

The Single Plan for Student Achievement

School: Westlake Hills Elementary School
CDS Code: 56 73759 6093181
District: Conejo Valley Unified School District
Principal: James Marshall
Revision Date: 11/15/17

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

Westlake Hills Elementary School's Vision and Mission Statements

Westlake Hills' mission is to provide a robust educational program grounded in a spirit of cooperation and respect for others, fostered by motivated students, supportive parents, and a dedicated staff. Students are encouraged to be critical thinkers, problem solvers, creative and to model strong character. The academic and social development is provided in an environment that is safe and nurturing respecting all cultures. Through outstanding teaching from highly-trained educators, a shared common philosophy of excellence for all and the promotion of life-long learning permeates our campus.

Our students ROAR with Success by adhering to the following guidelines:

- R - Respect ourselves and others
- O - Offer kindness and encouragement
- A - Always do our best
- R - Ready to learn

Westlake Hills, home of the Wildcats, is a place that takes each child's hand and leads them on the path of learning, social development, and creativity!

School Profile

The Conejo Valley Unified School District is located 50 miles northwest of Los Angeles serving a large student population drawn from the communities of Newbury Park, Thousand Oaks, and Westlake Village. The District's rich history has led to strong traditions leading us toward our vision of the future. This is a family oriented community with large parent involvement and support and one that is rich with cultural, linguistic, and socioeconomic diversity.

Westlake Hills Elementary School is located in the southeastern corner of the school district, very near the Ventura-Los Angeles County Line and draws its student population primarily from the communities of North Ranch and Hidden Canyon. The school site is nestled in a tranquil, well-established neighborhood of middle to upper class single-family homes. Surrounding Westlake Hills Elementary School is an attractive public park complex, with greenbelts feeding into the school from different directions. Students living in the immediate area rarely need to cross streets. All children walk to school or car pool, with the exception of some children who utilize our school bus services. A walk through the lovely campus reveals a well-appointed, comfortable, safe, and engaging atmosphere making it optimal for student learning. In addition, observers also quickly notice why Westlake Hills has received national and statewide recognition for exceptional academic and enrichment programs.

Westlake Hills Elementary School, a National Blue Ribbon School, California Distinguished School, a two-time Governor's Performance Award recipient, and a Business Council Honor School, is home to approximately 500 students in Transitional Kindergarten/Kindergarten through fifth grade, 23 General Education Teachers, 1 Special Education teacher, and a team of classified staff members and specialists. Our successful educational program benefits greatly from a spirit of cooperation, strong ethics, and respect for others. A focus on differentiated instruction supports and empowers students to achieve their personal best. Teachers meet regularly in professional learning communities to analyze student data, monitor progress, and design dynamic, effective, research-based, standards-aligned educational experiences to meet the instructional needs of each student. To develop student's moral character we employ the Stand Proud, Kelso's Choices, and Champs programs. Monthly award celebrations, as well as teachers' integration of positive character education throughout the curriculum, serve to help foster exemplary student behaviors at Westlake Hills.

Educational professionals in speech/language, counseling, and English language development provide extra support to our students. Our Multi-Tiered System of Support (MTSS), referred to as Target Time, supplements classroom instruction to provide additional enrichment and intervention services as appropriate. Westlake Hills' site-based Learning Center offers outstanding services to Special Education students and excels at providing these students access to the core curriculum. The Gifted and Talented Education Program (GATE) supports students with additional activities such as Challenge Math, Lunch Bunch presentations, and field trips. In addition to the regular classroom program, specialists, consultants, and parent volunteers enrich instruction by adding comprehensive instruction in the areas of vocal and instrumental music, visual arts, physical education, and technology. Our school has two computer labs with accommodations for 38 students per lab and iPad carts per each grade level with enough tablets for each student per class. Each classroom is outfitted with 5-6 additional computers for student use. Westlake Hills' positive, student-centered learning environment is also enhanced through other substantive program offerings such as instrumental music and strings programs, choir, community outreach, as well as other enrichment opportunities.

