The Single Plan for Student Achievement

School: Ladera Elementary School (STARS Academy)

CDS Code: 56 73759 6055966

District: Conejo Valley Unified School District

Principal: Lori Wall

Revision Date: December 1, 2017

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

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

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The District Governing Board approved this revision of the SPSA on January 23, 2018.

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School Vision and Mission

Ladera Elementary School (STARS Academy)'s Vision and Mission Statements
Learning at Ladera is a team effort between students, staff and home. At Ladera, the expectation is that all children will learn, but it is accepted that some may learn in different ways and at different rates. Children are celebrated for their unique qualities and special needs. These special differences are valued and nurtured through thoughtful planning, research and a "failure is not an option" attitude. By working together as a team, the Ladera staff aims to encourage students to be confident individuals who are capable and responsible for their own learning - students that know they can make a difference in their futures!

MISSION
The mission of Ladera Elementary School is for students to reach their highest potential in a positive, supportive and productive learning environment. In this positive environment, students develop mutual respect, a sense of responsibility and strong academic skills. This is accomplished by the staff, parents and community working together to provide a balanced core curriculum designed to meet the needs of all students academically, socially, and emotionally. The ultimate goal is for our students to become life-long learners who know how to learn, access resources, display good character and hold positive attitudes towards the diverse world in which we live.

School Profile

Ladera Elementary's small school personality, strong sense of community, and inclusive school climate are the keys to our success. Ladera students participate in a comprehensive academic program which meets students' instructional needs in a positive child-centered environment. This positive learning environment is fostered by a dedicated and caring staff, involved parents and community support. Students' academic progress is carefully monitored through assessment data and classroom performance. Students not making expected progress in English Language Arts and those requiring English Language Development and/or other interventions receive targeted instruction through Ladera's Multi-Tiered System of Support (MTSS), Target Time. During Target Time, advanced students receive accelerated instruction beyond the scope of the curriculum, ensuring that every student is challenged and their needs are targeted. Students requiring additional support in math participate in our pull-out math intervention or Math Mania after school program.

Ladera is transitioning to a school wide STEAM emphasis featuring integrated curriculum and a commitment to innovative academic experiences, authentic learning and engaging instruction practices. Next Generation Science Standards take a central role in the thematic and project based learning. In addition to a rigorous academic program, Ladera students are afforded the opportunity to participate in a variety of art and design experiences through weekly Creation Rotations, which include visual art, drama, digital art, makerspace and music. Ladera students have additional opportunities to grow through challenging new experiences in our popular lunchtime makerspace, Art Trek STEAM art program, school garden activities, Odyssey of the Mind teams, and optional band, strings, and choral music programs at lunch and after school. Our active PTA provides specialists programs (physical education, music and computer specialists) to enhance our students' educational experiences, in addition to coordinating very enjoyable Family Fun events to build community outside of school.

Ladera students and staff are committed to following The Dragon CODE:
• Choose Character
• Own Your Learning
• Demonstrate Respect
• Envision Success.

We believe that teaching positive character in daily choices, as well as the scholarly habits required to be great students, are vital parts of the education of every Ladera scholar. After every gathering, students chant with the principal, teachers and their peers, the Dragon CODE (above) followed by "You will never regret doing the right thing!"

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The District conducted an LCAP Survey via district and school websites. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and were concerned with the quantity of homework assigned. Almost half of the students surveyed reported having been teased at school, only about half of those students reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and they received help from adults when needed.

The school conducted parent surveys through the ELAC Committee and School Site Council, in 2016 and 2017.

About 66% of Ladera's EL students' families completed the English Language Development Program 2016-17 Needs Assessment survey. Summary of results: A positive trend in this year's survey is the increased percentage of parents that expressed that they understand the ELD program, reclassification criteria and the language and academic interventions their child receives at school (Positive responses in the 92-96% range). 85% of the parents indicated that they feel the school is meeting their child's academic needs, which is a drop from 92% the previous year. 98% of the parents indicated that it is a family priority to help their child learn English at home and they actively engage in helping their child develop English skills at home. We were pleased that 98% of the parents said they would contact their child's teacher if they had questions or concerns.

The School Site Council conducted a survey that about 30% of our parents completed. 95% of those responding said they understood the purpose of Ladera's Target Time (MTSS) program. 68% of the parents with students participating in interventions felt they were effective and believed their child was making progress; 26% were not sure. 87% of the respondents felt their child was making progress in math, 86% of the respondents felt their child's reading and comprehension skills were at or above grade level, and 89% felt their child was making progress in writing. Regarding homework, 67% said the amount of time their child spent on homework met district guidelines, while 27% said the amount of time their child spent doing homework exceeded the district guidelines.

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.

