

The School Plan for Student Achievement

School: Maple Elementary School
CDS Code: 56 73759 6055909
District: Conejo Valley Unified School District
Principal: Patty Lewis
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The School 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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School Vision and Mission

Maple Elementary School's Vision and Mission Statements

MISSION STATEMENT

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

Our Maple Elementary School's Vision:

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

Our Maple Elementary School's Values:

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

School Profile

Our Maple Elementary School Profile

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

Maple Elementary School is home to students in kindergarten through fifth grades. Our programs meet the needs of all students. Our Autism classes, in tandem with instruction geared to meet student's individualized education programs, provide inclusion opportunities for our students, while enriching learning experiences for both special and general education students. Ultimately, all of our classes center on students. We remain focused on our vision, cemented in our values, and driven by our mission. As our motto clearly states, "Maple Elementary School...rooted in learning and stamped towards excellence" or our motto, "Be Your Best". Our school-wide focus this year is to Embrace your Super Hero. Each Month, we focus on character education, such as Stick with it, and being United, which is infused into our Maple Culture those months. We promote school-wide unity by having Maple Spirit Days on Mondays and Fridays, Inclusion Spirit Days on Tuesdays, and Super Hero Spirit Days on Wednesdays. Our physical and classroom environment promote our theme and focus throughout the school day!

This year, we are launching our Maker Space during Computer Specials, so that students have weekly opportunities to be exploring STEAM topics. We are also continuing other school-wide STEAM Enrichment experiences both in and out of school. Students have opportunities during morning recess to engage in Maker Space experiences or reading in the library, as an alternative to playing.

Maple is guided by the following belief: "Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school, or a favor we do someone. Inclusion is who we are. It is who we must strive to be." (Lisa Friedman)

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The district conducted an LCAP Survey that was accessible through the district and school website. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that enjoy coming to school, and feel teachers respect their students.

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Students in grades 3-5 took the CAASPP in language arts and math. Students in grade 5 took the CST or CMA in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), and other formative assessments. Math assessments include: end of course exams, district benchmarks, and other formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas.

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

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

Staffing and Professional Development

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

All teachers are credentialed and are designated as highly qualified.

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under performing students to access the general curriculum. After school intervention (A.I.M. - After School Intervention and More) is also offered to students who are academically at-risk. Students work on a variety of academic skills to assist them in meeting grade level standards. Focus areas include: phonics, reading comprehension and fluency, math fluency and math problem solving. Maple also has reading and math intervention specialists who work with small groups of students throughout the school day. Opportunities to utilize IXL, Raz Kids, and Rosetta Stone are also provided to students at school and at home.

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

Parents, community representatives and school personnel are involved in a variety of ways at Maple in the planning, implementation and evaluation of programs. Maple's School Site Council meets regularly (usually the first Wednesday of the month) to communicate and collaborate on allocation of resources, goals for the schools and to implement action steps. The SSC is currently working on supporting instructional services by the teachers. Maple also has an active PFA that assists in a variety of educational programs (Women in History, Red Ribbon Week, Earth Week, Family Science Night, etc.) as well as an English Learner Advisory Committee (ELAC). Staff meetings are held twice a month for all teachers and the leadership team, comprised of teacher representatives from primary, upper, SPED, GATE, and ELD meet once a month. Teachers complete informal surveys based on needs (i.e.: staff development, health and wellness, and instructional support).

Funding

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

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

Description of Barriers and Related School Goals

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

Limited funding during the 2018-2019 school year is a barrier to providing increased math intervention opportunities for our students in grades K-3.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	51	57	45	51	54	45	51	54	97.8	100	94.7
Grade 4	45	48	50	45	47	47	45	47	47	100	97.9	94
Grade 5	47	46	45	45	45	42	45	45	42	95.7	97.8	93.3
All Grades	138	145	152	135	143	143	135	143	143	97.8	98.6	94.1