The Westlake Hills school community welcomes, embraces and encourages parental involvement. Parents participate in organized committees such as Parent-Faculty Association (PFA) and School Site Council. Parent volunteers assist in classrooms and during other lessons such as art, computer or library sessions. Our School Site Council oversees budgets and works in tandem with the Principal and PFA to provide support for our faculty, staff and students. The PFA works countless hours to provide enriching programs to ensure for a well rounded, educational experience. The PFA funds our art, music, computer, and physical education programs. In addition, they provide enrichment assemblies for our children. Their tireless efforts demonstrate the partnership between school and community.

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).

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 with Probationary and Temporary teachers having 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 in Spring 2017. 5th grade students 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 English Language Arts (ELA) and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit and/or theme tests and teacher created formative assessments. Math assessments include: end of course exams, District benchmarks, unit and/or chapter tests and teacher created 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 unit tests and listening and speaking assessments.

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

Teachers administer District trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our District utilizes EADMS, a student data management system, that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the District and site level for evaluation of student achievement and performance.

Staffing and Professional Development

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

Westlake Hills meets the requirement of highly qualified staffing by having 100% of the teachers credentialed.

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

Professional Development for the 2017-2018 academic year aligned with District LCAP Goals:
6 hours of site PD (includes 1 hour for Armatus training)
6 hours of District PD

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

Teachers new to a grade level or to the District are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. District is also providing professional development opportunities to support the new math curriculum, Go Math. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment.

Site specific professional development will include differentiated instruction to meet the diverse needs of our population as well as areas that cover technology and the Go Math curriculum. We have two leadership teams, one focused on overall implementation of best practices and one focused on MTSS that meet monthly. Staff will also have opportunities to attend various conferences that support school goals.

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

Schools have access to District -based Teachers on Special Assignment (TOSA) in two focus areas: (1) English Language Development - site and District training on effective instructional strategies for English Learners, training on implementing adopted materials for ELD with fidelity, 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, and supports the new adopted math curriculum. 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, and the 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 in grade level meetings once per week to collaborate on data. Once a month, the MTSS team meets to discuss Target Time interventions and the Leadership Team meets to discuss the school's goals based on student and teachers' needs. Various teacher leaders (GATE, ELD, technology) provide additional support and assistance.

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 ELA materials and the current adoption of state-approved math curriculum, Go Math.

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 by 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)

Our MTSS leadership team meets monthly to review student needs within each grade level. This team includes three general education teachers, the Learning Center teacher and Reading Intervention Specialist that serve to provide teacher support. We use the Ventura County Office of Education forms for academic and behavioral interventions. This team provides strategies and support for teachers in finding and implementing up to Tier II levels of support for students. Some of those include:

- (1) Differentiation within Target Time
- (2) Reading/Math support with instructional specialist
- (3) Software support with differentiated online support programs
- (4) Classroom instructional strategies
- (5) Targeted positive behavior support plans based on functional behavior inventory data as collected by teacher
- (6) Progress monitoring
- (7) Data collection and analysis to prepare for SST

Intervention/support for behavior:

- (1) The Champs program is widely used throughout the school
- (2) Class DoJo is used to provide feedback for both positive encouragement and redirection of behavior

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

All students are instructed with the 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 and/or intervention.

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 underperforming students to access the general curriculum.

Our teachers use a variety of strategies to help under-performing students, including but not limited to:

- (1) Differentiation within Target Time 3x per week during the MTSS sessions
- (2) Reading/Math support with instructional specialist
- (3) Software support with differentiated online support programs
- (4) Classroom instructional strategies: small group instruction, teacher support one-on-one, front-loading instructional content
- (5) Targeted positive behavior support plans based on functional behavior inventory data as collected by teacher
- (6) Small group instruction in decoding with resource teacher
- (7) Small group instruction in number sense and math facts with resource teacher
- (8) Leveled math groups by grade level
- (9) After school homework club that provides additional intervention in the areas of math and ELA

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 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)

Students can participate in the after-school homework club, computer class, art class, music program, and other Student Leadership opportunities.

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)

Westlake Hills' parent support is seen through the Parent-Faculty Association (PFA), School-Site Council (SSC), English Language Advisory Committee (ELAC) and the Gifted and Talented Education (GATE) parent groups. The PFA funds our Computer, Art, Music and PE classes as well as provides support for other school-based expenses including campus supervision and clerical support. Our School Site Council approves our Single Plan for Student Achievement (SPSA) and LCAP goals and representatives attend District DELAC, DAC, & GATE meetings.