<p style="text-align:center;">**Analysis of Current Instructional Program**</p>

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 CAST science pilot. 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), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

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

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

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

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

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

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

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

    Staff Development at Ladera is focused on developing the curriculum and instructional practices that will set our new STEAM program apart. Most teachers attended three full days and three 1/2 days of professional development (PD) in effectively teaching the Next Generation Science Standards (NGSS), building integrated curriculum around NGSS and CA State Standards, and other essential science instruction practices. Four additional full days of PD are planned during the school year (October and January) and four more are planned for the Summer of 2018.

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

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

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

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

    At Ladera, we have an early release day for students every Tuesday. After students are released on Tuesdays, all grade levels meet individually to plan, problem solve, discuss student needs, conduct Level 2 MTSS meetings, and share instructional strategies and ideas.

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

<u>Teaching and Learning</u>

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

    Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and state-approved math materials.

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

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

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

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

    After school math intervention is available for students two hours per week for selected second through fifth grade students, at Ladera's Math Mania program. Participating students have been referred by the grade level teachers, based on district benchmark and classroom performance data in mathematics. Students requiring a higher level of support are receiving pull-out math intervention 2-3 times weekly during their math period, after the core lesson has been taught.

    Kindergarten students requiring additional practice on foundation and readiness skills participated in an "early back" K-Camp (6 days x 2.5/hrs.) and/or receive push-in intervention 2-3 times each week. Teachers determine the skills and students for our credentialed Academic Specialists to target with one on one intervention support.

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

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

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

    Intervention materials from the adopted curricula are utilized for students requiring additional support.   The SIPPs program is utilized for first and second grade students needing intensive phonics review/instruction in some of the targeted intervention groups and Read Naturally is utilized in some intervention groups to help increase reading fluency.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under-performing students to access the general curriculum.

Target Time is a program designed to provide Multi-Tiered Systems of Support (MTSS) to all Ladera Elementary students. Students at each point along the academic continuum, from advanced to at-risk, receive one hour each day, four days per week, of instruction that is specifically targeted to meet their learning needs for English Language Arts (ELA). During Target Time all students within each grade level are leveled and grouped based on instructional needs, as indicated by performance data.

The first three hours of each morning, Monday through Thursday, are dedicated to three distinct one hour blocks of Target Time for various grade levels. Grade levels are staggered to best utilize personnel and keep student numbers low in small group instruction settings. During this hour student receive ELD and/or intervention instruction, as appropriate based on their needs and performance data. Three additional intervention specialists teach small intervention groups and/or leveled ELD groups during Target Time.

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

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

14. Research-based educational practices to raise student achievement

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

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

<u>Parental Involvement</u>

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

Parent and community volunteers are a valuable asset to all Ladera students, especially those that are under-achieving. Ladera currently has 15 volunteers from the Conejo Senior Volunteer Program (CVSP), who come to Ladera on a weekly basis from one to three hours each time. Many classrooms utilize parent and CSVP volunteers to help with Target Time activities, as well as during other parts of the school day. A private high school, Oaks Christian, sends two volunteers twice each week to assist at-risk math students during our after school Math Mania program. We have many very active parent volunteers that help in many classrooms on a regular basis.

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

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

Ladera has several active parent/community groups:

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

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

PTA - Ladera currently has 146 paid members, a very active Executive Board of officers, and many volunteers that participate in PTA events. The PTA's fundraising efforts provide Ladera with many programs that enrich student learning: computer, PE and music specialists, who provide 30 minute sessions each week to all classes; a monthly art program, Meet the Masters; participation in the national PTA Reflections visual and performing arts program; many Family Fun events throughout the year; school-wide assemblies; and off-set costs for grade-level field trips.

<u>Funding</u>

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

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

The percentage of English Learners at Ladera has steadily increased over the last several years. An MTSS program that allows EL students access to the core curriculum in their classroom, in addition to ELD and targeted skill interventions is a priority. Target Time and Math Mania both meet this criteria. [Goals 1, 2, and 3]

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

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	70	52	49	68	47	49	68	47	49	97.1	90.4	100
Grade 4	57	64	49	55	62	48	55	62	48	96.5	96.9	98
Grade 5	60	57	62	56	55	62	56	55	62	93.3	96.5	100
All Grades	187	173	160	179	164	159	179	164	159	95.7	94.8	99.4

* 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	2434.8	2433.0	2430.3	26	32	26.53	21	19	26.53	32	26	24.49	21	23	22.45
Grade 4	2477.0	2466.9	2469.8	29	26	25.00	25	18	33.33	15	29	16.67	31	27	25.00
Grade 5	2533.0	2548.0	2513.5	29	40	25.81	45	33	27.42	14	13	20.97	13	15	25.81
All Grades	N/A	N/A	N/A	28	32	25.79	30	23	28.93	21	23	20.75	21	22	24.53

