

# The Single Plan for Student Achievement

**School:** Maple Elementary School  
**CDS Code:** 56 73759 6055909  
**District:** Conejo Valley Unified School District  
**Principal:** Patty Lewis  
**Revision Date:** November 6,2017

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 .**

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## School Vision and Mission

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

Maple Elementary School offers a learning environment that promotes life-long learning through academic, social, emotional, and physical development.

OUR Maple Elementary School's Vision:

1. Create and maintain a school climate, whereby all students and staff are guaranteed physical and emotional safety
2. Utilize shared decision making to achieve best possible outcomes
3. Foster collaborative relationships between school and home
4. Embrace innovation and creativity
5. Engage our community to promote and support student growth and success

OUR Maple Elementary School's Values:

1. Pursue excellence in all areas
2. Advocate for ALL children
3. Model life-long learning for OUR students
4. Promote productive citizens
5. Advance community involvement through parent participation

## School Profile

OUR Maple Elementary School Profile

Maple Elementary School opened its doors in 1970, and has continued its tradition of excellence in education over time. Located in Newbury Park, California, Maple Elementary School is home to over 300 students and over 50 staff members. Maple has been an integral part of the community and is located on a large, beautiful, split-level site in an established residential area. Surrounded by a neighborhood constituted of families and local businesses, Maple Elementary School is a neighborhood school with strong community roots.

Maple Elementary School is home to students in kindergarten through fifth grades. OUR programs meet the needs of ALL students. OUR Autism classes, in tandem with instruction geared to meet student's individualized education programs, provide appropriate inclusion for students, while enriching learning experiences for both special and general education students alike. Ultimately, ALL of OUR classes center on students. WE remain focused on OUR vision, cemented in OUR values and driven by OUR mission. As OUR motto states clearly, "Maple Elementary School...rooted in learning and stampeding towards excellence" or our motto, "Be Your Best."

## 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 enjoy coming to school, and feel teachers respect their students.

Parents believe the district should continue to keep class size low, add additional technology. Most students report that there are respectful relationships between students and teachers. Most teachers reported seeing students helping each other without being prompted.

### **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 took the CAASPP in language arts and math. Students in grade 5 took the CST or CMA in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), 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) 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 preteaching and reteaching. Our district utilizes EADMS, a student data management system, that allows staff 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.

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

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

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

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

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

Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) 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.

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

Teachers meet with their grade level teams on early release Mondays. They are required to meet with their teams at least 1 time monthly.

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 current piloting of 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)

Maple's intervention courses are driven through its L.E.A.D. Program. The L.E.A.D. Program focuses on individual student needs. This is a school-wide program in which students are referred/recommended by a team of teachers, along with the principal, to a targeted skill(s) group and/or enrichment. Students travel on campus to a different classroom where they focus on an area which develops or enhances a particular skill. Students receive instruction or practice for 30 minutes daily in that particular skill. As the year progresses, staff members reassess student performance and growth in these targeted skill(s). Likewise, other interventions are provided if the students require additional intervention. These intervention times are arranged by the teacher, intervention specialist, and principal.

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.

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. After school intervention (A.I.M. - After School Intervention and More) is also offered to students who are academically at-risk. Students work on a variety of academic skills to assist them in meeting grade level standards. Focus areas include: phonics, reading comprehension and fluency, math fluency and math problem solving. Maple also has reading and math intervention specialists who work with small groups of students throughout the school day. Opportunities to utilize IXL, Raz Kids, and Rosetta Stone are also provided to students at school and at home.

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 Maple in the planning, implementation and evaluation of programs. Maple's School Site Council meets regularly (usually the first Wednesday of the month) to communicate and collaborate on allocation of resources, goals for the schools and to implement action steps. The SSC is currently working on supporting instructional services by the teachers. Maple also has an active PFA that assists in a variety of educational programs (Women in History, Red Ribbon Week, Earth Week, Family Science Night, 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 primary, upper, SPED, GATE, and ELD meet once a month. Teachers complete informal surveys based on needs (i.e.: staff development, health and wellness, and instructional support).

Funding

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

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

**Description of Barriers and Related School Goals**

Barriers to fully implementing strategies related to Maple Elementary School's School Goals:

Limited funding during the 2017-2018 school year is a barrier to providing increased intervention opportunities for our students, in both reading and math.

