure(s)  |  |                |        |
|--|---------------------------|--|--|--|----------------|--------|
|  |                           |  | Description  | Type                                       | Funding Source | Amount |
|  |                           |  | Release time for planning and student placement.   | 1000-1999: Certificated Personnel Salaries | TPGR           | 500    |
| ELD Paraprofessional support will push in to the classroom five days a week for 5.5 - 6 hours/daily. | 2017 - 2018 school year   | ELD Paraprofessional   | ELD Paraprofessional will provide language based and academic support in TK - 5th grade classrooms.  | None Specified                             | None Specified | 0      |
| ELD Facilitator and Paraprofessional will assist with ELD groups during MTSS program.                | October 2017 - April 2018 | ELD Facilitator and Paraprofessional                         | ELD Facilitator and Paraprofessional will provide language based support in TK - 5th grade classrooms during MTSS.                         | None Specified                             | None Specified | 0      |
| ELD Interpreter services and translations  | Ongoing                   | ELD Facilitator and Paraprofessional                         | ELD Facilitator and Paraprofessional will provide translation and interpretation support for conferences, newsletters, ELAC meetings, etc. | 2000-2999: Classified Personnel Salaries   | 0860           | 2000   |
| ELAC Meeting supplies and resources  | 3 times a year            | ELD Facilitator and Paraprofessional, ELD Advisor, principal | Supplies and resources will be provided for ELAC meetings.   | 4000-4999: Books And Supplies              | 0860           | 1050   |
| Copy costs associated with ELD program and instruction.  | Ongoing                   | Teachers, principal, ELD Facilitator and Paraprofessional    | Copy costs associated with ELD program and ELD instruction.  | 4000-4999: Books And Supplies              | OCBG           | 1000   |
| TK aides will be hired to assist with English language support in TK classes.                        | August 2017 - June 2018   | TK Aides   | 2 TK aides will assist in TK classes to support English language instruction and student learning.   | 2000-2999: Classified Personnel Salaries   | OPGR           | 1600   |

## Planned Improvements in Student Performance

### School Goal #3

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

|   |
|---|
| <b>SUBJECT: Technology Integration</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LCAP Goal 1: Enhance the culture and conditions that optimize learning for all students   |
| LCAP Goal 2: Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention |
| LCAP Goal 3: Develop high quality activities that engage students with their schools  |
| <b>SCHOOL GOAL #3:</b>  |
| Enhance student learning and teacher instruction through the implementation of technology.  |
| <b>Data Used to Form this Goal:</b>   |
| Utilization of Think Central (Go Math) and Treasures online resources   |
| Utilization of EADMS and Google programs  |
| Utilization of Q for grades (for some grade levels), progress report cards and report cards   |
| Analyze data using reports from Moby Max, Raz Kids, SRI and Reading Counts  |
| Observations from Computer Lab Specialist   |
| Teacher input on needed technology based professional development   |
| Principal classroom Walk-throughs and observations  |

**SUBJECT: Technology Integration****Findings from the Analysis of this Data:**

Teacher input that was gathered in fall of 2016 indicated that technology was an area that additional professional development was needed in

Teachers need continual training in the utilization of online resources with Treasures and Think Central, Google programs, EADMS, IXL, Moby Max, Raz Kids, SRI and Reading Counts

Teachers require support of site tech for daily implementation of technology to enhance instruction

Teachers require support in organizing technology resources

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

Principal will monitor the use of EADMS, IXL, Moby Max and Raz Kids

Teacher leaders will monitor the use of SRI, Reading Counts and Google Program

Principal will monitor technology use in the classrooms during classroom walk throughs and observations

Principal will provide opportunities for teachers to collaborate and use data from EADMS and other software for instruction during common planning time (Specialist time)

Staff development will be provided in the area of technology and organization through on site instructional coaches