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2477.8	2438.4	2450.0	47	27.45	37.04	22	31.37	25.93	16	15.69	22.22	16	25.49	14.81
Grade 4	2493.4	2490.9	2484.2	47	36.17	34.04	16	25.53	31.91	18	14.89	6.38	20	23.40	27.66
Grade 5	2540.0	2517.9	2520.4	33	33.33	30.95	33	28.89	26.19	20	20.00	23.81	13	17.78	19.05
All Grades	N/A	N/A	N/A	42	32.17	34.27	24	28.67	27.97	18	16.78	17.48	16	22.38	20.28

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	36	27.45	35.19	44	45.10	48.15	20	27.45	16.67	
Grade 4	33	40.43	27.66	42	38.30	53.19	24	21.28	19.15	
Grade 5	36	26.67	30.95	40	44.44	50.00	24	28.89	19.05	
All Grades	35	31.47	31.47	42	42.66	50.35	23	25.87	18.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	33.33	24.07	49	45.10	62.96	9	21.57	12.96
Grade 4	33	27.66	25.53	51	48.94	42.55	16	23.40	31.91
Grade 5	40	35.56	33.33	47	55.56	45.24	13	8.89	21.43
All Grades	39	32.17	27.27	49	49.65	51.05	13	18.18	21.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	17.65	24.07	58	64.71	59.26	11	17.65	16.67
Grade 4	20	29.79	27.66	67	55.32	59.57	13	14.89	12.77
Grade 5	20	24.44	28.57	71	64.44	47.62	9	11.11	23.81
All Grades	24	23.78	26.57	65	61.54	55.94	11	14.69	17.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	33.33	35.19	38	52.94	51.85	11	13.73	12.96
Grade 4	40	36.17	31.91	42	42.55	48.94	18	21.28	19.15
Grade 5	58	33.33	35.71	31	48.89	38.10	11	17.78	26.19
All Grades	50	34.27	34.27	37	48.25	46.85	13	17.48	18.88

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	51	57	45	51	54	45	51	54	97.8	100	94.7
Grade 4	45	48	50	45	47	48	45	47	48	100	97.9	96
Grade 5	47	46	45	45	45	42	45	45	42	95.7	97.8	93.3
All Grades	138	145	152	135	143	144	135	143	144	97.8	98.6	94.7

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2447.2	2437.7	2447.5	22	17.65	22.22	36	37.25	33.33	24	27.45	35.19	18	17.65	9.26
Grade 4	2494.9	2489.0	2488.9	22	17.02	27.08	36	38.30	25.00	27	29.79	33.33	16	14.89	14.58
Grade 5	2530.4	2518.7	2521.7	31	26.67	19.05	29	22.22	30.95	18	26.67	33.33	22	24.44	16.67
All Grades	N/A	N/A	N/A	25	20.28	22.92	33	32.87	29.86	23	27.97	34.03	19	18.88	13.19

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	33.33	33.33	44	45.10	44.44	22	21.57	22.22	
Grade 4	40	34.04	37.50	33	44.68	33.33	27	21.28	29.17	
Grade 5	44	35.56	30.95	24	31.11	47.62	31	33.33	21.43	
All Grades	39	34.27	34.03	34	40.56	41.67	27	25.17	24.31	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	25.49	37.04	49	56.86	44.44	20	17.65	18.52
Grade 4	29	17.02	27.08	47	61.70	50.00	24	21.28	22.92
Grade 5	31	26.67	19.05	38	46.67	57.14	31	26.67	23.81
All Grades	30	23.08	28.47	44	55.24	50.00	25	21.68	21.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	29.41	33.33	56	50.98	51.85	13	19.61	14.81
Grade 4	27	31.91	31.25	64	44.68	50.00	9	23.40	18.75
Grade 5	29	22.22	19.05	51	48.89	61.90	20	28.89	19.05
All Grades	29	27.97	28.47	57	48.25	54.17	14	23.78	17.36

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1401.6	1422.1	1354.2	12
Grade 1	1443.2	1450.7	1435.1	11
Grade 2	*	*	*	*
Grade 3	1517.4	1517.6	1516.5	22
Grade 4	1490.8	1492.2	1488.9	13
Grade 5	*	*	*	*
All Grades				74

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*	*	11
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*	*	*	22
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	22	29.73	33	44.59	*	*	*	*	74