Funding

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

This can be referenced under the SPSA's goals and budget pages.

18. Fiscal support (EPC)

This can be referenced under the SPSA's goals and budget pages.

Description of Barriers and Related School Goals

Collaborative decisions continue to ensue as to the best practices for our students via the Leadership, MTSS, and grade level teams. Continued efforts will be applied to build a repertoire of intervention strategies, tools to help out with academic progress monitoring, and positive interventions for behavior modification.

Collaboration is key to progress monitoring and data analysis. In seeking opportunities for protected time, the staff has shown an interest in modifying the current schedule via banking time. The concept will be examined for possible implementation.

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	80	96	62	74	92	61	74	92	61	92.5	95.8	98.4
Grade 4	99	87	99	97	83	98	97	83	98	98.0	95.4	99
Grade 5	120	101	95	118	97	93	118	97	93	98.3	96	97.9
All Grades	299	284	256	289	272	252	289	272	252	96.7	95.8	98.4

* 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	2473.7	2486.9	2472.3	39	52	47.54	28	25	22.95	26	16	19.67	7	7	9.84
Grade 4	2499.9	2509.6	2510.9	30	37	42.86	40	28	29.59	18	28	17.35	12	7	10.20
Grade 5	2541.0	2565.4	2558.4	34	43	41.94	38	37	34.41	15	11	16.13	13	8	7.53
All Grades	N/A	N/A	N/A	34	44	43.65	36	30	29.76	19	18	17.46	11	7	9.13

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	35	41	44.26	55	46	40.98	9	13	14.75
Grade 4	29	34	40.82	59	52	47.96	12	14	11.22
Grade 5	35	45	43.01	49	38	47.31	16	16	9.68
All Grades	33	40	42.46	54	45	46.03	13	15	11.51

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	38	53	54.10	53	42	36.07	9	4	9.84
Grade 4	31	37	41.84	56	57	46.94	12	6	11.22
Grade 5	42	58	52.69	43	33	40.86	15	9	6.45
All Grades	37	50	48.81	50	43	42.06	13	7	9.13

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	26	34	29.51	65	61	57.38	9	5	13.11
Grade 4	23	17	32.65	70	75	58.16	7	8	9.18
Grade 5	27	31	29.03	62	61	63.44	11	8	7.53
All Grades	25	28	30.56	65	65	59.92	9	7	9.52

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	39	42	49.18	51	48	36.07	9	10	14.75
Grade 4	23	31	33.67	64	61	54.08	13	7	12.24
Grade 5	50	59	40.86	43	38	51.61	7	3	7.53
All Grades	38	45	40.08	52	49	48.81	10	7	11.11

Conclusions based on this data:

1. Continued research/inquiry efforts in all grade levels .
2. Focus in grades 3-5 on students below benchmark levels in overall reading. Monitor progress through MTSS.
3. Overall reading scores for students below standard has improved. Continue with intervention strategies.

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	80	96	62	76	92	61	74	92	61	95.0	95.8	98.4
Grade 4	99	87	99	97	83	98	97	83	98	98.0	95.4	99
Grade 5	120	101	95	118	97	93	118	97	93	98.3	96	97.9
All Grades	299	284	256	291	272	252	289	272	252	97.3	95.8	98.4

* 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	2474.1	2483.0	2477.4	26	41	39.34	49	37	36.07	17	14	18.03	5	8	6.56
Grade 4	2507.6	2512.4	2521.6	29	27	36.73	35	45	36.73	31	23	21.43	5	6	5.10
Grade 5	2530.2	2553.3	2544.1	27	45	31.18	31	23	29.03	29	21	27.96	14	11	11.83
All Grades	N/A	N/A	N/A	27	38	35.32	37	34	33.73	26	19	23.02	9	8	7.94

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	45	57	57.38	47	34	31.15	8	10	11.48			
Grade 4	39	53	51.02	45	34	36.73	15	13	12.24			
Grade 5	33	55	46.24	46	27	37.63	21	19	16.13			
All Grades	38	55	50.79	46	31	35.71	16	14	13.49			