Computer specialist will be provide feedback to teachers on the computer programs that are used on the site

| Actions to be Taken to Reach This Goal  | Timeline                | Person(s) Responsible | Proposed Expenditure(s)                       |                               |                |        |
|---|-------------------------|-----------------------|---|-------------------------------|----------------|--------|
|   |                         |                       | Description                                   | Type                          | Funding Source | Amount |
| Renew Raz Kids license to assist with reading support at school and to provide students with additional practice at home.             | October 2017            | Principal             | Purchase Raz Kids licenses for TK - 5th grade | 4000-4999: Books And Supplies | OPGR           | 345    |
| Purchase Moby Max license to assist with reading and math support at school and to provide students with additional practice at home. | August 2017 - June 2018 | District Office       | Purchase Moby Max licenses for TK - 5th Grade | 4000-4999: Books And Supplies | None Specified | 0      |



| Actions to be Taken to Reach This Goal  | Timeline                  | Person(s) Responsible  | Proposed Expenditure(s)  |  |                |        |
|---|---------------------------|--|--|--|----------------|--------|
|   |                           |  | Description  | Type                                       | Funding Source | Amount |
| Teachers will sign up for computer lab time on days/times when computer specialists are not in session.   | Ongoing                   | Teachers, principal  | A schedule will be created for teachers to bring their classes in to the computer labs to provide additional practice on computer programs and with computer skills. | None Specified                             | None Specified | 0      |
| Teachers will meet on a monthly basis in grade level teams to discuss integrating technology.   | Ongoing                   | Leadership Team, teachers  | Teachers will collaborate during monthly meetings regarding best practices and technology as an instructional tool.  | None Specified                             | None Specified | 0      |
|   |                           |  | Specialists provide instruction while grade level teachers collaborate and discuss common assessments and best instructional practices.                              | 2000-2999: Classified Personnel Salaries   | OCBG           | 500    |
| Training and professional development in Moby Max, Raz Kids, EADMS, Google programs, IXL etc. will be provided.   | Ongoing                   | Teachers, principal, district based trainers, site based teacher leader trainers | Release time for staff development opportunities focusing on technology will be provided to teachers.  | 1000-1999: Certificated Personnel Salaries | OPGR           | 535    |
| Schedule computer specialist for 1st grade – 3rd grade once a week and 4th – 5th grade twice a week for 30 minutes. Kindergarten students will begin attending the computer specialist for 30 minutes/weekly in January 2018. | October 2017 - April 2018 | Principal, computer specialists, teachers  | Computer lab specialist will provide instruction for 1st-5th grade during the 2017 - 2018 school year.   | 2000-2999: Classified Personnel Salaries   | OCBG           | 840    |

| Actions to be Taken to Reach This Goal   | Timeline | Person(s) Responsible                | Proposed Expenditure(s)  |  |                |        |
|--|----------|--------------------------------------|--|--|----------------|--------|
|  |          |                                      | Description  | Type   | Funding Source | Amount |
| Purchase additional technological equipment based on teacher needs (IWB, software/hardware, laptop, printers, projector bulbs) | Ongoing  | Principal, site tech, office manager | Technology equipment and supplies will be purchased on an ongoing basis so that there are some reserve of items that are available on site (ie: bulbs, printer cartridges). Additional cables needed to support new Measure I technologies will also be purchased. | 4000-4999: Books And Supplies                        | OCBG           | 3703   |
| Training for teachers to support the organization of technology and technology resources.                                      | Ongoing  | Principal, teacher leaders           | Training will be providing to support teachers in organizing technology and technology resources.  | None Specified                                       | None Specified | 0      |
| Printer cartridges for printing materials related to student learning and teacher instruction.                                 | Ongoing  | Staff                                | Costs for printer cartridges related to instruction, student learning and parent communication.  | 4000-4999: Books And Supplies                        | OCBG           | 1500   |
| Costs associated with installing and maintaining equipment   | Ongoing  | Principal                            | Installation costs for Interactive Whiteboards and technology maintenance.   | 5000-5999: Services And Other Operating Expenditures | OCBG           | 2000   |