## 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	45	46	51	44	45	51	44	45	51	97.8	97.8	100
Grade 4	41	45	48	40	45	47	40	45	47	97.6	100	97.9
Grade 5	61	47	46	54	45	45	54	45	45	88.5	97.8	97.8
All Grades	147	138	145	138	135	143	138	135	143	93.9	98.5	98.6

\* 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	2445.1	2477.8	2438.4	27	47	27.45	36	22	31.37	18	16	15.69	18	16	25.49
Grade 4	2495.6	2493.4	2490.9	33	47	36.17	30	16	25.53	13	18	14.89	25	20	23.40
Grade 5	2538.6	2540.0	2517.9	31	33	33.33	44	33	28.89	11	20	20.00	13	13	17.78
All Grades	N/A	N/A	N/A	30	42	32.17	38	24	28.67	14	18	16.78	18	16	22.38

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	25	36	27.45	57	44	45.10	18	20	27.45	
Grade 4	33	33	40.43	48	42	38.30	20	24	21.28	
Grade 5	37	36	26.67	54	40	44.44	9	24	28.89	
All Grades	32	35	31.47	53	42	42.66	15	23	25.87	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	42	33.33	50	49	45.10	20	9	21.57
Grade 4	35	33	27.66	50	51	48.94	15	16	23.40
Grade 5	41	40	35.56	48	47	55.56	11	13	8.89
All Grades	36	39	32.17	49	49	49.65	15	13	18.18



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	31	17.65	61	58	64.71	7	11	17.65
Grade 4	25	20	29.79	58	67	55.32	18	13	14.89
Grade 5	15	20	24.44	76	71	64.44	9	9	11.11
All Grades	23	24	23.78	66	65	61.54	11	11	14.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	51	33.33	50	38	52.94	20	11	13.73
Grade 4	35	40	36.17	48	42	42.55	18	18	21.28
Grade 5	37	58	33.33	56	31	48.89	7	11	17.78
All Grades	34	50	34.27	51	37	48.25	14	13	17.48

**Conclusions based on this data:**

1. We need to continue focusing on demonstrating understanding of literacy and non-fictional texts when reading, in order to maintain proficiency with cohort groups, from 3rd to 4th, and 4th to 5th.
2. Over the past 3 years, the writing cohort data(from 3rd to 5th grade) shows an increase in the % of students at and above proficiency, from 80% to 91.11%
3. We need to continue to focus on developing strong research and inquiry skills through a problem-based approach to learning.

## 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	45	46	51	44	45	51	44	45	51	97.8	97.8	100
Grade 4	41	45	48	40	45	47	40	45	47	97.6	100	97.9
Grade 5	61	47	46	54	45	45	54	45	45	88.5	97.8	97.8
All Grades	147	138	145	138	135	143	138	135	143	93.9	98.5	98.6

\* 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	2436.9	2447.2	2437.7	20	22	17.65	34	36	37.25	23	24	27.45	23	18	17.65
Grade 4	2494.4	2494.9	2489.0	25	22	17.02	30	36	38.30	28	27	29.79	18	16	14.89
Grade 5	2539.4	2530.4	2518.7	26	31	26.67	30	29	22.22	30	18	26.67	15	22	24.44
All Grades	N/A	N/A	N/A	24	25	20.28	31	33	32.87	27	23	27.97	18	19	18.88

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	33	33.33	32	44	45.10	32	22	21.57	
Grade 4	40	40	34.04	28	33	44.68	33	27	21.28	
Grade 5	41	44	35.56	41	24	31.11	19	31	33.33	
All Grades	39	39	34.27	34	34	40.56	27	27	25.17	

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	39	31	25.49	34	49	56.86	27	20	17.65
Grade 4	30	29	17.02	48	47	61.70	23	24	21.28
Grade 5	26	31	26.67	59	38	46.67	15	31	26.67
All Grades	31	30	23.08	48	44	55.24	21	25	21.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	31	29.41	61	56	50.98	11	13	19.61
Grade 4	45	27	31.91	30	64	44.68	25	9	23.40
Grade 5	24	29	22.22	61	51	48.89	15	20	28.89
All Grades	31	29	27.97	52	57	48.25	17	14	23.78

**Conclusions based on this data:**

1. The cohort data shows that the number of students who exceeded overall Math standards during the past 3 years, increased from 20% to 26.67%.
2. All grades increased the % of students at and above standards in the area of Problem-Solving and Modeling, and Data Analysis.
3. We need to continue to focus on developing strong skills in Communicating Reasoning, due to an increase of 9.78% below standards.