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	49	50	49.18	43	42	40.98	8	8	9.84
Grade 4	31	35	32.65	59	53	54.08	10	12	13.27
Grade 5	31	43	32.26	50	40	50.54	19	16	17.20
All Grades	35	43	36.51	51	45	49.60	13	12	13.89

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	51	52	47.54	39	41	39.34	9	7	13.11
Grade 4	42	36	43.88	44	52	47.96	13	12	8.16
Grade 5	28	37	29.03	54	48	53.76	18	14	17.20
All Grades	39	42	39.29	47	47	48.02	14	11	12.70

Conclusions based on this data:

1. Grades 3 - 5 demonstrated increase for students in scores "below standard" for mathematical problem solving & modeling/data analysis. Continue to provide intervention opportunities for students to build skills during Target Instructional Time.
2. Grade 5 lowered 9 percentage points in concepts & procedures. Provide additional grade-leveling of math groups.

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				100		***									
1	45	9	50	18	45	25	27	27	13	9	9	13		9	
2		44	25	50	33	33	13	11	25	13	11	8	25		8
3	20		***	20	43		40		***	20				57	
4	***		20		***		***	***			***	20			60
5	50			50	50	50		25	25					25	25
Total	26	15	26	37	41	29	23	18	21	9	9	9	6	18	15

Conclusions based on this data:

1. All levels are showing a decrease in student percentages with the exception of the Beginning category. This result may be due to the increase that Westlake Hills is experiencing with students who are enrolling that are non-native English speakers. Some students who need targeted language support also need help in all targeted academic subjects. The additional difficulties lie with the fact that some of these students face challenges which are supported via Special Education and their Individualized Education Plans (IEPs) or other issues that hinder advancement to the next CELDT levels.
2. Through CELDT and academic analysis, continued efforts to provide intervention support to EL students in an concerted effort to move them towards RFEP will be employed, especially with a high percentage of students in the Early Advanced and Intermediate categories.

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	8	7		42	14	33	33	50	33	8	21	17	8	7	17
1	42	9	60	17	45	20	25	27	10	8	9	10	8	9	
2	9	40	31	36	30	31	9	10	23	18	10	8	27	10	8
3	17		17	17	43		50		33	17		17		57	33
4	20		20		***		40	***			***	20	40		60
5	43			43	67	40		17	40				14	17	20
Total	23	12	24	28	35	24	25	25	24	9	12	12	15	16	18

Conclusions based on this data:

1. Continue to work on targeted language support and academic intervention to move students to the next level. Some students have been at the Beginning levels for several years which is indicating that there are additional concerns which may not have been identified.
2. Continue with integrated ELA/ELD instruction, Carousel, and Rosetta Stone.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Goal 1: Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention.
SCHOOL GOAL #1:
By June 2018: Grades 1 - 2: 85% of students will demonstrate improvement in reading fluency and comprehension as measured by site and District benchmarks. Grades 3 - 5: Increase the percentage of students that meet or exceed the standards in ELA/Literacy according to CAASPP
Data Used to Form this Goal:
Academic Grades District benchmarks ELA/Literacy Overall Achievement Results, CAASPP Unit Assessments Target Time Assessments CELDT results Scholastic SRI Reading Results
Findings from the Analysis of this Data:
Reading fluency and comprehension results identified that students in the 1st and 2nd grades need intervention with reading fluency and comprehension. SBAC results indicate that continued improvement in overall reading is needed.

