

# The Single Plan for Student Achievement

**School:** Conejo Elementary School  
**CDS Code:** 56 73759 6055933  
**District:** Conejo Valley Unified School District  
**Principal:** Kari Taketa  
**Revision Date:** 11/07/17

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 November 7, 2017.**

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## School Vision and Mission

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

As a Gold Ribbon School, Conejo Elementary School's Mission is to empower students with standards-based knowledge, skills and character qualities necessary to lead successful, responsible, culturally respectful and meaningful lives. High expectations for individual student achievement and behavior are supported through the dedicated efforts and collaborative interaction of teachers, families and our community. Students are given opportunities and tools through Stephen Covey's 7 Habits of Happy Kids Program so they will become:

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

## School Profile

Conejo Elementary is a unique campus in that it houses two schools: a neighborhood K-5 school and the Open Classroom Leadership Magnet (OCLM) a K-5 magnet school. Students on the whole campus share playgrounds, recess times, lunch times and specialists, as well as the use of all the school facilities. The neighborhood classrooms follow the standards-based adopted curriculum of our school district and state. Students benefit from several enrichment and intervention opportunities on campus funded through our Title I program. OCLM students participate in a hands-on, project and theme based learning environment where parent participation is an essential component. Teachers in OCLM have training in working in open environments where student choice is a part of the school day. The OCLM students also benefit from Title I services on our campus through intervention and small group instruction. The whole campus works cohesively to provide a learning environment where students feel respected and honored for their unique talents and individual gifts.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

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

### **Classroom Observations**

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

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

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2017. Students in grade 5 took the CST or CMA in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT) or English Language Proficiency Assessment for California (ELPAC), 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. In addition our district utilizes ELlevation an additional student data management system for all English Learners. This system allows teachers to pull data, modify instruction, and monitor progress toward language acquisition.

### **Staffing and Professional Development**

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

100% of teachers are credentialed and properly assigned.

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

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

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

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

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

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

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

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

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

### Teaching and Learning

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

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

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

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

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

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

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

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

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

## Funding

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

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

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

Barriers to fully implementing strategies related to Conejo's school goals:

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

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	61	75	63	60	72	62	60	72	62	98.4	96	98.4
Grade 4	71	61	68	71	60	66	71	60	66	100.0	98.4	97.1
Grade 5	68	73	61	68	73	60	68	73	60	100.0	100	98.4
All Grades	200	209	192	199	205	188	199	205	188	99.5	98.1	97.9

\* 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	2370.0	2400.4	2371.0	7	19	1.61	10	13	22.58	32	32	27.42	52	36	48.39
Grade 4	2418.3	2393.4	2429.7	11	8	10.61	20	7	22.73	17	25	21.21	52	60	45.45
Grade 5	2461.6	2459.5	2427.1	6	12	5.00	29	22	21.67	22	16	16.67	43	49	56.67
All Grades	N/A	N/A	N/A	8	14	5.85	20	14	22.34	23	24	21.81	49	48	50.00

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	5	15	4.84	40	39	35.48	55	46	59.68
Grade 4	11	8	18.18	42	28	43.94	46	63	37.88
Grade 5	7	15	10.00	53	40	28.33	40	45	61.67
All Grades	8	13	11.17	45	36	36.17	47	51	52.66

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	5	15	9.68	43	44	54.84	52	40	35.48
Grade 4	13	8	15.15	41	37	42.42	46	55	42.42
Grade 5	16	13	10.00	41	38	38.33	43	50	51.67
All Grades	12	12	11.70	42	40	45.21	47	48	43.09



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	7	13	3.23	60	63	61.29	33	25	35.48
Grade 4	13	5	7.58	55	62	57.58	32	33	34.85
Grade 5	12	16	11.67	63	55	50.00	25	29	38.33
All Grades	11	12	7.45	59	60	56.38	30	29	36.17

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	7	14	1.61	55	50	53.23	38	36	45.16
Grade 4	13	8	18.18	42	42	43.94	25	50	37.88
Grade 5	12	21	11.67	62	52	30.00	26	27	58.33
All Grades	11	15	10.64	53	48	42.55	30	37	46.81

**Conclusions based on this data:**

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

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	61	75	64	60	72	62	60	72	62	98.4	96	96.9
Grade 4	71	61	68	71	60	66	71	60	66	100.0	98.4	97.1
Grade 5	68	73	61	68	73	59	68	73	59	100.0	100	96.7
All Grades	200	209	193	199	205	187	199	205	187	99.5	98.1	96.9