## 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
K				20		***	80							***	
1		8	17	35	54	25	53	25	50	12	13	8			
2			8	20	28	50	60	56	21	10	11	17	10	6	4
3		8	5	7	8	32	47	58	32	40	17	11	7	8	21
4		7		45	43	33	36	43	33	18	7	25			8
5	18	8	27	55	42	47	18	33	27	9	17				
<b>Total</b>	3	6	11	30	37	40	46	41	30	17	12	12	3	4	7

#### Conclusions based on this data:

1. Continue the school wide L.E.A.D. program to ensure ELD instruction is taking place with fidelity for 30 minutes/daily.
2. Continue to provide Rosetta Stone for EL students, as well as provide extra small group support for beginning speakers.
3. Increase in students who are Early Advanced and Advanced, and provide students opportunities for intervention and enrichment experiences during LEAD,

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				18	8	8	50	25	31	9	33	46	23	33	15
1		8	17	35	50	25	53	23	50	12	12	8		8	
2			8	20	28	50	60	56	21	10	11	17	10	6	4
3		8	5	7	8	30	47	54	30	40	15	10	7	15	25
4		7		38	43	33	31	43	33	15	7	25	15		8
5	18	19	27	55	38	47	18	25	27	9	13			6	
<b>Total</b>	2	7	9	27	32	34	44	36	30	16	14	17	10	10	9

#### Conclusions based on this data:

1. We increased the percentage of students who scored Early advanced and advanced from 39% in 2015-2016 to 43% in 2016-2017.
2. We will continue to provide our E.L. students with Language support through Carousel and Rosetta Stone, in order to increase the percentage of students moving to Early advanced and advanced.
3. We decreased the percentage of student who scored Early Intermediate in Kindergarten, from 33% in 15-16 to 8% in 16-17 in first grade, and increased Intermediate speakers to 50% in 16-17, from 25% in 15-16.

## 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: Reading, Writing, and Math</b>
<b>LEA/LCAP GOAL:</b>
Goal 1 – Improve Learning for All Students- Provide high quality instruction for all students.
<b>SCHOOL GOAL #1:</b>
80% of K-2 students will meet 5/5 of the essential skills, as measured by Spring, 2018, Reading Results Data.  68% of all 3rd grade students will meet or exceed Reading proficiency, as measured by Spring, 2018 CAASPP scores 88% of all 3rd grade students will meet or exceed Writing proficiency in, as measured by Spring, 2018 CAASPP scores. 64% of all 3rd grade students will meet or exceed Math proficiency in problem solving, as measured by Spring, 2018 CAASPP scores.  71% of all 4th grade students will meet or exceed Reading proficiency, as measured by Spring, 2018 CAASPP scores 86% of all 4th grade students will meet or exceed Writing proficiency in, as measured by Spring, 2018 CAASPP scores. 65% of all 4th grade students will meet or exceed Math proficiency in problem solving, as measured by Spring, 2018 CAASPP scores.  72% of all 5th grade students will meet or exceed Reading proficiency, as measured by Spring, 2018 CAASPP scores 95% of all 5th grade students will meet or exceed Writing proficiency in, as measured by Spring, 2018 CAASPP scores. 58% of all 5th grade students will meet or exceed Math proficiency in problem solving, as measured by Spring, 2018 CAASPP scores
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• State Standards &amp; 2016-2017 CCSS Smarter Balanced Assessment Consortium (SBAC) Testing</li><li>• Conejo Valley Unified School District (CVUSD) Reading Results Benchmark Assessments</li><li>• Scholastic Reading Inventory (SRI) Assessments</li><li>• 2017-2018 - Current Academic Grades</li><li>• California English Language Development Test (CELDT)</li></ul>

**SUBJECT: Reading, Writing, and Math**

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

- Transition to CCSS across the K-5 curriculum required an increase in specific reading skills.
  - The need to develop foundational goals for the development of reading skills from grade level to grade level in a personalized fashion.
- Implementation of new GO Math Curriculum, focused on problem solving skills and communicating reasoning