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

Reading Results/EADMS
 Benchmark Data
 SBAC
 MTSS Monitoring (Target Time)
 MobyMax
 Scholastic SRI
 Curriculum assessments
 Academic Grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide systemic Language Arts intervention support to reinforce concept and skills using Read Naturally.	October 2017-May 2018	Teachers Intervention Teacher Principal	Intervention Specialists: Patti LeGore	2000-2999: Classified Personnel Salaries	003R	5000.00
					OTRM	3000.00
Teacher Release for data & assessment analysis: Reading Results, Target Time (MTSS)	Oct 2017 -May 2018	Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	OPGR	1200.00
Professional Development - Differentiated/intervention strategies to build teacher repertoire for struggling students	Oct 2017 - May 2018	Tobey Shaw - Assistant Director, SPED Principal Teacher	No Funding			
Intervention Teacher Tier II: Comprehension/Writing support for upper grade students	Oct 2017 - May 2018	Teachers Principal	Intervention Specialists: Judy Ferguson	1000-1999: Certificated Personnel Salaries	OCBG	4,000.00
Implement SRI, BrainPop, Spelling City to reinforce Language Arts skills and concepts.	Nov 2017 - May 2018	Teachers	Software Support costs for classroom instruction	4000-4999: Books And Supplies	OCBG	500.00
Books, supplies, technology to support the ELA instructional program for all students	Aug. 2017 - June 2018	Principial	Materials to support the instructional program for all learners	4000-4999: Books And Supplies	OCBG	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis by teachers and administrator to identify students needing intervention. Student groups will be clustered according to targeted intervention. Evaluate every 6 - 8 weeks with adjustments made accordingly.	Oct. 2017 - May 2018	Teachers MTSS Team Principal	No Funding			
Purchase apps and other items for student iPads and devices	Sept 2017 - June 2018	Teachers Principal	Apps and other instructional items. Split over 4 goals	4000-4999: Books And Supplies	OCBG	150
Implement intervention, Tier II, to support struggling students with ELA. Data will be used to develop intervention strategies to target academic needs of students.	Jan 2018 - May 2018	Teachers MTSS Team Principal	Intervention Specialist: Person TBD 2 sessions x 4 weeks	1000-1999: Certificated Personnel Salaries	OTRM	2000.00
				1000-1999: Certificated Personnel Salaries		TPGR

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
Goal 2: Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention.
SCHOOL GOAL #2:
By June 2018: 85 % of all students will demonstrate improvement in mathematical reasoning and problem solving as measured by site and District benchmarks. Achievement will be monitored and assessed by benchmarks and SBAC results.
Data Used to Form this Goal:
Academic Grades District benchmarks Unit Assessments CELDT
Findings from the Analysis of this Data:
Trimester benchmarks and CAASPP results indicate that students are still needing intervention with number sense and mathematical application of concepts and procedures.
How the School will Evaluate the Progress of this Goal:
Benchmark assessments/EADMS CELDT SBAC Grade Level math groups Unit Assessments Target Time Academic Grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level Collaboration: Teachers review and analyze data for implementation of best practices, lesson planning and assessments for new math curriculum.	Sept 2017 - June 2018	Teachers Principal	Teacher release days	1000-1999: Certificated Personnel Salaries	OCBG	1200.00
Teacher Release for data and assessment analysis: Target Time (MTSS), Go Math	Sept 2017 - June 2018	Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	OPGR	1290.00
Professional Development - train teachers on differentiated instruction to build math achievement	Aug. 2017 - May 2018	District TOSA Teachers Principal	No Funding			
Data analysis by teachers and administrator to identify students needing intervention. Student groups will be clustered according to targeted intervention. Evaluate every 6-8 weeks with adjustments made accordingly.	Sept 2017 - June 2018	Teachers MTSS Team Principal	No Funding			
Purchase apps and other items for student iPads and devices	Sept 2017 - June 2018	Teachers Principal	Apps and other instructional items. Split over 4 goals	4000-4999: Books And Supplies	OCBG	150
Books, supplies, and technology to support the math program for all students.	Aug 2017 - June 2018	Principal	Materials to support the instructional program for all learners.	4000-4999: Books And Supplies	OCBG	795.00
Implement intervention, Tier II, to support struggling students with math. Data will be used to develop intervention strategies to target academic needs of students.	Jan 2018 - May 2018	Principal Teachers MTSS Team	Intervention Specialist: Person TBD 2 sessions x 4 weeks	1000-1999: Certificated Personnel Salaries	TPGR	1560.00
				1000-1999: Certificated Personnel Salaries	OCBG	1500.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Learners
LEA/LCAP GOAL:
Goal 3: Maximize Student Potential Through Effective Intervention -
SCHOOL GOAL #3:
June 2018: By June 2018, Academic Language Development will continue to be integrated through all academic programs for all students, including ELD and SPED.
Data Used to Form this Goal:
CELDT results IPT results Ellevations Formative assessments Unit assessments Benchmark assessments Carousel assessments Target Time pre-post tests
Findings from the Analysis of this Data:
According to 2016-17 CELDT Results indicate proficiency levels K-5 as: Advanced - 26% Early Advanced - 41% Intermediate - 18% Early Intermediate - 9% Beginning - 15% Data is showing that students are struggling in the areas or reading and writing.