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*	*	11
Grade 2	*	*	*	*					*
Grade 3	13	59.09	*	*	*	*	*	*	22
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	36	48.65	22	29.73	*	*	*	*	74

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*	*	11
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*	22
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5			*	*	*	*	*	*	*
All Grades	11	14.86	28	37.84	20	27.03	15	20.27	74

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*			*
Grade 3	*	*	11	50.00	*	*	22
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*	*
All Grades	35	47.30	28	37.84	11	14.86	74

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*			*
Grade 3	16	72.73	*	*	*	*	22
Grade 4	11	84.62	*	*	*	*	13
Grade 5	*	*	*	*	*	*	*
All Grades	50	67.57	15	20.27	*	*	74

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	13	59.09	*	*	22
Grade 4	*	*	*	*	*	*	13
Grade 5			*	*	*	*	*
All Grades	16	21.62	39	52.70	19	25.68	74

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*			*
Grade 3	*	*	15	68.18	*	*	22
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*	*
All Grades	14	18.92	48	64.86	12	16.22	74

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
SCHOOL GOAL #1:
Overall 3rd -5th grade English Language Arts proficiency will increase from 64.9% in Spring,2018, to 69.9% in Spring, 2019. as measured by the CAASSP.
Data Used to Form this Goal:
2017-2018 CCSS Smarter Balanced Assessment Consortium (SBAC) Testing for Grade 3-Grade 5, disaggregated by student group Spring, 2018 Performance Data on each Assessment Target in ELA, disaggregated by student group Scholastic Reading Inventory (SRI) Assessments Fall 2018, , disaggregated by student group
Findings from the Analysis of this Data:
16% of all 3rd-5th graders nearly met standards. 19.1% of all 3rd-5th graders did not meet standards. Based on the Performance Data on each Assessment Target, 3rd grade students nearly met standard in areas around informational text, writing brief text, composing text, and citing evidence. Based on the Performance Data on each Assessment Target, 4th grade students nearly met standard in areas around informational text, text features, writing and revising text, language and vocabulary usage, and editing. Based on the Performance Data on each Assessment Target, 5th grade students nearly met standard in areas around Key details, text structure, Reasoning and evidence, Informational text,and writing and revising text.

How the School will Evaluate the Progress of this Goal:

2019 CAASSP scores from caaspp.cde.ca.gov
 Spring, 2019 SRI scores
 Reading Intervention Data- Benchmark Assessment System, Read Naturally
 Trimester 1,2,3 Reading Scores
 Easy CBM Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Academic Specialist to provide reading intervention, academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities	September, 2018 – April, 2019	Teachers, School LCAP Leadership Team and Principal	Certificated Academic Specialist #1 Reading and Math	2000-2999: Classified Personnel Salaries	OTRM	14,741.50
			Academic Specialist-#2 Reading	2000-2999: Classified Personnel Salaries	OTRM	11,257.5
			Academic Specialist#2 Reading	2000-2999: Classified Personnel Salaries	OPGR	852.50
			Instructional resources and supplies	4000-4999: Books And Supplies	Instruction	12,845.36
			Academic Specialist #3 Classroom	2000-2999: Classified Personnel Salaries	OPGR	1459.50
			Academic Specialist #3 Classroom	2000-2999: Classified Personnel Salaries	Other	3704.00
			Academic Specialist #3 Classroom	2000-2999: Classified Personnel Salaries	OCBG	9811.43
			Supplies and resources	4000-4999: Books And Supplies	OCBG	2750.93
Hire Academic Specialist to teach Learning Enrichment and Academic Specialist classes(LEAD) for all students as well as targeted and students with disabilities	September, 2018 – April, 2019	Teachers, School LCAP Leadership Team and Principal	Certificated Academic Specialist #1 Carousel Teacher	2000-2999: Classified Personnel Salaries	0860	1932
			Certificated Academic Specialist#2 Computer lab Maintenance during L.E.A.D	2000-2999: Classified Personnel Salaries	0860	792
			Certificated Academic Specialist#3 Book Club Facilitator during L.E.A.D	2000-2999: Classified Personnel Salaries	OCBG	792

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Certificated Academic Specialist#4 MakerSpace during L.E.A.D	2000-2999: Classified Personnel Salaries	OCBG	1140
			Translations for E.L. students	2000-2999: Classified Personnel Salaries	0860	1000
			Targeted supplemental materials	4000-4999: Books And Supplies	0860	2356
Purchase reading software for home and school use	August, 2018 – April, 2019	Teachers, School LCAP Leadership Team and Principal	Raz Kids- leveled reading software	4000-4999: Books And Supplies	Instruction	1865.64
			Learning A to Z reading software	4000-4999: Books And Supplies	OCBG	1865.64
Provide teachers time to evaluate data disaggregated by student group, and plan for targeted instruction one half day each trimester	August, 2018 – April, 2019	Teachers, School LCAP Leadership Team and Principal	1 1/2 days of subs for teacher release	1000-1999: Certificated Personnel Salaries	Instruction	2610
Measure I Technology	August, 2018 – June 2019	Teachers, School LCAP Leadership Team and Principal	Replace classroom and computer lab desktops	7000-7439: Other Outgo	Restricted	20,756
			Purchase technology for Makerspace	7000-7439: Other Outgo	Restricted	4,756
Enrichment Opportunities	August 2018 –June 2019	Teachers, School LCAP Leadership Team and Principal	Library access during recess 3 days a week	None Specified	None Specified	
			MakerSpace Access 2 days a week	None Specified	None Specified	
Learning Enrichment and Academic Development	October 2018 –June 2019	Teachers, School LCAP Leadership Team and Principal	Focused writing groups in grades 3-5 for intervention, maintenance, and enrichment	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology	August 2018 –June 2019	Teachers/ Academic Specialists	Instruction will appropriately include the implementation of technology as a tool to assist students in mastering state and local content standards.	None Specified	None Specified	
SBAC Preparation	August 2018 –June 2019	Teachers/ Academic Specialists	Targeted SBAC preparation will be provided through daily instruction ,as well as SBAC Assessment Block samples provided within the CDE website.	None Specified	None Specified	

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
SCHOOL GOAL #2:
Overall 3rd -5th grade Math proficiency will increase from 54.2% in Spring,2018, to 59.2% in Spring, 2019. as measured by the CAASSP.
Data Used to Form this Goal:
2017-2018 CCSS Smarter Balanced Assessment Consortium Math (SBAC) Testing for grades 3-Grades 5, disaggregated by student group Spring,2018 Performance Data on each Assessment Target in Math, disaggregated by student group
Findings from the Analysis of this Data:
33% of all 3rd-5th graders nearly met standards. 12.8% of all 3rd-5th graders did not meet standards. Based on the Performance Data on each Assessment Target, 3rd grade students were below standard in areas around solving problems, understanding fractions, and geometric measurement Based on the Performance Data on each Assessment Target, 4th grade students were below standard in areas around factors and multiples, place value of multi-digit numbers, and understanding fraction equivalence and ordering.

How the School will Evaluate the Progress of this Goal:

2019 CAASSP math scores from caaspp.cde.ca.gov
 Math Intervention Data- Easy CBM Assessment
 Trimester 1,2,3 Math Scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Academic Specialist to provide Math intervention instruction for students in 3rd- 5th grade, as well as targeted and students with disabilities.	August,2018- May,2019	Teachers, School LCAP Leadership Cabinet, and Principal	Certificated academic specialist for reading/math (See LCAP Goal #1 budget)	None Specified	None Specified	
Use math software to progress monitor	August,2018- May,2019	Teachers, School LCAP Leadership Cabinet, and Principal	Moby Max	None Specified	None Specified	
Provide each teacher with 1.5 subs for Data meetings, to discuss student progress in academics	August,2018- May,2019	Teachers, School LCAP Leadership Cabinet and Principal	Substitute coverage	1000-1999: Certificated Personnel Salaries	OCBG Instruction	1269 2331
Math Intervention for all fourth and fifth graders, and targeted students and students with disabilities students.	October,2018- May,2019	Teachers, School LCAP Leadership Cabinet and Principal	Math Intervention classes offered during L.E.A.D.	None Specified	None Specified	
SBAC Preparation	August,2018- May,2019	Teachers, Academic Specialists	Instruction will appropriately include the implementation of technology as a tool to assist students in mastering state and local content standards.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology	August,2018- May,2019	Teachers, Academic Specialists	Instruction will appropriately include the implementation of technology as a tool to assist students in mastering state and local content standards.	None Specified	None Specified	