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	24	28	32.65	57	43	42.86	19	30	24.49
Grade 4	31	23	22.92	35	42	56.25	35	35	20.83
Grade 5	36	33	24.19	45	47	46.77	20	20	29.03
All Grades	30	27	26.42	46	44	48.43	24	29	25.16

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	24	21	28.57	49	53	42.86	28	26	28.57
Grade 4	36	34	25.00	42	47	39.58	22	19	35.42
Grade 5	36	47	43.55	52	42	38.71	13	11	17.74
All Grades	31	35	33.33	47	47	40.25	21	18	26.42

Listing 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	22	28	24.49	66	53	59.18	12	19	16.33
Grade 4	22	11	22.92	65	77	52.08	13	11	25.00
Grade 5	32	25	22.58	59	60	66.13	9	15	11.29
All Grades	25	21	23.27	64	65	59.75	11	15	16.98

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	25	26	30.61	51	57	46.94	24	17	22.45
Grade 4	20	19	20.83	49	53	62.50	31	27	16.67
Grade 5	39	49	30.65	52	44	41.94	9	7	27.42
All Grades	28	31	27.67	51	51	49.69	21	18	22.64

Conclusions based on this data:

1. Overall, there was very little change in the percentage of students scoring at or exceeding the standards for ELA (-.3%). The significantly lower number of 5th grade students meeting or exceeding the standards (-20%) was offset by an increase in both 3rd and 4th graders meeting or exceeding standards. However, 53.2% of the 2017 5th graders met/exceeded standards, which was an increase of 9.2% over this same group's percentage, as 4th graders in 2016.

2. "Listening - Demonstrating effective communication skills," continued to be the area where the largest percentage of students scored in the Near, At, or Above standard range. (77.36%)
An emphasis on using the RACE instructional strategy (restate, answer, cite evidence, evaluate) to effectively respond to questions may have contributed to this relative strength.

3. "Writing - Producing clear and purposeful writing," was our weakest ELA area where the smallest percentage of our students scored in the Near, At, or Above standard range. (73.58%)
It would be helpful to see this data disaggregated by sub group. Was this an area ALL of our student groups had challenges, or predominantly our EL students?

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	70	52	49	68	48	49	68	48	49	97.1	92.3	100
Grade 4	57	64	49	55	62	47	55	62	47	96.5	96.9	95.9
Grade 5	60	57	62	56	56	62	56	56	62	93.3	98.2	100
All Grades	187	173	160	179	166	158	179	166	158	95.7	96	98.8

* 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**		
	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	2432.9	2452.0	2446.5	22	27	22.45	26	38	38.78	28	23	16.33
Grade 4	2491.5	2471.0	2491.1	25	16	21.28	25	24	40.43	36	40	25.53
Grade 5	2524.5	2525.0	2510.4	23	27	22.58	23	25	24.19	36	27	27.42
All Grades	N/A	N/A	N/A	23	23	22.15	25	28	33.54	33	31	23.42

(continued) % Standard Not Met

Grade Level	14-15	15-16	16-17
Grade 3	24	13	22.45
Grade 4	13	19	12.77
Grade 5	18	21	25.81
All Grades	18	18	20.89

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	28	48	34.69	44	35	40.82	28	17	24.49
Grade 4	38	31	40.43	35	34	38.30	27	35	21.28
Grade 5	30	38	32.26	45	29	33.87	25	34	33.87
All Grades	32	38	35.44	41	33	37.34	27	30	27.22

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	26	35	34.69	43	46	36.73	31	19	28.57
Grade 4	35	26	19.15	38	47	61.70	27	27	19.15
Grade 5	23	36	24.19	50	38	45.16	27	27	30.65
All Grades	28	32	25.95	44	43	47.47	28	25	26.58

	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	28	35	30.61	41	50	44.90	31	15	24.49
Grade 4	33	13	29.79	53	53	46.81	15	34	23.40
Grade 5	23	34	22.58	55	45	51.61	21	21	25.81
All Grades	28	27	27.22	49	49	48.10	23	24	24.68

Conclusions based on this data:

1. Overall, the math scores increased. There was a significant improvement in the percentage of 4th grade students scoring at the "Standard Met" and "Standard Exceeded" proficiency levels. The biggest improvement was in "Applying mathematical concepts and procedures" sub-test.

2. "Communicating Reasoning - Demonstrating ability to support mathematical conclusions" continued to be the area where the largest percentage of students scored in the Near, At, or Above standard range. (75.32%). An emphasis on using the RACE instructional strategy (restate, answer, cite evidence, evaluate) to effectively respond to questions may have contributed to this relative strength, both in ELA and Math.