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

Writing assessments
 Benchmark assessments
 Progress monitoring
 Observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide instruction and assessment support for EL students utilizing Carousel, Rosetta Stone, and ELD strategies.	Oct 2017 - May 2018	Principal	ELD Specialist: Sherry Meinhart	1000-1999: Certificated Personnel Salaries	0860	2,720.00
					OCBG	10,000.00
After school homework intervention to provide support for students.	Jan 2018 - May 2018	Principal Teachers	Instructional Specialist: Sasha Souder	2000-2999: Classified Personnel Salaries	OCBG	1,000.00
ELL instructional supplies	Oct 2017 - June 2018	Principal	Headphones to support students on Rosetta Stone	4000-4999: Books And Supplies	OPGR	350.00
Teacher Release Days for LAT Meetings for student monitoring and reclassification	Dec - May	Principal Teachers	Teacher release to attend LAT meetings for EL progress monitoring and reclassification (total of 1 day)	1000-1999: Certificated Personnel Salaries	TPGR	120.00
Purchase apps and other items for student iPads and devices	Sept 2017 - June 2018	Teachers Principal	Apps and other instructional items. Split over 4 goals	4000-4999: Books And Supplies	OCBG	150
Intervention to support EL students	Sept 2017 - June 2018	Principal Teachers	Judy Ferguson	2000-2999: Classified Personnel Salaries	OCBG	2,000.00
					OTRM	4,400.00
Teacher Release for data and assessment analysis	Sept 2017 - May 2018	Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	OPGR	1200.00
Professional Development: Differentiation ELA. Train teachers on strategies to build the academic	Oct 2017 - May 2018	Teachers Principal TOSA	No Funding			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
achievement of ELL students.						
Books, supplies, and technology to support the ELD program.	Aug 2017 - June 2018	Principal	Supplies to support students and instruction.	4000-4999: Books And Supplies	OCBG	200.00
Implement intervention, Tier II, to support struggling students. Data/CELDT information will be used to develop intervention strategies to target academic needs of students.	Jan 2017 - May 2018	Principal Teachers MTSS Team	Intervention Specialist: Person TBD 2 sessions x 4 weeks	1000-1999: Certificated Personnel Salaries	OCBG	3,450