## Planned Improvements in Student Performance

### School Goal #4

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

|   |
|---|
| <b>SUBJECT: Math</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LCAP Goal 1: Enhance the culture and conditions that optimize learning for all students   |
| LCAP Goal 2: Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention   |
| <b>SCHOOL GOAL #4:</b>  |
| K: 85% of kindergarten students will rote count to 100 and recognize 28/30 numbers to 30 on district math assessments.  |
| 1st Grade: 75% of first grade students will solve addition and subtraction facts to 20 with 75% accuracy and 75% fluency.   |
| 2nd Grade: 80% of second grade students will add or subtract 8/10 three digit numbers on district math assessments.   |
| 3rd Grade: 60% of third grade students will score proficient or advanced on the math portion of the CAASPP.   |
| 4th Grade : 60% of fourth grade students will score proficient or advanced on the math portion of the CAASPP.   |
| 5th Grade : 60% of fifth grade students will score proficient or advanced on the math portion of the CAASPP.  |
| <b>Data Used to Form this Goal:</b>   |
| Trimester benchmark tests in math   |
| Unit assessments in math curriculum (Go Math)   |
| 3rd - 5th Grade CAASPP Results  |
| Teacher observations  |
| <b>Findings from the Analysis of this Data:</b>   |
| The main areas that need to be addressed after analyzing benchmark assessments, unit assessments in Go Math, teacher observations and the results of the CAASPP are: counting and recognizing numbers and solving math facts (addition/subtraction/multiplication/division) and solving mathematical word problems. |

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

EADMS will be utilized to record the trimester district benchmarks scores.

EADMS will be utilized to record math unit assessments.

Moby Max and IXL data will be collected.

CAASPP data will be analyzed once it is distributed to the school site.

| Actions to be Taken to Reach This Goal   | Timeline                  | Person(s) Responsible  | Proposed Expenditure(s)   |  |                |        |
|--|---------------------------|--|---|--|----------------|--------|
|  |                           |  | Description   | Type                                       | Funding Source | Amount |
| Identify students who exhibit challenges in counting, numeral recognition, math facts and mathematical problem solving through: teacher observations, grades on Progress Reports/Report Cards, curriculum assessments and district benchmark assessments. Students will be placed in interventions depending on grade level and needs. | Ongoing                   | Teachers, principal  | Substitute teacher costs for release days for grading and analyzing assessments - 1/2 day each trimester. | 0001-0999: Unrestricted: Locally Defined   | OCBG           | 1666   |
|  |                           |  | Substitute teacher costs for release days for grading and analyzing assessments - 1/2 day each trimester. | 0001-0999: Unrestricted: Locally Defined   | 003R           | 880    |
| Training and support with Go Math and mathematical intervention strategies will be provided to teachers through district and site based professional development.  | Ongoing                   | Teachers, teacher leaders, district level trainers               | Supplies/resources/copies needed to assist with training.   | 4000-4999: Books And Supplies              | TPGR           | 498    |
| After School interventions and More (A.I.M.) program will provide math support and additional practice in math skills for Kindergarten, primary and upper grade students.  | January 2018 - April 2018 | Teachers, After School Intervention and More Teachers, principal | Two credentialed teachers provide support for students during A.I.M. in working on their math skills.     | 1000-1999: Certificated Personnel Salaries | TPGR           | 1800   |