3. "Applying mathematical concepts and procedures" was our weakest math area, where the smallest percentage of our students scored in the Near, At, or Above standard range. (72.78%). There was a large number of 5th grade students that struggled significantly with the new CCSS for math, throughout the year, despite participation in math interventions.

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			18	43	50	64	36	33	18	21	8			8	
2	8		8	25	6	15	50	41	46	17	53	31			
3	4	25	14	32	17	14	32	50	50	21		21	11	8	
4		13	11	22	57	22	67	13	67	11	13			4	
5	14		50	57	67	38	29	33							13
Total	4	8	18	34	38	29	41	32	39	17	18	13	4	4	2

Conclusions based on this data:

1. A significantly higher percentage of 1st graders scored at the Early Advanced level (4), compared to past years, while there is a significantly higher percentage of 2nd graders who scored at the Early Intermediate level (2). These students are now in 2nd and 3rd grade at Ladera. This number just alerts us to the increased need for strong ELD strategies to be embedded in the classrooms, especially at 3rd grade.

2. The fact that 13% of the ELs in 4th grade (now 5th graders) are still at the intermediate level (3) indicates that we have some students not making adequate progress in relation to the ELD standards and may need additional interventions, such as access to Rosetta Stone. The same needs to be considered for the 3rd grade students (now 4th graders) still at Level 3 (50%). When the 2016 CELDT scores arrive, we will need to examine the growth of these students. [EL Level 1 and 2 students have regular access through district provided licenses to Rosetta Stone.]

3. It is positive to see the highest percentage of 4th and 5th grade students at the Advanced and Early Advanced levels (4-5), but the student data needs to be examined to determine what is preventing these students from reaching a proficiency level to warrant reclassification.

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			5		14	5	15	36	42	15	36	32	69	14	16
1		6	17	39	50	58	28	25	17	22	13		11	6	8
2	7		6	29	6	13	43	41	44	14	53	25	7		13
3	3	21	14	33	14	14	30	43	50	20		21	13	21	
4		13	9	22	57	27	67	13	55	11	13			4	9
5	14		44	57	60	33	29	30	11		10				11
Total	3	7	14	30	34	22	33	30	38	16	21	16	18	7	10

Conclusions based on this data:

1. A high percentage of our students are "stalling" at the intermediate level. Additional resources need to be applied towards helping these students move forward.