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Enrichment - Activities to Increase Student Involvement and Connection
LEA/LCAP GOAL:
Goal 1: Enhance the culture and conditions that optimize learning for all students Goal 3: Develop high quality activities that engage students with their school
SCHOOL GOAL #4:
By June 2018: Continue to implement software, programs and materials that build student capacity to meet 21st century challenges. Increase/implement highly effective activities to promote student engagement.
Data Used to Form this Goal:
GATE referrals Discipline records Attendance analysis Principal observations Assessments: benchmarks, unit, and formative Academic grades Parent feedback Student feedback
Findings from the Analysis of this Data:
Lack of student connectedness decreases overall academic achievement and attendance
How the School will Evaluate the Progress of this Goal:
SST data Analysis of attendance reports Analysis of discipline records Staff collaboration Attendance to enrichment opportunities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher conference attendance to CUE and Get Your Teach On conferences to bring back instructional ideas to build upon student interest and enhance instruction	March 2017 + June 2017	Principal Teacher	Release days for teacher attendance (possibility of 5 teachers x 2 sub days each)	1000-1999: Certificated Personnel Salaries	OCBG	1300.00
Fees for Math challenge - one in fall - 4th grade/ two registrations for spring - 4th & 5th grades	Oct 2017 - May 2018	Teachers	Fees for Noetic Math Challenges	4000-4999: Books And Supplies	OCBG	200.00
Teacher Release day for Teacher Leader - Differentiation	Oct 2017 - June 2018	Teachers	Consultation with grade levels to provide support to Target Time and differentiation strategies, Provide release days 1 per trimester (3 days total)	1000-1999: Certificated Personnel Salaries	OCBG	500.00
Support Materials for GATE & Friends Lunch Bunch	Dec 2017-May 2018	Principal	Take away curricular materials to support learning in Lunch Bunch activity	4000-4999: Books And Supplies	OCBG	500.00
Support materials for E Block differentiation	Oct 2017 - May 2018	Principal	Support materials for classroom instruction for Target Time differentiation grades 2-5. 3 sessions X 4 grade levels X \$300 = \$3600	4000-4999: Books And Supplies	OTRM	3600.00
Purchase apps and other items for student iPads and devices	Sept 2017 - June 2018	Principal Teachers	Apps and other instructional items. Split over 4 goals	4000-4999: Books And Supplies	OCBG	150
School Sponsored Activities/Programs: Student Award Assemblies Student Council Spirit Days GATE program Champs Recognition	Sept 2017 - May 2018	Principal Teachers Office Manager Support Staff	Activities sponsored by the site to increase student engagement and enrich the educational program	5000-5999: Services And Other Operating Expenditures	OCBG	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level Field Trips Grade Level Performances Family Nights						
PFA Sponsored Activities/Programs Art Classes Music and Dance Programs Student Assemblies Fun Run Movie Night Mother/Son Bowling Father/Daughter Dance Spring Carnival Science Family Night	August 2017- June 2018	PFA Parents Principal Teachers Office Manager Support Staff	Activities sponsored by the PFA to increase student engagement and enrich the educational program. No School Funding			
Books, supplies, and technology materials to support the instructional program for all students.	Aug 2017 - June 2018	Principal	Materials to support the instructional program for all learners.	4000-4999: Books And Supplies	OCBG	500.00

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development
SCHOOL GOAL #1:
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	Sep-Jun	ELL Advisor Salary & Benefits	Attend district training meetings and provide support to staff	1000-1999: Certificated Personnel Salaries	0860	2,251.14
Support Staff	Sep-Jun	ELL Facilitator Salary & Benefits	Provide support services to ELL students	2000-2999: Classified Personnel Salaries	0860	17,587.18
Professional Development	Sep-Jun	Dr. Deborah Martinez	Cost for speakers, supplies, teacher release.	5800: Professional/Consulting Services And Operating Expenditures	0860	1,278.74

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	5000.00	0.00
0860	2720.00	0.00
OPGR	4,040.00	0.00
OTRM	13,000.00	0.00
TPGR	3,680.00	0.00
OCBG	30,245.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	5,000.00
0860	2,720.00
OPGR	4,040.00
OTRM	13,000.00
OCBG	30,245.00
TPGR	3,680.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	24,040.00
2000-2999: Classified Personnel Salaries	8,000.00
4000-4999: Books And Supplies	7,745.00
5000-5999: Services And Other Operating Expenditures	1,500.00

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	5,000.00
1000-1999: Certificated Personnel Salaries	0860	2,720.00
1000-1999: Certificated Personnel Salaries	OPGR	3,690.00
4000-4999: Books And Supplies	OPGR	350.00
	OTRM	7,400.00
1000-1999: Certificated Personnel Salaries	OTRM	2,000.00
4000-4999: Books And Supplies	OTRM	3,600.00
	OCBG	10,000.00
1000-1999: Certificated Personnel Salaries	OCBG	11,950.00
2000-2999: Classified Personnel Salaries	OCBG	3,000.00
4000-4999: Books And Supplies	OCBG	3,795.00
5000-5999: Services And Other Operating	OCBG	1,500.00
1000-1999: Certificated Personnel Salaries	TPGR	3,680.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,350.00
Goal 2	6,495.00
Goal 3	25,590.00
Goal 4	8,250.00

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
James Marshall	X				
Linda Michaelson		X			
Pam Dumler		X			
Craig Sherrod		X			
RoxAnn Lewis			X		
Tricia Benjamin				X	
Heather Skelley				X	
Alison Brandon				X	
Brandy Plummer				X	
Beth Andrews				X	
Numbers of members of each	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

X 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 11/24/17.

Attested:

James Marshall

Typed Name of School Principal

Signature of School Principal

Date

Tricia Benjamin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date