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: Attendance
LEA/LCAP GOAL:
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #3:
<p>By Spring of 2019, the Chronic Attendance at Maple Elementary for all student will improve from "Orange" in 2017-2018 to "Green" in 2018-2019, and will decrease by 2.9%, from 6.9% in 2017-2018 to 4 %, in 2018-2019, as measured by the California Department of Education Dashboard,</p> <p>By Spring of 2019, the percentage of Students with Disabilities, who are chronically absent, will improve from "Orange" in 2017-2018 to "Green" in 2018-2019, and will decrease by 3%, from 13.8% in Spring, 2018, to 10.8%, in Spring, 2019, as measured by the California Department of Education Dashboard</p> <p>By Spring of 2019, the percentage of White students, who are chronically absent, will improve from "Orange" in 2017-2018 to "Green" in 2018-2019, and will decrease by 2%, from 8.9% in 2018, to 6.8%, in Spring, 2019, as measured by the California Department of Education Dashboard.</p>
Data Used to Form this Goal:
California Dashboard Chronic Attendance Data
Findings from the Analysis of this Data:
The California Dashboard Chronic Absenteeism Report lists Maple as Level Orange for all students and for students with disabilities. Chronic Absenteeism rate increased from 5% in 2016-2017 to 6.9% in 2017-2018, an increase of 1.9%.

How the School will Evaluate the Progress of this Goal:

Track Chronic Attendance and Absenteeism in in Q

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Biweekly Attendance Meetings with Principal and I.C.T., to review disaggregated data of targeted students and students with disabilities.	August, 2018- June, 2019	Principal, Teachers, and I.C.T.	Monitor students at risk and communicate with families to identify barriers to improved school attendance	None Specified	None Specified	0
Parent meetings	August, 2018- June, 2019	Principal, and I.C.T.	Meet with parents to support increased attendance of Chronically absent students	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Least Restricted Environment
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
SCHOOL GOAL #4:
By Spring,2019, the percentage of students who spend 80% or more of their day in General Education Classes (Least Restrictive Environment) will increase from 24% in Fall,2018 to 30% in June,2019,as measured by SIRAS data.
Data Used to Form this Goal:
L.R.E. Data from SIRAS
Findings from the Analysis of this Data:
SIRAS shows our Maple L.R.E. percentage for Fall, 2019 is 24%.
How the School will Evaluate the Progress of this Goal:
SIRAS

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase inclusion minutes in general education classroom	Aug. 2018 – May 2019	Teachers, School LCAP Leadership Cabinet, and Principal	Increase inclusion minutes in general education classrooms	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly teacher collaboration	Aug. 2018 – May 2019	Principal, Teachers	Monthly teacher collaboration meetings between teachers in SAI and General Education Teachers during early release, to plan for specific inclusion supports and accommodations for individual students.	None Specified	None Specified	
Teacher Release	Aug. 2018 – May 2019	Principal, Teachers	Principal releases SAI teachers to observe students in general education setting in inclusion time, to evaluation structures in place to support student success.	None Specified		
Progress monitor L.R.E	Aug. 2018 – May 2019	Principal, Teachers	Monitor overall percentage of students in general education 80 % or more, on a monthly basis	None Specified		

Planned Improvements in Student Performance

School Goal #5

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:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

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:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 for English Language Learners
SCHOOL GOAL #1:
Provide Support Services to English Learners in order to Increase Language Acquisition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/26/2016 to 6/9/2017		Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	6460.32
Support Staff	8/26/2016 to 6/9/2017		Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	45339.20
Professional Development	8/26/2016 to 6/9/2017		costs for speakers, supplies, teacher release, etc.	5800: Professional/Consulting Services And Operating Expenditures	0860	1434.48