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: Language Arts
LEA/LCAP GOAL:
Goal 1: Enhance the culture and conditions that optimize learning for all students [1-C Provide professional development on State Standards, technology and best practices and teacher collaboration around data; 1-H Market and develop Science Technology Engineering Arts and Math (STEAM) program] Goal 2: Maximize student achievement through highly effective instruction that includes opportunities for academic acceleration and intervention [2-A Provide focused academic intervention for any student below grade level standards in English Language Arts and Math; 2-B Provide opportunities for academic enrichment and acceleration in all schools; 2-C Develop and implement social/emotional intervention programs at all schools. 2-D Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education Students]
SCHOOL GOAL #1:
By June 2018, Ladera's K-5th grade students will make gains in Reading evidenced by a higher percentage of: • Kindergarten through 2nd grade students meeting four of five essential benchmarks standards for Reading Results • 3rd through 5th graders scoring at the proficient or advanced level on SRI Lexile assessments • 3rd through 5th graders meeting or exceeding standards on the CAASPP
Data Used to Form this Goal:
June 2017 Reading Results, Lexile (SRI) and CAASPP student performance data.
Findings from the Analysis of this Data:
Trimester 3 2017: % of K-2nd grade students meeting at least 4 of 5 essential bench mark standards for Reading Results: K - 71%, 1st - 73%, 2nd - 67%, (overall 70%) % of 3rd-5th grade students scoring at the proficient or advanced level on SRI Lexile assessment: 3rd - 65%, 4th - 66%, 5th - 60%, (overall 64%) % of 3rd-5th grade students scoring at the proficient or advanced level on CAASPP ELA Summative: 3rd - 53%, 4th - 58.3%, 5th - 53.2%, (overall 54.7%)
How the School will Evaluate the Progress of this Goal:
June 2018 Reading Results, Lexile (SRI) and CAASPP student performance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Target Time, a Multi-tiered system of support, to meet the needs of all students in Reading (ELA intervention groups utilizing SIPPS and McGraw-Hili Treasures Intervention program materials) Design and implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards. Using trimester assessment data, identify students requiring Tier 2 and 3 interventions. Carefully monitor progress of all students participating in 8-10 week sessions of targeted intervention classes, by pre/post screening using SIPPS, District Benchmark assessments, and other teacher-collected data	Implement Target Time, a Multi-tiered system of support (MTSS), to provide targeted instruction and support for all learners (struggling to advanced students). Make ongoing changes and improvements to the program, based on assessment data indicating effectiveness of intervention practices. /Ongoing Kindergarten intervention - After school sessions. Push-in intervention /As needed, Ongoing	Principal, Classroom Teachers, Academic Specialists	Academic Specialists	1000-1999: Certificated Personnel Salaries	003R	7,000
			Academic Specialist benefits	3000-3999: Employee Benefits	003R	500
			Academic Specialists	2000-2999: Classified Personnel Salaries	Title I	13,650
			Academic Specialist benefits	3000-3999: Employee Benefits	Title I	1,400
			Academic Specialists	1000-1999: Certificated Personnel Salaries	Title I	18,440
			Academic Specialist benefits	3000-3999: Employee Benefits	Title I	4,300
Utilize Moby Max, Reading Counts, Scholastic Reading Inventory (SRI), EADMS and other technology resources to monitor progress and enhance student Reading skills and classroom instruction.	Student Reports will be run regularly and at the end of each trimester to show student progress. / December, March and June	Classroom Teachers, Computer Specialist, Academic Specialists	Computer Specialist salary	2000-2999: Classified Personnel Salaries	0TRM	2,300
			Computer Specialist benefits	3000-3999: Employee Benefits	0TRM	170
			Reading Counts license	5000-5999: Services And Other Operating Expenditures	0TRM	1,000
Staff Development - Principal/Teachers attend professional development workshops. (STEAM, CUE conference,	Attend professional development workshops. /August - May	Principal, Classroom Teachers	Substitute Teachers for release days and conference attendance	1000-1999: Certificated Personnel Salaries	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom Intervention Conference, CHAMPS, VCOE Leadership series, etc.)	Classroom observations and walkthroughs by principal. Teacher reflection and implementation of learned strategies. / Ongoing		Conference Registrations	5000-5999: Services And Other Operating Expenditures	Title I	2,500
			Travel expenses (hotel, rental cars, meals, mileage, etc. for conference attendance)	5000-5999: Services And Other Operating Expenditures	Title I	2,500
Kindergarten Interviews - Conduct baseline data assessments to assist in creating balanced classes. Early-Back K-Camp for students with little/no preschool experience, EL students, and others that would benefit from six days of reviewing school norms and readiness skills.	August	Kindergarten teachers	Hourly rate for time outside contracted year	1000-1999: Certificated Personnel Salaries	0TRM	3,000
			Hourly rate for time outside contracted year	1000-1999: Certificated Personnel Salaries	Title I	1,900
Teacher Release Days (1/2 day per trimester to complete one-on-one benchmark assessments with students and for assessment data analysis and reporting)	Student assessment data records (e.g. progress reports, report cards, benchmark data sheets) / Nov/Dec Feb/March May/June	Teachers	Substitute teachers	1000-1999: Certificated Personnel Salaries	0PGR	2,000
			Substitute teachers	1000-1999: Certificated Personnel Salaries	TPGR	1,000
Teacher Release Days for Target Time Data Meetings and Planning (1 full day in October, 1/2 day before 2nd and 3rd trimester). Additional hours for intervention specialists to participate in collaborative planning for targeted instruction groups.	Grade level release days to analyze student data, Target Time groups, collaboration with grade level teams, and planning for targeted instruction.	Teachers Academic Specialists	Substitute teachers	1000-1999: Certificated Personnel Salaries	TPGR	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Intervention specialists participate in 2 hours each trimester of the collaborative planning for the targeted instruction groups they will be teaching. / September, December, March					
Purchase of instructional materials, supplies and technology to enhance instruction, including books and materials to support new STEAM program. (e.g. non-fiction texts, supplemental science resources, etc.)	Purchase additional textbooks, supplemental materials, literature, copies, iPad Apps, technology hardware and software, etc. to support the curriculum and effective instruction/ Ongoing, as needed	Teachers Principal Adademic Specialists.	Instructional Materials and supplies	4000-4999: Books And Supplies	Title I	14,600
			Instructional Materials and supplies	4000-4999: Books And Supplies	0PGR	208
			Instructional Materials and supplies	4000-4999: Books And Supplies	TPGR	780
			Instructional Materials and supplies	4000-4999: Books And Supplies	0TRM	4,000
			Updated Classroom Furniture	6000-6999: Capital Outlay	Title I	
Copy Machines - copies, leases, and service	Document Systems and CIT - leases, copies, and service	Office Staff	Document Systems, CIT, Cannon Financial	5000-5999: Services And Other Operating Expenditures	OCBG	8,026
Student Council Adviser Stipend LCAP Goal 3 - Engage students through quality student activities.	ongoing	Student Council Adviser - Teacher	Stipend	1000-1999: Certificated Personnel Salaries	OCBG	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Odyssey of the Mind LCAP Goal 3 - Engage students through quality student activities.	Materials for Odyssey of the Mind Teams, supporting/ challenging GATE students/ Oct.-March	Principal, GATE Teacher Advisor	Registration and Team Fees	5000-5999: Services And Other Operating Expenditures	0TRM	205
			OM Coaching Support Materials	4000-4999: Books And Supplies	0TRM	100
STEAM Arts Enrichment Program - Creation Rotations: • Visual Art • Digital Art • Makerspace • Drama • Music	20 weeks on Thursday afternoons: 1st-5th grade students rotate through 5 different creative disciplines, participating in each for 4 weeks.	Principal Art Trek Staff Drama Teacher Academic Specialists	Art Trek Contract	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Drama Teacher	2000-2999: Classified Personnel Salaries	0TRM	1,100
			Drama Teacher	3000-3999: Employee Benefits	0TRM	80
			supplies, materials and technology needed for rotations (e.g. green screen, makerspace devices, etc.)	4000-4999: Books And Supplies	Title I	5,000
One Teacher Release day per trimester to develop curriculum and integration of ELA and STEAM elements into the NGSS driven instructional plan. [Conceptual Flows] [Alternatively, teachers have the option of developing curriculum 4.5 hours per trimester (outside contracted hours) @ $30/hr training, rate instead of using a release day. Cost is approximately the same as a full day sub.]	1 day each trimester	Teachers	Substitute Teacher for full release day or 4.5 hours @$30/hr for teachers, per semester.	2000-2999: Classified Personnel Salaries	Title I	5,400
Hire an Academic Specialist to alleviate the effects of the 4/5 combination class.	September - May	Teacher Academic Specialist	Academic Specialists	1000-1999: Certificated Personnel Salaries	Title I	21,350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Academic Specialists benefits	3000-3999: Employee Benefits	Title I	4,100
Update school environment including, but not limited to lunch tables, flexible seating for classrooms, indoor and outdoor tables, chairs, benches and other furniture for classrooms and work areas.	ongoing	Principal Teachers Office Staff	Furniture, etc.	6000-6999: Capital Outlay	Title I	18,000