| Actions to be Taken to Reach This Goal  | Timeline                  | Person(s) Responsible                 | Proposed Expenditure(s)   |  |                |        |
|---|---------------------------|---------------------------------------|---|--|----------------|--------|
|   |                           |                                       | Description   | Type                                       | Funding Source | Amount |
|   |                           |                                       | One instructional assistant will be hired to supervise and lead the computer lab portion of A.I.M. where students utilize Moby Max or IXL math.                                 | 2000-2999: Classified Personnel Salaries   | 003R           | 2459   |
| Teachers will meet on a bi-monthly basis in grade level teams to discuss common assessments and best instructional practices in math. Common planning time will be scheduled during grade level specialist time. Specialists will be scheduled accordingly. | Ongoing                   | Teachers, Grade Level Teacher leaders | Teachers will discuss common assessments and best instructional math practices affecting math scores. Grade level meeting reports will be turned in to principal twice a month. | None Specified                             | None Specified | 0      |
|   |                           |                                       | Specialists provide instruction while grade level teachers collaborate and discuss best instructional practices in math.  | 2000-2999: Classified Personnel Salaries   | OCBG           | 500    |
| Staff will implement three sessions of school wide MTSS program with one of the focus areas being math support (counting, numeral recognition, math facts and mathematical problem solving).  | October 2017 - April 2018 | Teachers, Principal                   | Release time for planning and student placement.  | 1000-1999: Certificated Personnel Salaries | 003R           | 1993   |
|   |                           |                                       | Two intervention specialists will be hired to assist in providing instruction during school wide MTSS program, "Pride Time"   | 2000-2999: Classified Personnel Salaries   | OTRM           | 4365   |
|   |                           |                                       | Copies and supplies needed for school wide MTSS program, "Pride Time", including for G.A.T.E. students and extension/enrichment supplies.                                       | 4000-4999: Books And Supplies              | 003R           | 500    |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible                   | Proposed Expenditure(s)  |  |                |        |
|--|-------------------------|---|--|--|----------------|--------|
|  |                         |   | Description  | Type                                     | Funding Source | Amount |
| Moby Max and IXL will be utilized in the computer lab, in teacher classrooms and in the After School Intervention and More program to assist with math skills. | Ongoing                 | Teachers, computer specialist, District | District purchases Moby Max  | 4000-4999: Books And Supplies            |                | 0      |
|  |                         |   | Site purchased IXL K-5th Math only for additional supports   | 4000-4999: Books And Supplies            | OCBG           | 3,600  |
| TK aides will be hired to assist with math support in TK classes.  | August 2017 - June 2018 | TK Aides                                | 2 TK aides will assist in TK classes as needed to support math instruction and student learning.     | 2000-2999: Classified Personnel Salaries | TPGR           | 1000   |
| Purchase of supplemental math materials  | Ongoing                 | Principal, teachers                     | Purchase of supplemental math materials to assist with student learning                              | 4000-4999: Books And Supplies            | OCBG           | 500    |
| Printer cartridges for printing math related materials and parent communication.   | Ongoing                 | Staff                                   | Costs for printer cartridges related to math instruction, student learning and parent communication. | 4000-4999: Books And Supplies            | OCBG           | 1500   |

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

| Actions to be Taken to Reach This Goal | Timeline              | Person(s) Responsible | Proposed Expenditure(s)                             |   |                |           |
|--|-----------------------|-----------------------|---|---|----------------|-----------|
|  |                       |                       | Description   | Type  | Funding Source | Amount    |
| Certificated Staff                     | 8/23/2017 to 6/8/2018 |                       | Salary and Benefits                                 | 1000-1999: Certificated Personnel Salaries                        | 0860           | 6,157.53  |
| Support Staff                          | 8/23/2017 to 6/8/2018 |                       | Salary and Benefits                                 | 2000-2999: Classified Personnel Salaries                          | 0860           | 48,106.11 |
| Professional Development               | 8/23/2017 to 6/8/2018 |                       | Costs for speakers, supplies, teacher release, etc. | 5800: Professional/Consulting Services And Operating Expenditures | 0860           | 3,497.73  |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| 003R                                | 7500       | 0.00                               |
| OPGR                                | 3136       | 0.00                               |
| OTRM                                | 14885      | 0.00                               |
| OCBG                                | 25,274     | 0.00                               |
| TPGR                                | 6600       | 0.00                               |
| 0860                                | 7440       | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| 003R                                 | 7,500.00           |
| 0860                                 | 7,440.00           |
| OPGR                                 | 3,136.00           |
| OTRM                                 | 14,885.00          |
| None Specified                       | 0.00               |
| OCBG                                 | 25,274.00          |
| TPGR                                 | 6,600.00           |



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| <b>Object Type</b>                                   | <b>Total Expenditures</b> |
|--|---------------------------|
| 0001-0999: Unrestricted: Locally Defined             | 2,546.00                  |
| 1000-1999: Certificated Personnel Salaries           | 12,753.00                 |
| 2000-2999: Classified Personnel Salaries             | 28,493.00                 |
| 4000-4999: Books And Supplies                        | 18,593.00                 |
| 5000-5999: Services And Other Operating Expenditures | 2,450.00                  |
| None Specified                                       | 0.00                      |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source | Total Expenditures |
|--|----------------|--------------------|
| 4000-4999: Books And Supplies              |                | 0.00               |
| 0001-0999: Unrestricted: Locally Defined   | 003R           | 880.00             |
| 1000-1999: Certificated Personnel Salaries | 003R           | 3,378.00           |
| 2000-2999: Classified Personnel Salaries   | 003R           | 2,742.00           |
| 4000-4999: Books And Supplies              | 003R           | 500.00             |
| 1000-1999: Certificated Personnel Salaries | 0860           | 1,200.00           |
| 2000-2999: Classified Personnel Salaries   | 0860           | 5,190.00           |
| 4000-4999: Books And Supplies              | 0860           | 1,050.00           |
| 1000-1999: Certificated Personnel Salaries | OPGR           | 535.00             |
| 2000-2999: Classified Personnel Salaries   | OPGR           | 2,256.00           |
| 4000-4999: Books And Supplies              | OPGR           | 345.00             |
| 1000-1999: Certificated Personnel Salaries | OTRM           | 3,020.00           |
| 2000-2999: Classified Personnel Salaries   | OTRM           | 11,865.00          |
| 4000-4999: Books And Supplies              | None Specified | 0.00               |
| None Specified                             | None Specified | 0.00               |
| 0001-0999: Unrestricted: Locally Defined   | OCBG           | 1,666.00           |
| 1000-1999: Certificated Personnel Salaries | OCBG           | 2,320.00           |
| 2000-2999: Classified Personnel Salaries   | OCBG           | 4,340.00           |
| 4000-4999: Books And Supplies              | OCBG           | 14,948.00          |
| 5000-5999: Services And Other Operating    | OCBG           | 2,000.00           |
| 1000-1999: Certificated Personnel Salaries | TPGR           | 2,300.00           |
| 2000-2999: Classified Personnel Salaries   | TPGR           | 2,100.00           |
| 4000-4999: Books And Supplies              | TPGR           | 1,750.00           |
| 5000-5999: Services And Other Operating    | TPGR           | 450.00             |

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

| <b>Goal Number</b> | <b>Total Expenditures</b> |
|--------------------|---------------------------|
| <b>Goal 1</b>      | 19,853.00                 |
| <b>Goal 2</b>      | 14,298.00                 |
| <b>Goal 3</b>      | 9,423.00                  |
| <b>Goal 4</b>      | 21,261.00                 |

## 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 |
|-----------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Hallie Chambers                   | X         |                   |                    |                            |                    |
| Charlene Brister                  |           |                   | X                  |                            |                    |
| Jennifer Berce                    |           | X                 |                    |                            |                    |
| Marilyn Bankey                    |           | X                 |                    |                            |                    |
| Pamela Laack                      |           | X                 |                    |                            |                    |
| Joy Springer                      |           |                   |                    | X                          |                    |
| Marissa Buss                      |           |                   |                    | X                          |                    |
| Andrea Goetz                      |           |                   |                    | X                          |                    |
| Wendy Skemer                      |           |                   |                    | X                          |                    |
| Darlene Lee                       |           |                   |                    | X                          |                    |
| <b>Numbers of members of each</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>5</b>                   | <b>0</b>           |

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

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 11/30/2016.

Attested:

Amy K. Folkes

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Joy Springer

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date