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OPGR	2312.	0.00
OTRM	25,999	0.00
0860	6080	0.00
OCBG	17629	0.00
Instruction	19652	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	6,080.00
OPGR	2,312.00
OTRM	25,999.00
Instruction	19,652.00
None Specified	0.00
OCBG	17,629.00
Other	3,704.00
Restricted	25,512.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,331.00
1000-1999: Certificated Personnel Salaries	3,879.00
2000-2999: Classified Personnel Salaries	47,482.43
4000-4999: Books And Supplies	21,683.57
7000-7439: Other Outgo	25,512.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	0860	3,724.00
4000-4999: Books And Supplies	0860	2,356.00
2000-2999: Classified Personnel Salaries	OPGR	2,312.00
2000-2999: Classified Personnel Salaries	OTRM	25,999.00
	Instruction	2,331.00
1000-1999: Certificated Personnel Salaries	Instruction	2,610.00
4000-4999: Books And Supplies	Instruction	14,711.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	1,269.00
2000-2999: Classified Personnel Salaries	OCBG	11,743.43
4000-4999: Books And Supplies	OCBG	4,616.57
2000-2999: Classified Personnel Salaries	Other	3,704.00
7000-7439: Other Outgo	Restricted	25,512.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,288.00
Goal 2	3,600.00
Goal 3	0.00

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
Patty Lewis	X				
Mrs. Christiana Dexter-				X	
Mr. Jonathan Kretz- Vice President				X	
Mrs. Jenn Reta-Secretary				X	
Mrs. Colleen Ford-PFA				X	
Mrs. Lee Ann Holland-SEDAC/DAC				X	
Mrs. Ana Pantoja-ELAC/Classified			X		
Tammi Berman-Teacher/Secretary		X			
Ashley Clark-Teacher		X			
Anne Marie Cavanah-Teacher		X			
Numbers of members of each	1	3	1	5	0

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.

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 School Plan For Student Achievement	2019-04-09		View	View	25

Previous Section
School Site Council Membership

Current Section
Recommendations and Assurances

Next Section

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You have modified data that has not been saved.

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 School 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
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee *elementary*
- Other committees established by the school or district (list) *Other*
Parent Faculty Association and Safety Committee

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 March 13, 2019

Attested:

Patty Lewis

Typed Name of School Principal

Patty Lewis
Signature of School Principal

March 13, 2019
Date

Signature

[Signature]
Signature

[Signature]
Signature

Signature

[Signature]
Signature

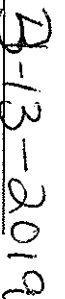
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Mrs. Christy Dexter

Typed Name of SSC Chairperson

DTS - Edit Document


Signature of SSC Chairperson


Date

Previous Section

School Site Council Membership

Current Section

Recommendations and Assurances

Next Section

@2007 Document Tracking Services

Budget By Expenditures

Maple Elementary School

Funding Source: 0860

\$6,080.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Certificated Academic Specialist #1 Carousel Teacher	2000-2999: Classified Personnel Salaries	\$1,932.00	English Language Arts	Hire Academic Specialist to teach Learning Enrichment and Academic Specialist classes(LEAD) for all students as well as targeted and students with disabilities
Certificated Academic Specialist#2 Computer lab Maintenance during L.E.A.D	2000-2999: Classified Personnel Salaries	\$792.00	English Language Arts	Hire Academic Specialist to teach Learning Enrichment and Academic Specialist classes(LEAD) for all students as well as targeted and students with disabilities
Translations for E.L. students	2000-2999: Classified Personnel Salaries	\$1,000.00	English Language Arts	Hire Academic Specialist to teach Learning Enrichment and Academic Specialist classes(LEAD) for all students as well as targeted and students with disabilities
Targeted supplemental materials	4000-4999: Books And Supplies	\$2,356.00	English Language Arts	Hire Academic Specialist to teach Learning Enrichment and Academic Specialist classes(LEAD) for all students as well as targeted and students with disabilities
0860 Total Expenditures:		\$6,080.00		
0860 Allocation Balance:		\$0.00		