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 1: Enhance the culture and conditions that optimize learning for all students [1-C Provide professional development on State Standards, technology and best practices and teacher collaboration around data; 1-H Market and develop Science Technology Engineering Arts and Math (STEAM) program] Goal 2: Maximize student achievement through highly effective instruction that includes opportunities for academic acceleration and intervention [2-A Provide focused academic intervention for any student below grade level standards in English Language Arts and Math; 2-B Provide opportunities for academic enrichment and acceleration in all schools; 2-C Develop and implement social/emotional intervention programs at all schools. 2-D Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education Students]
SCHOOL GOAL #2:
By June 2018, Ladera's K-5th grade students will make gains in Math as evidenced by a higher percentage of: • Kindergarten through 2nd grade students meeting four of five essential District benchmark standards for Math • 3rd through 5th graders scoring 70% or above on the District math benchmark assessment • 3rd through 5th graders meeting or exceeding standards on the CAASPP
Data Used to Form this Goal:
June 2017 District Math benchmark assessments and CAASPP student performance data.
Findings from the Analysis of this Data:
Trimester 3 2017: % of K-2nd grade students meeting at least 4 of 5 essential bench mark standards for Math: K - 77%, 1st - 60%, 2nd - 52%, (overall 63%) % of 3rd-5th grade students scoring 70% or above on the District Math benchmark assessment: 3rd - 63%, 4th - 36%, 5th - 45%, (overall 48%) % of 3rd-5th grade students scoring at the proficient/advanced level on CAASPP Math Summative: 3rd - 61.2%, 4th - 61.7%, 5th - 46.8%, (overall 55.7%)
How the School will Evaluate the Progress of this Goal:
June 2018 District Math benchmark assessments and 2017 CAASPP student performance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement a new math intervention program during school hours for at-risk 1st-5th graders (pull-out and push-in support) Implement After school math intervention for at-risk 2nd-5th graders through strengthening of targeted skills and technology based reinforcement/practice (e.g. Success Maker, FASST Math etc.). Design and implement Kindergarten intervention program to practice/reinforce readiness skills and kindergarten standards.	Using trimester assessment data, identify students requiring Tier 2 and 3 interventions for math. Carefully monitor progress of all students participating in 8-10 week sessions of targeted intervention through after school program./Ongoing Math intervention programs • Before school Skill Builders Club • After School Math Mania • During school pull-out and/or push-in intervention support /October through May	Principal Classroom Teachers Academic Specialists	Academic Specialist Academic Specilaist benefits Academic Specialist Academic Specialist benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I Title I Title I	5,400 1,040 4,275 427
FASST Math, Moby Max and other technology resources to enhance student Math skills and classroom instruction.	Student Reports will be run each trimester to show student progress. / December , March and June	Classroom Teachers Computer Specialist	Technology resources see Goal 1	4000-4999: Books And Supplies	OCBG	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development - Principal/Teachers attend professional development workshops.	Attend professional development workshops. /August - May	Principal Classroom Teachers	Conferences and expenses	5000-5999: Services And Other Operating Expenditures	Title I	1500
Teacher Release Days for Observations of teachers/schools implementing STEAM programs and exemplary teaching practices. (Development of STEAM Program)	Classroom observations and walk-throughs by principal. Teacher reflection and implementation of strategies. / December through April	Teachers	Substitute teachers	1000-1999: Certificated Personnel Salaries	Title I	3000
Teacher Release Days (1/2 day per trimester to complete one-on-one benchmark assessments with students and for assessment data analysis and reporting)	Student assessment data records (e.g. progress reports, report cards, benchmark data sheets) / December, March, May	Teachers	see Goal 1			
Purchase of instructional materials, supplies and technology to enhance instruction.	Supplemental non-fiction books, literature to support the effective development and implementation of STEAM curriculum. / Ongoing, as needed	Teachers, Principal, Intervention Specialists.	Instructional Materials and supplies	4000-4999: Books And Supplies	Title I	3007
			Instructional Materials and supplies	4000-4999: Books And Supplies	0TRM	2930