\* 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	2416.4	2417.2	2394.3	10	15	0.00	27	25	19.35	38	26	43.55	25	33	37.10
Grade 4	2439.0	2430.6	2433.6	7	8	9.09	23	22	16.67	32	28	34.85	38	42	39.39
Grade 5	2448.1	2457.4	2454.2	6	8	8.47	9	16	13.56	28	22	25.42	57	53	52.54
All Grades	N/A	N/A	N/A	8	11	5.88	19	21	16.58	33	25	34.76	41	43	42.78

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	23	25	6.45	47	39	48.39	30	36	45.16	
Grade 4	18	22	16.67	24	23	22.73	58	55	60.61	
Grade 5	6	15	15.25	28	19	23.73	66	66	61.02	
All Grades	16	20	12.83	32	27	31.55	52	52	55.61	

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	15	21	9.68	47	50	56.45	38	29	33.87
Grade 4	13	13	13.64	42	33	37.88	45	53	48.48
Grade 5	6	10	10.17	32	32	37.29	62	59	52.54
All Grades	11	15	11.23	40	39	43.85	49	47	44.92

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	13	17	4.84	58	44	56.45	28	39	38.71
Grade 4	13	10	13.64	41	40	42.42	46	50	43.94
Grade 5	7	12	11.86	38	30	35.59	54	58	52.54
All Grades	11	13	10.16	45	38	44.92	44	49	44.92

**Conclusions based on this data:**

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

## School and Student Performance Data

### 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	***		***					***							
1	9		17	38	33	48	40	58	19	13	9	12			5
2		4	6	21	33	29	48	33	35	27	24	23	4	7	6
3	7	7	27	20	28	36	46	30	20	22	28	16	5	7	
4	7		7	20	38	41	50	44	41	23	15	7		3	4
5	4	7	10	52	18	45	26	50	38	11	21	3	7	4	3
<b>Total</b>	6	4	16	29	30	40	43	42	29	20	20	13	3	4	3

#### Conclusions based on this data:

1. The majority of our students are Early Advanced and Intermediate indicating we are supporting students in increasing their language acquisition
2. Early advanced is our second highest result rate indicating that current ELD instruction is productive
3. The need to disaggregate students in level 3 to target instruction based on CELDT domain area of need is evident

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	3		4	3	6	14	43	45	29	34	26	29	17	23	25
<b>1</b>	8		16	37	35	47	39	56	19	12	9	12	4		7
<b>2</b>		4	6	21	31	29	48	31	35	27	23	23	4	10	6
<b>3</b>	7	6	27	19	27	36	45	29	20	21	27	16	7	10	
<b>4</b>	7		7	20	37	39	50	43	39	23	14	7		6	7
<b>5</b>	4	7	10	52	17	45	26	48	38	11	21	3	7	7	3
<b>Total</b>	5	3	13	25	25	36	42	41	29	22	21	15	6	10	7

#### Conclusions based on this data:

1. Currently most of our students are Early Advanced and Intermediate, we will continue to focus on providing targeted and intentional ELD to increase English proficiency
2. Provide interventions and targeted instruction at proficiency levels to increase language acquisition
3. Continue to focus on intentional designated and integrated ELD

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English-Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Improve Learning for All Students Maximize Student Potential Through Effective Intervention and Intentional Instruction Engage Students Through Progress Conferences and Goal Setting
<b>SCHOOL GOAL #1:</b>
English-language Arts. For the 2017-2018 school year students will improve achievement in reading as follows: Grade K-2- 75% meeting phonics benchmarks by trimester 3 Grade 1-2- 75% meeting comprehension benchmark by trimester 3 Grade 3-5- 75% meeting fluency benchmarks by trimester 3 Grade 3-5- 75% meeting comprehension benchmarks by trimester 3 Grade 4-5- students will meet or exceeded standards by 5% in ELA and Math on CAASPP Grade 2-5- 60% of students will be basic or above in SRI by Trimester 3
<b>Data Used to Form this Goal:</b>
SSC used the following data to form goals: Trimester 3 Reading Bench Marks 2016-2017 CAASPP data from 2016-2017 SRI data form 2016-2017
<b>Findings from the Analysis of this Data:</b>
Students in all grades maintained their progress toward goals with Kinder exceeding their goal at 88%. The need for targeted instruction in grades 1-5 in comprehension was noted. 59% of students in grades 1-2 met the comprehension benchmark and 65% in grades 3-5. Current school year data shows that on average 53% of grades 2-5 are basic and above in SRI.

**SUBJECT: English-Language Arts**

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

During 2017-2018 the school will continue its implementation of intentional instruction and language acquisition programs in order to address specific reading and language skills of all students as identified by reading results assessments, SRI, and CAASPP data.

Weekly, monthly, quarterly, and annual program monitoring and evaluation will occur.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. All students will be assessed every trimester and their individual areas of need will be identified. Students will be grouped by need and given direct instruction in small groups during intentional instruction class time.</p> <p>Groups will be flexible based on assessment results.</p> <p>Additional certificated teacher to reduce class size and maximize learning potential for students.</p> <p>Staff will analyze and interpret summative and formative data to identify areas of need for each student three times per year. Analysis of grade level data will be used in order to set goals for SPSA.</p> <p>Coordinate student groupings for Title I interventions by placing students in groups based on areas of need. Meet with grade level teams to discuss student placement in groups based on data analysis.</p>	1.September 2017- June 2018	Principal	Teacher salary	1000-1999: Certificated Personnel Salaries	Title I	98000
		Classroom Teachers	Teacher Salary	1000-1999: Certificated Personnel Salaries	003R	5000
		Academic Specialists				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. All students will participate in Language Acquisition and English Development (LEAD) time in their identified area of need. Classes will be taught by credentialed teachers.</p> <p>Specialist and grade level teachers will provide targeted instruction to students in small groups in identified areas of need, based on assessment results.</p> <p>Refine Language Acquisition, Intentional Instruction and classroom materials for intervention program which supports students in all grade levels and their instructional level and language level through differentiation in the classroom and targeted Language Acquisition time.</p> <p>Increase student knowledge of basic computer functions and keyboarding in weekly classes with a computer teacher. Provide students the opportunity to practice computer based assessment strategies.</p>	September, 2017-June 2018	Principal Classroom Teachers  Academic Specialists	<p>Teacher Salaries for LEAD</p> <p>Classified Salary</p> <p>Instructional Materials</p> <p>Computer Specialist</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>TPGR</p> <p>Title I</p> <p>Title I</p>	<p>6404</p> <p>3185</p> <p>3302</p> <p>19800</p>
<p>3. Provide teachers and academic specialists with ongoing professional development and materials for instructional strategies for proficiency in language acquisition, reading, English learner engagement, and effective academic routines.</p> <p>Based on LCAP surveys and TLIM focus,</p>	August 2017-June 2018	Principal Lighthouse Leadership Team	<p>Substitute Teacher to Cover Classroom Teachers during Professional Development</p> <p>Presenter/Seminar Fees</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>Title I</p>	<p>15000</p> <p>10200</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Leadership training and coaching for teachers and classified staff in order to implement the 7 Habits across the campus as a way to help students see their power in making choices and how school can lead them to reach their goal.</p> <p>Increase instructional engagement using technology such as visualizers, projectors, iPads, Laptops, accessories, and speakers.</p> <p>Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.</p> <p>Improve classroom management materials in order to increase student engagement in lessons and decrease student behavior (i.e. Student planners and Leadership Notebooks) use of student organizational materials in order to increase accountability for students and teach them to plan for homework and additional practice.</p>			<p>Technology Materials</p> <p>Instructional Materials</p> <p>Student Homework Planners</p> <p>Student Homework Folders</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>8500</p> <p>1712</p> <p>588</p> <p>325</p>
<p>4. During Language Acquisition and English Development (LEAD), students new to the country participate and in intensive, structured English language development program. In this program they learn the forms and functions of English along with key vocabulary and key culture skills.</p>	<p>September 2017- May 2018</p>	<p>Principal</p> <p>Academic Specialist</p>	<p>Academic Specialist Salary</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>OTRM</p>	<p>4000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students new to our country and to our school will given targeted instruction in English language acquisition and American culture in order to ease their transition to our school. Supports will include daily instruction in English forms and functions as well as vocabulary and customs.						
5. Auxiliary Services For Students and Parents  Oral interpretation, as needed, for all parent conferences, parent information, and homework.  Website and social media management for parent information on school events and learning opportunities.	August 2017- June 2018	Principal  Office Manager  Clerk Typist  Bilingual Facilitator  Web Specialist	Interpreter fees  Communication Specialist  Website Coordinator	2000-2999: Classified Personnel Salaries  2000-2999: Classified Personnel Salaries  2000-2999: Classified Personnel Salaries	Title I  Title I  OCBG	300  10000  11000
6. ELA and Math Skills Classes for students after school.  Twice a week with teacher assistance, students will have the opportunity to meet with a teacher to practice math and ELA skills and prepare for tests.	October 2017- May 2018	Principal  Teachers	Teacher Salary  Teacher Salary	1000-1999: Certificated Personnel Salaries  0001-0999: Unrestricted: Locally Defined  1000-1999: Certificated Personnel Salaries	Title I  OCBG  OCBG	8000  2000  2000

## 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: Math</b>
<b>LEA/LCAP GOAL:</b>
Improve student learning in core academic subject areas through effective classroom instruction. Integrate technology into instruction to enhance student learning. Support teacher collaboration around student data. Provide focused academic intervention for any student below grade level standards.
<b>SCHOOL GOAL #2:</b>
Math- Students will improve achievement in Math as follows: 3rd- 5th Grade- 83% of students will have a C or better in math at each trimester grading period K-2 students will meet or exceed benchmarks across 80% of math standards
<b>Data Used to Form this Goal:</b>
2016-2017 report card 2016-2017 benchmark data
<b>Findings from the Analysis of this Data:</b>
In 2016-2017, 64% of students had a "C" or better on the Trimester 1. In trimester 2, 83% of students received a "C" or better. In trimester 3, 62% of students received a "C" or better. By the end of the year approximately 66.8% of students scored proficient or above on the Trimester 3 benchmark test.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data from district trimester and benchmark assessments and report cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Assessments will be used to determine areas of need for students in grades 3-5. Students will then receive targeted intervention in areas of need from math specialist.</p> <p>Academic Specialists will plan with teachers in order to be able to target instruction for at-risk students.</p> <p>Individual and group data will be analyzed and students will receive intervention based on results.</p> <p>Provide small group and one on one support for students in order to help them reach grade level standards.</p> <p>Preview content for students that are struggling with retaining math concepts between units so that they are more prepared to transition between math strands.</p> <p>Instructional engagement using technology such as visualizers, projectors, iPod and iPad accessories, and speakers.</p> <p>Amplification systems will be purchased and installed for students in large classes and portable classrooms where extraneous noises cause distraction or lack of engagement for students.</p> <p>Increase student knowledge of basic computer functions by working with a computer teacher in weekly classes to navigate basic Office programs as</p>	August 2017-September 2018	Principal	Academic Specialist Salary (1)	1000-1999: Certificated Personnel Salaries	Title I	28,050
		Academic Specialist	Bilingual Paraprofessional Salary	2000-2999: Classified Personnel Salaries	0860	10000
		Teachers	Technology Materials	4000-4999: Books And Supplies	Title I	5000
			Computer Specialist Salary	2000-2999: Classified Personnel Salaries	Title I	10200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
well as practice and reinforce basic math skills.						
<p>2. Provide teachers and Title 1 Math Specialist with ongoing professional development for instructional strategies for proficiency in math, English learner engagement, and effective academic routines.</p> <p>Leadership training for teachers in order to implement the 7 Habits in the classroom as a way to help students see their power in choice making and how school can lead them to reach their goal.</p> <p>Improved classroom management materials in order to increase student engagement in lessons and decrease student behavior.</p> <p>Student Organizational Materials in order to increase accountability for students and teach them to plan for homework additional practice.</p>	August 2017- June 2018	Principal Leadership Team	<p>Substitute Teacher</p> <p>Classroom Management Materials</p> <p>Homework Folders</p> <p>Presenter/Seminar Fees</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>10000</p> <p>1000</p> <p>325</p> <p>7000</p> <p>325</p>
<p>3. Auxiliary Services for Students and Parents</p> <p>Oral interpretation for parent conferences, parent information, and homework.</p> <p>Website management for parent information on school events and learning opportunities.</p>	September 2017- June 2018	Principal Office Manager Bilingual Facilitator Communication Specialist	Classified Salary	2000-2999: Classified Personnel Salaries	Title I	2316