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

- CVUSD Reading Results Benchmark Assessments
- SRI Assessments
- Treasures Unit and/or Weekly Assessments
- Systematic Instruction in Phoneme Awareness, Phonics and Sight Words Program (SIPPS) and Read Naturally Program Assessments
- Raz Kids Online Program Progress Reports
- Intervention Programs - Language Enrichment and Academic Development (LEAD) , Reading Intervention Data, Classroom Observations, Go Math Unit Tests

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of common resources to learn and collaborate through common planning time during specialists and “Early Release” Mondays the most effective research-based learning strategies for full utilization of the curriculum for best instructional practices in Reading, Writing, and Math	Aug. 2017 – May 2018	Teachers, School LCAP Leadership Cabinet, and Principal	Use of Treasures, Go Math, and N.G.S.S. Science Standards to provide high quality instruction  Use of Early Release Days for collaborative planning and data analysis  Use of SITE professional development days to focus on STEAM experiences to monitor student growth in achievement	None Specified	None Specified	
Provide instructional resources to promote high quality instruction for all students	Aug. 2017-May 2018	Teachers, School LCAP Leadership Cabinet, and Principal	Instructional Materials and Supplies	4000-4999: Books And Supplies	Instruction	11,944

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Instructional Materials and Supplies	4000-4999: Books And Supplies	Special Education	4,116
			Instructional Materials and Supplies	4000-4999: Books And Supplies	OCBG	7,060
			Provide intervention support to all identified targeted students at least 2x a week	2000-2999: Classified Personnel Salaries	OCBG	1000



## 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: Reading ,Writing,and Math</b>
<b>LEA/LCAP GOAL:</b>
Goal 2 – Maximize Student Potential Through Effective Intervention Provide Support Services to English Learners in order to Increase Language Acquisition.
<b>SCHOOL GOAL #2:</b>
80% of K-2 students will meet 5/5 of the essential skills, as measured by Spring, 2017,Reading Results Data.  68% of all 3rd grade students will meet or exceed Reading proficiency, as measured by Spring,2018 CAASPP scores 88% of all 3rd grade students will meet or exceed Writing proficiency in, as measured by Spring,2018 CAASPP scores. 64% of all 3rd grade students will meet or exceed Math proficiency in problem solving, as measured by Spring,2018 CAASPP scores.  71% of all 4th grade students will meet or exceed Reading proficiency, as measured by Spring,2018 CAASPP scores 86% of all 4th grade students will meet or exceed Writing proficiency in, as measured by Spring,2018 CAASPP scores. 65% of all 4th grade students will meet or exceed Math proficiency in problem solving, as measured by Spring,2018 CAASPP scores.  72% of all 5th grade students will meet or exceed Reading proficiency, as measured by Spring,2018 CAASPP scores 95% of all 5th grade students will meet or exceed Writing proficiency in, as measured by Spring,2018 CAASPP scores. 58% of all 5th grade students will meet or exceed Math proficiency in problem solving, as measured by Spring,2018 CAASPP scores .
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• State Standards &amp; 2016-2017 CCSS Smarter Balanced Assessment Consortium (SBAC) Testing</li><li>• Conejo Valley Unified School District (CVUSD) Writing Benchmark Assessments</li><li>• 2017-2018 Academic Grades</li><li>• California English Language Development Test (CELDT)</li></ul>

**SUBJECT: Reading ,Writing,and Math**

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

- Transition to CCSS across the K-5 curriculum required an increase in specific writing skills.
- The need to develop foundational goals for the development of writing skills from grade level to grade level in a personalized fashion.

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

- CVUSD Writing Benchmark Assessments
  - Treasures Unit and/or Weekly Assessments
  - Read Naturally Program Assessments
- Moby Max/Raz Kids – Online Program Progress Reports
- Intervention Programs (Language Enrichment and Academic Development (LEAD) , Reading Intervention Data, and Classroom Observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Targeted Intervention during school hours, and use the technology programs to aid in the development of mathematics both as an extension of classroom learning and intervention	Aug, 2017– May, 2018	Teachers, School LCAP Leadership Cabinet, and Principal	Provide intervention support to all identified targeted students at least 2x a week	2000-2999: Classified Personnel Salaries	003R	6,171
			Provide intervention support to all identified targeted students at least 2x a week-2 Academic Specialists	2000-2999: Classified Personnel Salaries	OTRM	7,185
			Provide intervention support to all identified targeted students at least 2x a week	2000-2999: Classified Personnel Salaries	TPGR	4,850
			Academic Specialist supporting in 3 combination classes	2000-2999: Classified Personnel Salaries	OPGR	2,112
			Academic Specialist supporting in 3 combination classes	2000-2999: Classified Personnel Salaries	OCBG	4,019
			Intervention materials and resources during LEAD	4000-4999: Books And Supplies	OTRM	1,685.30
			Raz Kids/Learning A to Z software	4000-4999: Books And Supplies	003R	1,329

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2 LEAD Academic Specialists, focused on skills maintenance	2000-2999: Classified Personnel Salaries	0860	2,000
			Academic Specialist supporting in 3 Combination classes	2000-2999: Classified Personnel Salaries	Instruction	2,110
Support English Language Learners in acquiring English/Use of Rosetta Stone Software data to monitor growth of English Language Acquisition	Aug. 2017-May,2018	Teachers, School LCAP Leadership Cabinet, and Principal	Provide E.L. Students the opportunity to gain English Skills through use of Rosetta Stone 3x a week	2000-2999: Classified Personnel Salaries	0860	1,000
			Supplies and resources for E.L.A.C. meetings	4000-4999: Books And Supplies	0860	1,000
			Supplies and resources to support Language development	4000-4999: Books And Supplies	0860	2,640
Release teachers to attend SST#3 meetings, to discuss intervention data and student concerns with team	Aug. 2017-May,2018	Teachers, School LCAP Leadership Cabinet, and Principal	Substitute coverage	1000-1999: Certificated Personnel Salaries	Instruction	1,500
Provide each teacher with 1.5 subs for Data meetings, to discuss student progress in academics	August,2017-May,2018	Teachers, School LCAP Leadership Cabinet and Principal	Substitute coverage	1000-1999: Certificated Personnel Salaries	OCBG	1,269
			Substitute coverage	1000-1999: Certificated Personnel Salaries	Instruction	2,331

## 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: Reading, Writing, and Math</b>
<b>LEA/LCAP GOAL:</b>
Goal 3- Engage Students in Quality Student Activities
<b>SCHOOL GOAL #3:</b>
80% of K-2 students will meet 5/5 of the essential skills, as measured by Spring, 2018, Reading Results Data.  68% of all 3rd grade students will meet or exceed Reading proficiency, as measured by Spring, 2018 CAASPP scores 88% of all 3rd grade students will meet or exceed Writing proficiency in, as measured by Spring, 2018 CAASPP scores. 64% of all 3rd grade students will meet or exceed Math proficiency in problem solving, as measured by Spring, 2018 CAASPP scores.  71% of all 4th grade students will meet or exceed Reading proficiency, as measured by Spring, 2018 CAASPP scores 86% of all 4th grade students will meet or exceed Writing proficiency in, as measured by Spring, 2018 CAASPP scores. 65% of all 4th grade students will meet or exceed Math proficiency in problem solving, as measured by Spring, 2018 CAASPP scores.  72% of all 5th grade students will meet or exceed Reading proficiency, as measured by Spring, 2018 CAASPP scores 95% of all 5th grade students will meet or exceed Writing proficiency in, as measured by Spring, 2018 CAASPP scores. 58% of all 5th grade students will meet or exceed Math proficiency in problem solving, as measured by Spring, 2018 CAASPP scores
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• State Standards &amp; 2016-2017 CCSS Smarter Balanced Assessment Consortium (SBAC) Testing</li><li>• Conejo Valley Unified School District (CVUSD) Math Benchmark Assessments</li><li>• GO Math Assessments for 2017-2018</li><li>• 2017-2018 Academic Grades</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Transition to CCSS across the K-5 curriculum required an increase in specific math skills.</li><li>• The need to develop foundational goals for the development of math skills from grade level to grade level in a personalized fashion.</li></ul>

**SUBJECT: Reading, Writing, and Math****How the School will Evaluate the Progress of this Goal:**

- CVUSD Reading, Writing and Math Benchmark Assessments
- EDM Unit and/or Weekly Assessments / CVUSD Pilot Program Unit and/or Weekly Assessments for 2015-2016
- IXL/Moby Max/Raz Kids – s Online Program Progress Reports
- Intervention Programs (Language Enrichment and Academic Development (LEAD), Math Specialist, & Afterschool Intervention and More (AIM) Program Observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Immerse students in Digital Literacy experiences, guided by the Common Core Standards	October, 2017 – May, 2018	Teachers, School LCAP Leadership Cabinet, and Principal	Academic Specialist	2000-2999: Classified Personnel Salaries	OCBG	4,000
			Supplies and resources	4000-4999: Books And Supplies	OTRM	1,314.70
Create Maker Space experiences for students to develop 21st Century Problem Solving Skills	August, 2017 – May, 2018	Teachers, School LCAP Leadership Cabinet, and Principal	Supplies	4000-4999: Books And Supplies	OTRM	3200
Provide students 3 School-wide Enrichment Days during the school year, where students can learn from a variety of teachers and focused topics throughout the day	August, 2017- May,2018	Teachers, School LCAP Leadership Cabinet, and Principal	Supplies	4000-4999: Books And Supplies	OCBG	500
During LEAD Time, provide Enrichment and Genius Hour Opportunities for gifted and advanced earners	Oct. 2017- May,2018	Teachers, School LCAP Leadership Cabinet, and Principal	Supplies and resources	4000-4999: Books And Supplies	OTRM	1,500
Implement Year 3 of Measure I Technology Plan-	May,2017- June,2018	Teachers, School LCAP Leadership Cabinet, and Principal	Year 3 Technology Resources	7000-7439: Other Outgo	Restricted	32,756

## 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 for English Language Learners</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	8/26/2016 to 6/9/2017		Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	6460.32
Support Staff	8/26/2016 to 6/9/2017		Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	45339.20
Professional Development	8/26/2016 to 6/9/2017		costs for speakers, supplies, teacher release, etc.	5800: Professional/Consulting Services And Operating Expenditures	0860	1434.48

## 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	2112	0.00
OTRM	14,885	0.00
0860	6640	0.00
OCBG	17848	0.00
TPGR	4850	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
0860	6,640.00
OPGR	2,112.00
OTRM	14,885.00
Instruction	17,885.00
OCBG	17,848.00
Restricted	32,756.00
Special Education	4,116.00
TPGR	4,850.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	5,100.00
2000-2999: Classified Personnel Salaries	34,447.00
4000-4999: Books And Supplies	36,289.00
7000-7439: Other Outgo	32,756.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	003R	6,171.00
4000-4999: Books And Supplies	003R	1,329.00
2000-2999: Classified Personnel Salaries	0860	3,000.00
4000-4999: Books And Supplies	0860	3,640.00
2000-2999: Classified Personnel Salaries	0PGR	2,112.00
2000-2999: Classified Personnel Salaries	OTRM	7,185.00
4000-4999: Books And Supplies	OTRM	7,700.00
1000-1999: Certificated Personnel Salaries	Instruction	3,831.00
2000-2999: Classified Personnel Salaries	Instruction	2,110.00
4000-4999: Books And Supplies	Instruction	11,944.00
1000-1999: Certificated Personnel Salaries	OCBG	1,269.00
2000-2999: Classified Personnel Salaries	OCBG	9,019.00
4000-4999: Books And Supplies	OCBG	7,560.00
7000-7439: Other Outgo	Restricted	32,756.00
4000-4999: Books And Supplies	Special Education	4,116.00
2000-2999: Classified Personnel Salaries	TPGR	4,850.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	24,120.00
<b>Goal 2</b>	41,201.30
<b>Goal 3</b>	43,270.70

## 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
Patty Lewis	X				
Mr. Daniel Saavedra				X	
Mrs. Christiana Dexter				X	
Mr. Josh Evans				X	
Mrs. Lisa Spaulding				X	
Mrs. Brianna Castillo				X	
Mrs. Ana Pantoja			X		
Mrs. Cheryl Triplett		X			
Ashley Clark		X			
Anne Marie Cavanah		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

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

X Other committees established by the school or district (list):

Parent Faculty Association

\_\_\_\_\_  
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 .

Attested:

Patty Lewis

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

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

\_\_\_\_\_  
Date

Mr. Dan Saavedra

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

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

\_\_\_\_\_  
Date