Funding Source: OPGR

\$2,312.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Specialist#2 Reading	2000-2999: Classified Personnel Salaries	\$852.50	English Language Arts	Hire Academic Specialist to provide reading intervention,academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities
Academic Specialist #3 Classroom	2000-2999: Classified Personnel Salaries	\$1,459.50	English Language Arts	Hire Academic Specialist to provide reading intervention,academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities

Maple Elementary School

OPGR Total Expenditures: \$2,312.00

OPGR Allocation Balance: \$0.00

Funding Source: OTRM

\$25,999.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Certificated Academic Specialist #1 Reading and Math	2000-2999: Classified Personnel Salaries	\$14,741.50	English Language Arts	Hire Academic Specialist to provide reading intervention,academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities
Academic Specialist-#2 Reading	2000-2999: Classified Personnel Salaries	\$11,257.50	English Language Arts	Hire Academic Specialist to provide reading intervention,academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities

OTRM Total Expenditures: \$25,999.00

OTRM Allocation Balance: \$0.00

Funding Source: Instruction

\$19,652.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional resources and supplies	4000-4999: Books And Supplies	\$12,845.36	English Language Arts	Hire Academic Specialist to provide reading intervention,academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities
Raz Kids- leveled reading software	4000-4999: Books And Supplies	\$1,865.64	English Language Arts	Purchase reading software for home and school use
1 1/2 days of subs for teacher release	1000-1999: Certificated Personnel Salaries	\$2,610.00	English Language Arts	Provide teachers time to evaluate data disaggregated by student group, and plan for targeted instruction one half day each trimester
		\$2,331.00	Mathematics	Provide each teacher with 1.5 subs for Data meetings, to discuss student progress in academics

Maple Elementary School

Instruction Total Expenditures: \$19,652.00

Instruction Allocation Balance: \$0.00

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Monitor students at risk and communicate with families to identify barriers to improved school attendance	None Specified	\$0.00	Attendance	Biweekly Attendance Meetings with Principal and I.C.T., to review disaggregated data of targeted students and students with disabilities.

None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

Funding Source: OCBG

\$17,629.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitute coverage	1000-1999: Certificated Personnel Salaries	\$1,269.00	Mathematics	Provide each teacher with 1.5 subs for Data meetings, to discuss student progress in academics
Learning A to Z reading software	4000-4999: Books And Supplies	\$1,865.64	English Language Arts	Purchase reading software for home and school use
Certificated Academic Specialist#3 Book Club Facilitator during L.E.A.D	2000-2999: Classified Personnel Salaries	\$792.00	English Language Arts	Hire Academic Specialist to teach Learning Enrichment and Academic Specialist classes(LEAD) for all students as well as targeted and students with disabilities
Certificated Academic Specialist#4 MakerSpace during L.E.A.D	2000-2999: Classified Personnel Salaries	\$1,140.00	English Language Arts	Hire Academic Specialist to teach Learning Enrichment and Academic Specialist classes(LEAD) for all students as well as targeted and students with disabilities
Academic Specialist #3 Classroom	2000-2999: Classified Personnel Salaries	\$9,811.43	English Language Arts	Hire Academic Specialist to provide reading intervention,academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities
Supplies and resources	4000-4999: Books And Supplies	\$2,750.93	English Language Arts	Hire Academic Specialist to provide reading intervention,academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities

Maple Elementary School

OCBG Total Expenditures: \$17,629.00

OCBG Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Specialist #3 Classroom	2000-2999: Classified Personnel Salaries	\$3,704.00	English Language Arts	Hire Academic Specialist to provide reading intervention, academic support and enrichment for students in K-5 grade, as well as targeted and students with disabilities

Other Total Expenditures: \$3,704.00

Other Allocation Balance: \$0.00

Funding Source: Restricted

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Replace classroom and computer lab desktops	7000-7439: Other Outgo	\$20,756.00	English Language Arts	Measure I Technology
Purchase technology for Makerspace	7000-7439: Other Outgo	\$4,756.00	English Language Arts	Measure I Technology

Restricted Total Expenditures: \$25,512.00

Restricted Allocation Balance: \$0.00

Maple Elementary School Total Expenditures: \$100,888.00