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Homework and Study Skills for students after school  Twice a week, with teacher assistance, students will have the opportunity to meet with a teacher to complete homework or study for tests.	September 2017-May 2018	Teachers	Teacher Salary	1000-1999: Certificated Personnel Salaries	Title I	2000
			Books and Supplies	4000-4999: Books And Supplies	003R	833
			Teacher Salary	1000-1999: Certificated Personnel Salaries	OPGR	2896

## 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: Subgroups ELA and Math</b>
<b>LEA/LCAP GOAL:</b>
Improve Learning for All Students
<b>SCHOOL GOAL #3:</b>
SED and English Learners- Students will improve achievement in ELA and Math as follows: Average 3rd- 5th Grade GPA of 2.75 English Learner- 70% at or above grade level on trimester 3 report card
<b>Data Used to Form this Goal:</b>
Disaggregated Reading results data Disaggregated report card data Disaggregated GPA data for grades 3-5 Disaggregated SRI scores
<b>Findings from the Analysis of this Data:</b>
SED students struggle to meet academic standards in ELA and Math.  Average grade 3-5 GPA for 2016-2017 was 2.63.
<b>How the School will Evaluate the Progress of this Goal:</b>
Report card analysis at the end of the year "C" average or above. SRI analysis at end of year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Enrichment and Intervention Opportunities	October 2017- May 2018	Principal District Outreach	District Outreach Coordinator Salary	2000-2999: Classified Personnel Salaries	Title I	36000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Tutoring and Enrichment on Thursday nights at the school for Math, Science, ELA and ELD.</p> <p>Students meet with small group and Individual tutors to practice basic grade level concepts.</p> <p>Students are provided with Science enrichment classes to continue to promote connectedness to the school environment.</p> <p>Students receive ELA support for Reading Comprehension based on high interest text.</p> <p>Parents receive support in learning English and being a part of the school community.</p> <p>Parent ESL classes and education regarding stabilizing home life for better study habits and working with students at home.</p>		Specialist	Academic Specialist Salary	2000-2999: Classified Personnel Salaries	Title I	1700
			ESL Teacher Salary	2000-2999: Classified Personnel Salaries	Title I	675
<p>2. Auxiliary Services for Students and Parents</p> <p>Substitute teachers, translations and interpretation for parent conferences, parent information, and homework.</p> <p>Website management for parent information on school events and learning opportunities.</p>	October 2016- May 2017	Office Manager	Interpreter Fees	2000-2999: Classified Personnel Salaries	Title I	300
		Bilingual Facilitator	Interpreter Fees	2000-2999: Classified Personnel Salaries	TPGR	4048
		Intermediate Clerk Typist	Web Specialist	2000-2999: Classified Personnel Salaries	Title I	2016
		Web Specialist				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Teachers will meet weekly in professional learning communities to discuss student progress, grade level interventions and long and short term planning.	September 2016-June 2017	Principal Teachers	Bank time			
4. Homework and Study Help for students after school.  Twice a week students, in grades 1-5, will have the opportunity to meet with a teacher(s) to complete homework or study for tests with teacher assistance.	September 2016-May 2017	Principal Teachers	Teacher Salary	1000-1999: Certificated Personnel Salaries	Title I	2000
			Teacher Salary	1000-1999: Certificated Personnel Salaries	003R	833
5. ASES Star After School Education  Homework, enrichment, reading, and math support from 1:30-6:00 p.m., 5 days a week.	August 2016-June 2017	ASES STAR Staff Principal	Staff salaries	5800: Professional/Consulting Services And Operating Expenditures	After School and Education Safety (ASES)	108316.63
6. Physical Education Teacher  Provide technical with an emphasis on social skills and peer interaction.			Certificated Salary	1000-1999: Certificated Personnel Salaries	OTRM	10885
			Certificated Salary	0001-0999: Unrestricted: Locally Defined	Title I	9000

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: English Learners</b>
<b>LEA/LCAP GOAL:</b>
Improve Learning For All Students Maximize Student Potential Through Effective Interventions
<b>SCHOOL GOAL #4:</b>
English Learner students will improve achievement on SRI scores as follows: 60% of EL students will meet the SRI score as follows: Gr. 2= SRI 220, Gr. 3 = SRI 330, Gr.4 = SRI 540, Gr. 5 = SRI 620
<b>Data Used to Form this Goal:</b>
SRI Scores
<b>Findings from the Analysis of this Data:</b>
Last year 38%of students met or exceeded the SRI criteria
<b>How the School will Evaluate the Progress of this Goal:</b>
SRI Scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. All English Learners (ELs) will receive 160 minutes a week of ELD administered by a credentialed teacher.	September 2017- May 2018	Principal	Teacher Salary	1000-1999: Certificated Personnel Salaries	TPGR	3807
		Teachers	Teacher Salary	1000-1999: Certificated Personnel Salaries	003R	834
		Academic Specialists	Teacher Salary	0001-0999: Unrestricted: Locally Defined	OCBG	6630

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. All ELD teachers will receive training regarding ELPAC and Language Acquisition.	September 2017-May 2018	Principal Teachers Academic Specialists	Substitute Teacher	1000-1999: Certificated Personnel Salaries	0860	2140
3. During staff meetings teachers will receive PD regarding language acquisition, ELD Standards, and integrated and designated ELD.	September 2017-May 2018	Principal District Office Teachers	Presenter	5800: Professional/Consulting Services And Operating Expenditures	0860	2100

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/23/2017 to 6/7/2018		Salary and Benefits	1000-1999: Certificated Personnel Salaries	Title I	33577.47
Support Staff	8/23/2017 to 6/7/2018		Salary and Benefits	2000-2999: Classified Personnel Salaries	Title I	8953.99
Instructional Materials and Supplies	8/23/2017 to 6/7/2018		Additional Instructional Materials and Supplies	4000-4999: Books And Supplies	Title I	22443.73

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	7500.00	0.00
0860	14240.00	0.00
OTRM	14885.00	0.00
OPGR	2896.00	0.00
OCBG	21630.00	0.00
Title I	300038.00	0.00
TPGR	11040.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
0860	14,240.00
OPGR	2,896.00
OTRM	14,885.00
After School and Education Safety (ASES)	108,316.63
OCBG	21,630.00
Title I	300,038.00
TPGR	11,040.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0001-0999: Unrestricted: Locally Defined	17,630.00
1000-1999: Certificated Personnel Salaries	217,649.00
2000-2999: Classified Personnel Salaries	95,740.00
4000-4999: Books And Supplies	21,910.00
5000-5999: Services And Other Operating Expenditures	17,200.00
5800: Professional/Consulting Services And Operating	110,416.63

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	003R	6,667.00
4000-4999: Books And Supplies	003R	833.00
1000-1999: Certificated Personnel Salaries	0860	2,140.00
2000-2999: Classified Personnel Salaries	0860	10,000.00
5800: Professional/Consulting Services And	0860	2,100.00
1000-1999: Certificated Personnel Salaries	OPGR	2,896.00
1000-1999: Certificated Personnel Salaries	OTRM	10,885.00
2000-2999: Classified Personnel Salaries	OTRM	4,000.00
5800: Professional/Consulting Services And	After School and Education Safety (ASES)	108,316.63
0001-0999: Unrestricted: Locally Defined	OCBG	8,630.00
1000-1999: Certificated Personnel Salaries	OCBG	2,000.00
2000-2999: Classified Personnel Salaries	OCBG	11,000.00
0001-0999: Unrestricted: Locally Defined	Title I	9,000.00
1000-1999: Certificated Personnel Salaries	Title I	189,254.00
2000-2999: Classified Personnel Salaries	Title I	63,507.00
4000-4999: Books And Supplies	Title I	21,077.00
5000-5999: Services And Other Operating	Title I	17,200.00
1000-1999: Certificated Personnel Salaries	TPGR	3,807.00
2000-2999: Classified Personnel Salaries	TPGR	7,233.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	209,316.00
<b>Goal 2</b>	79,945.00
<b>Goal 3</b>	175,773.63
<b>Goal 4</b>	15,511.00



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kari Taketa	X				
Cesar Flores			X		
Kris James		X			
Sonia Avalos				X	
Vicki Krock		X			
Debbie Niebolt				X	
Carina Pivaral				X	
Elizabeth Beaven				X	
Teresa Trudel				X	
Joan Shayer		X			
<b>Numbers of members of each</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 7, 2017.

Attested:

Kari Taketa

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

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

\_\_\_\_\_  
Date

Elizabeth Beaven

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

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

\_\_\_\_\_  
Date