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Copy Machines - copies, leases, and service	Document Systems - leases, copies, and service	Office Staff	See Goal 1			
Teachers, principal and/or academic specialists will prepare and conduct parent training workshops to support parents in their understanding of the math adoption and instructional practices and provide strategies for helping their students succeed, especially in math.\n\nInclude parent education segments to present at ELAC meetings.	Throughout the year.	Teachers Principal Academic Specialists	Teachers or Academic Specialists salary	1000-1999: Certificated Personnel Salaries	Title I	1,500
Office supplies and office materials needed for the school operations and teacher workroom (e.g. laminate, butcher paper, copy paper, staples, binder combs, etc.)		Office staff	Materials and supplies	4000-4999: Books And Supplies	OCBG	6,142

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Develpoment
LEA/LCAP GOAL:
Goal 2: Maximize student achievement through highly effective instruction that includes opportunities for academic acceleration and intervention [2-A Provide focused academic intervention for any student below grade level standards in English Language Arts and Math; 2-C Develop and implement social/emotional intervention programs at all schools. 2-D Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education Students. 2-H EL students will be provided with a minimum of 120 minutes of ELD per week using approved materials. 2-I EL students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for re-designation.]
SCHOOL GOAL #3:
By June 2018, Ladera's Kindergarten-5th grade English Learner (EL) students will make gains in ELA and Math as evidenced by a higher percentage of: • Kindergarten through 2nd grade EL students meeting four of five essential District benchmark standards for ELA and Math • 3rd through 5th grade EL students scoring at or above the grade level SRI Lexile score required for reclassification • 3rd through 5th grade EL students scoring 70% or above on the District math benchmark assessment • 3rd through 5th grade EL students meeting or exceeding standards on the CAASPP
Data Used to Form this Goal:
June 2017 District ELA and Math benchmark assessments, SRI Lexile data and CAASPP student performance data.
Findings from the Analysis of this Data:
ELA - Trimester 3 2017: % of K-2nd grade students meeting at least 4 of 5 essential bench mark standards for Reading Results: K - [EL 70%], 1st - [EL 33%], 2nd - [EL 44%], (overall 70% [EL 49%]) % of 3rd-5th grade students scoring at the proficient or advanced level on SRI Lexile assessment: 3rd - [EL 8%], 4th - [EL 10%], 5th - [30%], (overall 64% [EL 30%]) % of 3rd-5th grade students scoring at the proficient or advanced level on CAASPP ELA Summative: 3rd - [EL 0], 4th - [EL 33.3], 5th - [EL 0%], (overall 54.7% [EL 11.5%])   Math - Trimester 3 2017: % of K-2nd grade students meeting at least 4 of 5 essential bench mark standards forMath: K - [EL 59%], 1st - [EL 50%], 2nd - [EL 33%], (overall 63% [EL 47%]) % of 3rd-5th grade students scoring 70% or above on the District Math benchmark assessment: 3rd - [EL 21%], 4th - [EL 20%], 5th - [10%], (overall 48% [EL 17%]) % of 3rd-5th grade students scoring at the proficient/advanced level on CAASPP Math Summative: 3rd - [EL 27.3%], [EL 33.3], 5th - [EL 0%], (overall 55.7% [EL 23 %])

SUBJECT: English Language Develpoment
How the School will Evaluate the Progress of this Goal:
June 2018 District ELA and Math benchmark assessments, SRI Lexile data and CAASPP student performance data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD instruction using CVUSD adopted Carousel of Ideas ELD curriculum.	Implement Target Time providing a dedicated time for ELD instruction and support from the ELD specialists to allow for leveled Carousel groups at each grade level. (Target Time for Grades K-5)/ October through May	Classroom teachers Credentialed ELD Support Specialists	Academic Specialists	2000-2999: Classified Personnel Salaries	0860	1,980
Implement a Multi-tiered system of support to meet the needs of English Learners in ELA and math	Target Time, a Multi-tiered system of support, to provide targeted ELA instruction and support for all students, including English Learners. /Ongoing Math intervention programs • Before school Skill Builders Club • After School Math Mania • During school pull-out and/or push-in	Principal Classroom Teachers Academic Specialists	see Goal 1 and 2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	intervention support /October through May

Carefully monitor progress of all students participating in 8-10 week sessions of targeted intervention classes. /October through May | | | | | |
| Technology Resources:

Computers, laptops, document cameras, Chromebooks, iPads, Apps and other technology to support EL student learning and the work of the EL staff (Academic Specialists, EL Facilitator and Paraprofessional)

Purchase additional Rosetta Stone licenses for EL Level 3 or 4 students that are not making expected yearly progress. | Students at beginning/early intermediate/inter mediate CELDT levels will utilize the EL Course Rosetta Stone on a regular basis. | Classroom Teachers

EL Facilitator | Rosetta Stone Licenses for students stuck at Level 3 (provided by District)

Computer hardware and devices (see Goal 1) | | | |
| Staff Development - Principal/Teachers attend professional development workshops.

Participate in release time for observations of expert teachers and | Teachers attend District professional development related to teaching Academic Language and vocabulary development. / | Principal

Classroom Teachers | See Goals 1 and 2 | | | |

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Ongoing					
Purchase materials and supplies to support ELD instruction	Instructional materials and supplies (Copies for ELD curriculum and assessments, supplies for ELD specialists' classrooms, books for teacher reference and development, etc.) / Ongoing		instructional materials	4000-4999: Books And Supplies	0860	1,500

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff			Salary and Benefits		0860	3,707.76
Support Staff			Salary and Benefits		0860	28,967.12
Professional Development			Costs for speakers, supplies, teacher release, etc.		0860	2,106.12

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #2**</u>

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
003R	7,500	0.00
OCBG	17,668	0.00
0PGR	2,208	0.00
TPGR	5,280	0.00
0TRM	14,885	0.00
0860	4,480	0.00
Title I	138,789	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
003R	7,500.00
0860	4,480.00
0PGR	2,208.00
0TRM	14,885.00
OCBG	17,668.00
Title I	138,789.00
TPGR	5,280.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	70,090.00
2000-2999: Classified Personnel Salaries	29,705.00
3000-3999: Employee Benefits	12,017.00
4000-4999: Books And Supplies	40,267.00
5000-5999: Services And Other Operating Expenditures	20,731.00
6000-6999: Capital Outlay	18,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	003R	7,000.00
3000-3999: Employee Benefits	003R	500.00
2000-2999: Classified Personnel Salaries	0860	2,980.00
4000-4999: Books And Supplies	0860	1,500.00
1000-1999: Certificated Personnel Salaries	0PGR	2,000.00
4000-4999: Books And Supplies	0PGR	208.00
1000-1999: Certificated Personnel Salaries	0TRM	3,000.00
2000-2999: Classified Personnel Salaries	0TRM	3,400.00
3000-3999: Employee Benefits	0TRM	250.00
4000-4999: Books And Supplies	0TRM	7,030.00
5000-5999: Services And Other Operating	0TRM	1,205.00
1000-1999: Certificated Personnel Salaries	OCBG	1,500.00
4000-4999: Books And Supplies	OCBG	8,142.00
5000-5999: Services And Other Operating	OCBG	8,026.00
1000-1999: Certificated Personnel Salaries	Title I	52,090.00
2000-2999: Classified Personnel Salaries	Title I	23,325.00
3000-3999: Employee Benefits	Title I	11,267.00
4000-4999: Books And Supplies	Title I	22,607.00
5000-5999: Services And Other Operating	Title I	11,500.00
6000-6999: Capital Outlay	Title I	18,000.00
1000-1999: Certificated Personnel Salaries	TPGR	4,500.00
4000-4999: Books And Supplies	TPGR	780.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	155,109.00
Goal 2	31,221.00
Goal 3	4,480.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lori Wall	X				
Jackie Luderer		X			
Amy Brown		X			
Lori Shargel		X			
Violane de Landes				X	
Josh Payseno				X	
Dana Thompson				X	
Bonnie Pincus				X	
Mike Moore				X	
John Orleans			X		
Numbers of members of each	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

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

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

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

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

Attested:

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

Bonnie Pincus
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |