

The School Plan for Student Achievement

School: Lang Ranch Elementary School
CDS Code: 56 73759 6115760
District: Conejo Valley Unified School District
Principal: Dena Sellers, Ed.D.
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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

Lang Ranch Elementary School's Vision and Mission Statements

The mission of Lang Ranch Elementary School is to maximize student potential by working collectively to educate the whole child in an inclusive environment. The expected achievement of our “life-long learners” includes the ability to read, comprehend, compute, problem solve, organize, communicate, inquire, create, design and research. In addition, the student's moral character, cultural needs and social needs are addressed in a safe and nurturing environment that promotes self-reliance. Students will learn about and practice having a Growth Mindset where they see value in effort and perseverance as well as connections with brain science.

School Profile

Lang Ranch Elementary is a 60,000 square foot single story, indoor hallway structure that was opened in 1998. Lang Ranch Elementary is located in the heart of our neighborhood and has a current enrollment of 670 students in grade K – 5.

Lang Ranch prides itself on meeting the needs of every learner. The school has specialized support programs and models to meet diverse student needs, including students in special education, English Learners and students that are socioeconomically disadvantaged. The GATE program at Lang Ranch has robust staff and parent support which allows for many activities such as After School Opportunities and Lunch Bunch, as well as in class differentiation through the cluster grouping model. The school supports exceptional learners with an MTSS model which allows teachers to meet the individual needs of students through a system that builds increasing support as the level of need increases. The school also provides a number of intervention and extended learning opportunities for students in need of support. In addition, the school's Learning Center supports students qualifying for special education services.

Lang Ranch prides itself in educating the whole child. First, the school does an outstanding job of providing a solid curricular foundation in all the content areas, with a distinct focus upon Science and Social Science. Additionally, the school maintains a character education program, a visual and performing arts program, a physical education program, a character education program and a music program (band, strings and chorus) that provide a solid foundation to our students in a well-rounded manner.

Regarding technology hardware classrooms are outfitted with iPads, desktop computers, interactive white boards, and laptops. The school has two computer labs with work stations for up to 36 students. All classrooms have an LCD projector and document camera for presentation purposes. In 2012, the school began the use of iPads as a teaching and learning tool with the purchase of a bank of iPads for student use. We have also purchased 4-8 iPads for each classroom to serve as an additional creation and research tool. Currently, there are two “pilot” classrooms at the school implementing a BYOD (“Bring Your Own Device”) environment where students are able to bring their own mobile devices to school to use as a learning tool. All the media content from the school library (audio and video) has been digitized and is available for teachers on demand in the classroom. The entire campus has wireless access.

With all of this in place, Lang Ranch takes great pride in supplying a program that allows every child to reach their full potential socially, emotionally, intellectually and academically in an inclusive environment for all student populations, including students receiving special education services.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

District conducted LCAP Survey via district and school websites. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that their student is being prepared for the next academic year, students have a

sense of belonging and that they feel the teaching style is a match for their student. The majority of students reported looking forward to coming to school each day, that they feel education is important and that their classes are interesting.

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 in Spring 2017. Students in grade 5 took the CAST test in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: English Learner Assessment (ELPAC), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

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

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

Staffing and Professional Development

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

100% of teachers are credentialed and properly assigned.

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

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

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment. Lang Ranch teachers will receive professional development in project based learning, strategies for English Learners, Vocabulary Instruction, Google Apps for education and the MTSS model.

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 focus areas: (1) GATE - Gifted and Talented Education (2) Professional Development and Technology and (3) Attendance. 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 leadership as well as grade level leaders.

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

Teachers are released weekly for grade level "Team Time". Team Time is a 45 minute block where grade level teachers collaborate regarding students needs, grade level planning, and student interventions. Teachers also use this time for data analysis, item analysis of benchmark exams, and analysis of student and grade level instructional needs based on the assessments.

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)

Student interventions are designed to occur during the school day for the most at-risk students. The intervention is designed to target the skills students are struggling with most, including reading fluency, phonics, comprehension, writing and math number sense. Students needing overall school success support attend an after school intervention for study skills and improvement in executive functioning. The school also purchased software and apps for student intervention and math fact mastery.

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, including students in special education and targeted populations (EL and SED). Teachers incorporate scaffolding and differentiation into lessons in order to enable under performing students to access the general curriculum.

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)

Under-achieving students receive support from classroom teachers, the ELD facilitator and the Academic Specialists. Resources include modified assignments, learning aids such as reading guides, extra time to complete tests and assignments, supporting parents with working with their children and students in the class, and one on one or small group teaching. The school counselor and psychologist also meet regularly with students to provide emotional support that enables students to be supported in the academic environment. Students in targeted populations (ELD and SED), as well as students in SPED, are consistently monitored for ongoing progress and additional necessary interventions or more minutes in general education (LRE).

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)

Lang Ranch has an active SSC that designs intervention programs for at-risk students. The school leadership team meet regularly to identify and address student needs and necessary supports for teachers for delivering quality first instruction for all students, as well as Tier 2 supports for students in targeted populations (EL and SED), as well as students in SPED. The Lang Ranch PTA actively supports the school through school and family events that promote school involvement among all school groups.

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 Lang Ranch reaching our school goals consist of lack of funds in order to hire and maintain school staff focused on student intervention for targeted populations including English Learners, Low Income and Hispanic students. Students would benefit from extra adult support in the classrooms in order to reach individual student goals regarding benchmarks for reading, writing and mathematics. Many students need social emotional support in order to be successful in the general education classroom and would therefore benefit from having a psychologist or counselor on campus more days per week.

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	134	116	99	127	112	97	127	112	97	94.8	96.6	98
Grade 4	132	135	132	130	128	129	130	128	129	98.5	94.8	97.7
Grade 5	112	138	135	110	133	132	110	133	132	98.2	96.4	97.8
All Grades	378	389	366	367	373	358	367	373	358	97.1	95.9	97.8

* 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			% 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	2473.6	2475.8	2502.6	43	45.54	58.76	25	28.57	25.77	24	16.07	14.43	7	9.82	1.03
Grade 4	2545.7	2537.4	2520.7	61	55.47	48.84	20	26.56	26.36	15	14.84	12.40	4	3.13	12.40
Grade 5	2564.3	2565.8	2559.3	37	41.35	45.45	45	39.85	30.30	10	15.04	13.64	8	3.76	10.61
All Grades	N/A	N/A	N/A	48	47.45	50.28	29	31.90	27.65	17	15.28	13.41	6	5.36	8.66

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	39	34.82	52.58	49	50.89	37.11	13	14.29	10.31			
Grade 4	56	44.53	39.53	37	51.56	47.29	7	3.91	13.18			
Grade 5	39	43.61	43.94	46	46.62	41.67	15	9.77	14.39			
All Grades	45	41.29	44.69	44	49.60	42.46	11	9.12	12.85			

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	40	47.32	61.86	52	44.64	35.05	8	8.04	3.09
Grade 4	57	57.03	54.26	40	39.06	36.43	3	3.91	9.30
Grade 5	61	58.65	56.06	30	37.59	36.36	9	3.76	7.58
All Grades	52	54.69	56.98	41	40.21	36.03	7	5.09	6.98

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	30	32.14	43.30	63	64.29	51.55	7	3.57	5.15
Grade 4	35	28.13	25.58	62	66.41	64.34	3	5.47	10.08
Grade 5	29	29.32	31.06	67	66.92	60.61	4	3.76	8.33
All Grades	32	29.76	32.40	64	65.95	59.50	5	4.29	8.10

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	39	51.79	52.58	55	41.07	46.39	6	7.14	1.03
Grade 4	47	55.47	44.19	51	40.63	48.06	2	3.91	7.75
Grade 5	56	49.62	43.94	38	43.61	44.70	5	6.77	11.36
All Grades	47	52.28	46.37	49	41.82	46.37	5	5.90	7.26

Conclusions based on this data:

1. Lang Ranch students are performing above the district average on ELA assessments at all 3 grade levels.
2. There was variable performance in each grade level in terms of increasing or decreasing in sub-categories.
3. Schoolwide we should continue to focus on Listening Skills as well as maintaining overall achievement in ELA.

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	134	116	99	127	112	97	127	112	97	94.8	96.6	98
Grade 4	132	135	132	130	128	129	130	128	129	98.5	94.8	97.7
Grade 5	112	138	135	110	134	132	110	134	132	98.2	97.1	97.8
All Grades	378	389	366	367	374	358	367	374	358	97.1	96.1	97.8

* 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			% 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	2477.5	2475.8	2500.5	37	34.82	49.48	46	42.86	38.14	10	16.96	6.19	7	5.36	6.19
Grade 4	2540.1	2543.2	2523.3	50	52.34	33.33	32	27.34	40.31	15	16.41	20.16	4	3.91	6.20
Grade 5	2564.0	2568.2	2546.6	40	49.25	36.36	30	24.63	26.52	25	17.16	26.52	5	8.96	10.61
All Grades	N/A	N/A	N/A	43	45.99	38.83	36	31.02	34.64	16	16.84	18.72	5	6.15	7.82

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	15-16	16-17	17-18
Grade 3	57	47.32	63.92	31	43.75	28.87	11	8.93	7.22			
Grade 4	65	67.19	55.04	25	25.00	34.88	11	7.81	10.08			
Grade 5	48	60.45	43.94	41	29.10	38.64	11	10.45	17.42			
All Grades	57	58.82	53.35	32	32.09	34.64	11	9.09	12.01			

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	50	46.43	51.55	40	44.64	44.33	9	8.93	4.12			
Grade 4	44	52.34	32.56	46	38.28	55.04	10	9.38	12.40			
Grade 5	41	43.28	37.12	45	45.52	46.21	15	11.19	16.67			
All Grades	45	47.33	39.39	44	42.78	48.88	11	9.89	11.73			

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	55	46.43	65.98	38	48.21	28.87	7	5.36	5.15
Grade 4	54	61.72	47.29	39	31.25	42.64	7	7.03	10.08
Grade 5	36	41.79	31.06	52	47.01	54.55	12	11.19	14.39
All Grades	49	50.00	46.37	43	41.98	43.30	8	8.02	10.34

Conclusions based on this data:

1. Lang Ranch students show strengths in all areas of mathematics.
2. We had growth in each area and scored better than the district average.
3. Our students in 5th grade had lower scores math than the previous year and should receive extended instruction in all areas of mathematics.

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	*	*	*	*
Grade 1	1514.7	1540.8	1488.1	13
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				29

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	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*			13
Grade 2			*	*					*
Grade 3	*	*	*	*					*
Grade 4	*	*			*	*			*
Grade 5	*	*							*
All Grades	19	65.52	*	*	*	*			29

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	*	*	*	*					*
Grade 1	12	92.31	*	*					13
Grade 2			*	*					*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*							*
All Grades	24	82.76	*	*					29

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	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*	13
Grade 2			*	*					*
Grade 3			*	*					*
Grade 4	*	*					*	*	*
Grade 5	*	*	*	*					*
All Grades	12	41.38	12	41.38	*	*	*	*	29

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	*	*					*
Grade 1	13	100.00					13
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	27	93.10	*	*			29

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	*	*	*	*			*
Grade 1	11	84.62	*	*			13
Grade 2			*	*			*
Grade 3	*	*					*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	22	75.86	*	*			29

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	*	*	*	*			*
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*					*
Grade 3			*	*			*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	14	48.28	13	44.83	*	*	29

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	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	13
Grade 2			*	*			*
Grade 3	*	*					*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	13	44.83	14	48.28	*	*	29

Conclusions based on this data:

1. Lang Ranch EL students score in higher ranges in all areas of ELPAC.

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

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

SCHOOL GOAL #1:

85% of students in grades K-2 will demonstrate mastery on summative assessments in ELA. Students in grades 3-5 will score an average of 85% or better on summative assessments in ELA.

Data Used to Form this Goal:

2017-2018 Summative CAASPP data
2017-2018 Report Card data
2017-2018 Trimester Benchmark data

Findings from the Analysis of this Data:

Kindergarten - 78% mastery
1st Grade - 70% mastery
2nd Grade - 79% mastery
3rd Grade - average score of 79.9% on benchmark and 84% meeting standard on CAASPP
4th Grade - average score of 80.4% on benchmark and 75% meeting standard on CAASPP
5th grade - average score of 67% on benchmark and 76% meeting standard on CAASPP
SED Students in Gr. 3-5 - 64% meeting standard on CAASPP (14 out of 24 students)
SPED Students in Gr. 3-5 - 63% meeting standard on CAASPP (17 out of 27 students)
EL Students in Gr. 3-5 - 60% meeting standard on CAASPP (3 out of 5 students)

How the School will Evaluate the Progress of this Goal:

The Lang Ranch staff will evaluate the summative ELA CAASPP test data following the Spring 2019 testing.
 The Lang Ranch staff will evaluate the report card data for the 2018-19 school year.
 At each trimester the Lang Ranch staff will evaluate benchmark data for the 2018-19 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Plan and Provide Professional Development	School Year 2018-19 Intermittent School Year PD on and off School Site	Principal, Leadership Team	1.1.1 Leadership Team will meet to establish professional development needs 1.1.2 Teachers will be supported to participate in district offerings of professional development 1.1.3 Teachers will be supported to receive professional development outside CVUSD for strategies for implementation for targeted (EL, SED) students and inclusion of all students including SPED (VCOE, district-approved conferences and training). 1.1.4 Teachers will receive training in programs related to data analysis.	5800: Professional/Consulting Services And Operating Expenditures	OCBG	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.1.5 Teachers and support staff will be provided with current educational research materials on best practices (including UDL, Inclusion and Least Restrictive Environment).	4000-4999: Books And Supplies	OCBG	200.00
1.2 Support Professional Learning Communities (PLC)	School year 2018-19	Principal, Leadership Team, Teachers	1.2.1 Teachers will be provided with release time during the school day by grade level team in order to work within a PLC.	2000-2999: Classified Personnel Salaries	OCBG	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.2.2 Teachers will work within collaborative teams to: <ul style="list-style-type: none"> Support implementation of district benchmark assessments Review and analyze student data (including benchmark and progress monitoring assessments) Identify and replicate effective instructional practice Review best practices for students in targeted subgroups including EL and SED Incorporate strategies to promote inclusion for ELA and to increase time in General Education for Students in SPED 	1000-1999: Certificated Personnel Salaries	OPGR	934.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Enrichment Opportunities	School year 2018-19	Principal, GATE Coordinator, PTA	1.3.1 The school will maintain a robust teacher and parent volunteer based after-school and lunch program for identified GATE students.	4000-4999: Books And Supplies	OPGR	500.00
			1.3.2 The school will partner with local vendors to provide a robust vendor-based after-school enrichment programs for fee.			
			1.3.3 The school will maintain an "internal news station" (KLRN) run by students (with teacher support) to capture the events of the school community in a weekly broadcast.	1000-1999: Certificated Personnel Salaries	OCBG	3600.00
1.4 Curriculum Implementation	School year 2018-19	Principal, Leadership Team, Teachers	1.4.1 All areas of the Language Arts program will be taught with fidelity with regular monitoring by principal. 1.4.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support. 1.4.3 All teachers will utilize required district benchmark assessments and input student results into the EADMS system.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Student and Staff Access to Technology	School year 2018-19	Principal, Leadership Team, Computer Specialist, LCAP Team, Teachers	1.5.1 Students will attend weekly sessions in the computer lab in grades K-4. Instruction will include computer skills as well as proficiency in writing and reading on computer-based formats.	2000-2999: Classified Personnel Salaries	OCBG	9,500.00
			1.5.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including for students in targeted (EL and SED) populations and inclusion of all students including SPED.	4000-4999: Books And Supplies	OPGR	1000.00
			1.5.3 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.	4000-4999: Books And Supplies	OCBG	200.00
1.6 Provide intervention for students struggling in English Language Arts	School year 2018-19	Principal, LCAP Team, Academic Specialist, Intervention Coordinator, Campus Supervisors	1.6.1 A during school intervention program ("Reading Club") will be maintained 3 times/week for grades K-5 and students in targeted groups (EL and SED).	2000-2999: Classified Personnel Salaries	OTRM	15,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.6.2 The school will provide an Intervention Coordinator to oversee the Student Success Team (SST) process and to ensure that the needs of struggling students are met within the MTSS model in line with Least Restrictive Environment (LRE).	1000-1999: Certificated Personnel Salaries	OTRM	1500.00
			1.6.3 Provide an after school program for students in grades 3-5 for "Brain Connection", where they will receive free high school tutoring once a week after school with adult supervision including students in targeted (EL and SED) populations as well as students in SPED.	2000-2999: Classified Personnel Salaries	OCBG	250.00
			1.6.4 Provide an after-school "Study Club" for students in grades 4 and 5 to support the acquisition of targeted skills in Language Arts including students in targeted (EL and SED) populations, including students in SPED.	1000-1999: Certificated Personnel Salaries	OTRM	5000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.6.5 A during school intervention program (“Reading Club”) will be maintained 3 times/week for grades K-5 including students in targeted (EL, and SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	OCBG	10000.00
			1.6.6 Students in Grade 1 will receive phonics and high frequency word intervention programs specifically focused on students meeting grade level benchmarks for basic reading skills directly linked to student achievement.	1000-1999: Certificated Personnel Salaries	OCBG	1359.00
1.7 Specific Instruction and Intervention for targeted Students in Necessary Skills for College and Career Readiness	School year 2018-19	Principal, Leadership Team, Computer Specialist, Academic Specialist	1.7.1 Students in target (EL and SED) populations, as well as students in SPED, will receive priority to participate in intervention designed to increase reading and math skills.	2000-2999: Classified Personnel Salaries	OTRM	1420.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.7.2 Students in target (EL SED) populations will participate in classroom based programs for navigating reading, and writing exercises and understanding academic vocabulary as a way for students in SPED to be included in general education.	1000-1999: Certificated Personnel Salaries	0860	1000.00

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
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
SCHOOL GOAL #2:
85% of students in grades K-2 will demonstrate mastery on summative assessments in Math. Students in grades 3-5 will score an average of 85% or better on summative assessments in math.
Data Used to Form this Goal:
2017-2018 Summative CAASPP data 2017-2018 Report Card data 2017-2018 Trimester Benchmark data
Findings from the Analysis of this Data:
Kindergarten - 88.5% mastery 1st Grade - 72% mastery 2nd Grade - 69% mastery 3rd Grade - average score of 86% on benchmark and 88% meeting standard on CAASPP 4th Grade - average score of 72.7% on benchmark and 74% meeting standard on CAASPP 5th grade - average score of 74.4% on benchmark and 63% meeting standard on CAASPP SED Students in Gr. 3-5 - 59.1% meeting standard on CAASPP (13 out of 24 students) SPED Students in Gr. 3-5 - 55.5% meeting standard on CAASPP (15 out of 27 students) EL Students in Gr. 3-5 - 60% meeting standard on CAASPP (3 out of 5 students)

How the School will Evaluate the Progress of this Goal:

The Lang Ranch staff will evaluate the summative Math CAASPP test data following the Spring 2019 testing.
 The Lang Ranch staff will evaluate the report card data for the 2018-19 school year.
 At each trimester the Lang Ranch staff will evaluate benchmark data for the 2018-19 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Plan and Provide Professional Development	School year 2018-19	Principal, Leadership Team	2.1.1 Leadership Team will meet to establish professional development needs in Math. 2.1.2 Teachers will be supported to participate in district offerings of professional development in the Go Math program. 2.1.3 Teachers will receive training and collaborate related to data analysis in Math including new math assessments and alignment of math assessments between grade levels. 2.1.4 Teachers will be supported to receive professional development outside CVUSD in Math including inclusion of targeted students and strategies for targeted (EL and SED) students, as well as students in SPED (VCOE, district-approved conferences and training).	5800: Professional/Consulting Services And Operating Expenditures	OCBG	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Provide intervention to support struggling learners in Math.	School year 2018-19	Principal, Academic Specialists	2.2.1 A during school intervention program "Math Club" will be maintained 3 times/week for grades K-5 including students in target (EL and SED) populations, as well as students in SPED.	2000-2999: Classified Personnel Salaries	OTRM	3,318.00
			2.2.2 The school will provide an Intervention Coordinator to oversee the Student Success Team (SST) process and to ensure that the needs of struggling students are met within the MTSS model and an inclusive general education model considering Least Restrictive Environment.	1000-1999: Certificated Personnel Salaries	OTRM	1500.00
			2.2.3 Provide an after school program for students in grades 3-5 for "Brain Connection", where they will receive free high school tutoring once a week after school with adult supervision including students in target (EL and SED) populations, as well as students in SPED.	2000-2999: Classified Personnel Salaries	OCBG	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.2.4 Provide an after-school "Study Club" for students in grades 4 and 5 to support the acquisition of targeted skills in Math including students in target (EL and SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	OCBG	4500.00
			2.2.5 Students in 3rd-5th grade will receive intervention specific to Multiplication Fact Mastery and Math Vocabulary including target (EL and SED) populations, as well as students in SPED.	2000-2999: Classified Personnel Salaries	OPGR	814.00
2.3 Support Professional Learning Communities	School year 2018-19	Principal, Leadership Team	2.3.1 Teachers will be provided with release time during the school day by grade level team in order to work within a PLC.	1000-1999: Certificated Personnel Salaries	OCBG	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>2.3.2 Teachers will work within collaborative teams to:</p> <ul style="list-style-type: none"> • Support implementation of district benchmark assessments • Review and analyze student data (including benchmark and progress monitoring assessments) • Identify and replicate effective instructional practice • Plan and provide for differentiated support to meet the needs of diverse learners. • Review best practices for students in targeted subgroups including EL and SED, as well as students in SPED. • Incorporate strategies to promote 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Enrichment Opportunities	School year 2018-19	Principal, Leadership Team, PTA	2.4.1 The school will maintain a robust parent volunteer based after-school and lunch program for identified GATE students.	4000-4999: Books And Supplies	OPGR	500.00
			2.4.2 The school will partner with local vendors to provide a robust vendor-based after-school enrichment programs for fee that will be inclusive of all students.			
			2.4.3 Students will access an on campus MakerSpace for enrichment opportunities involving technology and materials for coding, building and in general creating. Staff will facilitate the enrichment during recesses and specified class times. All students will be included in access to MakerSpace and MakerSpace lessons.	2000-2999: Classified Personnel Salaries	OPGR	1500.00
2.5 Curriculum Implementation	School year 2018-19	Principal, Leadership Team, Teachers	2.5.1 All areas of the Math program will be taught with fidelity with regular monitoring by principal.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.5.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support. 2.5.3 All teachers will utilize required district benchmark assessments and input student results into the EADMS system.			
2.6 Specific Instruction for targeted Students in Necessary Skills for College and Career Readiness	School year 2018-19	Principal, Leadership Team, Computer Specialist, Academic Specialist	2.6.1 Students in target (EL and SED) populations will receive priority to participate in intervention designed to increase math skills, as well as students in SPED.	2000-2999: Classified Personnel Salaries	OTRM	1420.00
			2.6.2 Students in target (EL and SED) populations, as well as students in SPED, will participate in and classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.	1000-1999: Certificated Personnel Salaries	0860	1880.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Social Emotional Positive Student
LEA/LCAP GOAL:
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
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:
90% of students at Lang Ranch will show overall positive student interactions.
Data Used to Form this Goal:
LCAP Survey Data 2017 showed 88% of students like being at school, 95% feel their teacher cares about them, 69.5% feel the class is busy and does not waste time, and 93.7% feel ways of doing things are fair.
Findings from the Analysis of this Data:
Overall students are having positive interactions with school and feel positive about being at school. Students feel in class time is not always maximized so staff will focus on that going forward, as well as maintaining high responses for overall satisfaction.
How the School will Evaluate the Progress of this Goal:
Analysis of 2018 LCAP data for students in grades 4-5. Analysis of school-based student survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Provide students with clear and concise expectations to promote all students participating and being in the Least Restrictive Environment.	School year 2018-19	Principal, Leadership Team	3.1.1 Principal and teachers to reinforce school rules and expectations.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.1.2 Principal to have two grade level assemblies per year to discuss behavior, anti-bullying and kindness.			
3.2 Teach students about Growth Mindset.	School year 2018-19	Principal, Leadership Team, Teachers	3.2.1 Purchase materials for school and class presentations on Growth Mindset.	4000-4999: Books And Supplies	OCBG	500.00
3.3 Provide students with alternatives to traditional settings to be inclusive of all students in the general education classroom including students in target (EL, SPED, SED) populations.	School year 2018-19	Principal	Purchase fidgets, wobble seats, wobble stools, etc. to engage students with various learning styles and enable them to benefit from Tier One and Tier Two Instruction in the Least Restrictive Environment.	4000-4999: Books And Supplies	OCBG	500.00

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: Positive Parent and Community Interactions
LEA/LCAP GOAL:
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
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 #4:
95% of Parents at Lang Ranch will show overall Positive School Interactions.
Data Used to Form this Goal:
Results of 2017 LCAP Family Survey results show 95.7% positive responses for an environment for learning, 97.6% for being informed, 93.7% for students being treated fairly, 97.5% for being treated fairly as parents, and 96.6% feeling welcome.
Findings from the Analysis of this Data:
Parents in general feel welcome and informed at school. We want to maintain these percentages going forward by keeping best practices in place.
How the School will Evaluate the Progress of this Goal:
2018 LCAP Family Survey Data review 2018-2019 School Site Family Survey review

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Provide Ongoing Communication	School Year 2018-19	Principal, Office Staff, Teachers	4.1.1 School staff will provide accurate and timely communication.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>4.1.2 Parents will be provided opportunities to give feedback to school staff including parents of students in target (EL and SED) populations, as well as students in SPED.</p> <p>4.1.3 Teachers will establish and maintain communication systems with parents including class sites, class letters, informational handouts and academic information to parents.</p> <p>4.1.4 Teachers and school staff will communicate any student needs to parents including students in target (EL and SED) populations, as well as students in SPED.</p>			
4.2 Provide Parent Education Opportunities	School Year 2018-19	School Staff and PTA	<p>4.2.1 Provide weekly parent information via newsletter including communication on Growth Mindset.</p> <p>4.2.2 Provide Parent Education opportunities by partnering with school PTA.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>4.2.3 Collaborate with Middle and High Schools to share in parent education Opportunities and to provide a pathway for students to matriculate, especially for students in target (EL and SED) populations, as well as students in SPED.</p> <p>4.2.4 Provide parents with monthly communication from School Counselor.</p>			

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 proficiency.
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	8/2018 to 6/2019		Salary and Benefits		0860	4,025.52
Support Staff	8/2018 to 6/2019		Salary and Benefits		0860	18,731.88
Professional Development	8/2018 to 6/2019		Costs for speakers, supplies, teacher release, etc.		0860	1919.16

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)
OCBG	\$37,859.00	0.00
0860	\$2,880.00	0.00
OPGR	\$5,248.00	0.00
OTRM	\$29,158.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	2,880.00
OPGR	5,248.00
OTRM	29,158.00
OCBG	37,859.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	35,273.00
2000-2999: Classified Personnel Salaries	34,972.00
4000-4999: Books And Supplies	3,400.00
5800: Professional/Consulting Services And Operating	1,500.00

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	0860	2,880.00
1000-1999: Certificated Personnel Salaries	OPGR	934.00
2000-2999: Classified Personnel Salaries	OPGR	2,314.00
4000-4999: Books And Supplies	OPGR	2,000.00
1000-1999: Certificated Personnel Salaries	OTRM	8,000.00
2000-2999: Classified Personnel Salaries	OTRM	21,158.00
1000-1999: Certificated Personnel Salaries	OCBG	23,459.00
2000-2999: Classified Personnel Salaries	OCBG	11,500.00
4000-4999: Books And Supplies	OCBG	1,400.00
5800: Professional/Consulting Services And	OCBG	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,963.00
Goal 2	19,182.00
Goal 3	1,000.00

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
Dena Sellers	X				
Kristina James		X			
Adam Gallis		X			
Peggy Young		X			
Jaime Huang				X	
Jamie Bryant			X		
Jason Campbell				X	
Rachel Yoxen				X	
Katie Helin				X	
Kacey Moore				X	
Numbers of members of each	1	3	1	5	

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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

Signature

X English Learner Advisory Committee

Signature

X 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

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

District Advisory Council

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 March 20, 2019.

Attested:

Dena Sellers, Ed.D.

Typed Name of School Principal

Signature of School Principal

4/30/19
Date

Rachel Yoxen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

4/30/19
Date

Budget By Expenditures

Lang Ranch Elementary School

Funding Source: 0860

\$2,880.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.7.2 Students in target (EL SED) populations will participate in classroom based programs for navigating reading, and writing exercises and understanding academic vocabulary as a way for students in SPED to be included in general education.	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Arts	1.7 Specific Instruction and Intervention for targeted Students in Necessary Skills for College and Career Readiness
2.6.2 Students in target (EL and SED) populations, as well as students in SPED, will participate in and classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.	1000-1999: Certificated Personnel Salaries	\$1,880.00	Mathematics	2.6 Specific Instruction for targeted Students in Necessary Skills for College and Career Readiness
0860 Total Expenditures:		\$2,880.00		
0860 Allocation Balance:		\$0.00		

Funding Source: 0PGR

\$5,248.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
2.4.1 The school will maintain a robust parent volunteer based after-school and lunch program for identified GATE students.	4000-4999: Books And Supplies	\$500.00	Mathematics	2.4 Enrichment Opportunities

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<p>2.4.3 Students will access an on campus MakerSpace for enrichment opportunities involving technology and materials for coding, building and in general creating. Staff will facilitate the enrichment during recesses and specified class times. All students will be included in access to MakerSpace and MakerSpace lessons.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$1,500.00</p>	<p>Mathematics</p>	<p>2.4 Enrichment Opportunities</p>
<p>2.2.5 Students in 3rd-5th grade will receive intervention specific to Multiplication Fact Mastery and Math Vocabulary including target (EL and SED) populations, as well as students in SPED.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>\$814.00</p>	<p>Mathematics</p>	<p>2.2 Provide intervention to support struggling learners in Math.</p>
<p>1.2.2 Teachers will work within collaborative teams to: -Support implementation of district benchmark assessments -Review and analyze student data (including benchmark and progress monitoring assessments) -Identify and replicate effective instructional practice -Review best practices for students in targeted subgroups including EL and SED -Incorporate strategies to promote inclusion for ELA and to increase time in General Education for Students in SPED (LRE) -Plan and provide for differentiated support to meet the needs of diverse learners.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$934.00</p>	<p>English Language Arts</p>	<p>1.2 Support Professional Learning Communities (PLC)</p>
<p>1.3.1 The school will maintain a robust teacher and parent volunteer based after-school and lunch program for identified GATE students.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$500.00</p>	<p>English Language Arts</p>	<p>1.3 Enrichment Opportunities</p>
<p>1.5.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including for students in targeted (EL and SED) populations and inclusion of all students including SPED.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$1,000.00</p>	<p>English Language Arts</p>	<p>1.5 Student and Staff Access to Technology</p>

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OPGR Total Expenditures: \$5,248.00

OPGR Allocation Balance: \$0.00

Funding Source: OTRM

\$29,158.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.6.1 A during school intervention program ("Reading Club") will be maintained 3 times/week for grades K-5 and students in targeted groups (EL and SED).	2000-2999: Classified Personnel Salaries	\$15,000.00	English Language Arts	1.6 Provide intervention for students struggling in English Language Arts
1.6.2 The school will provide an Intervention Coordinator to oversee the Student Success Team (SST) process and to ensure that the needs of struggling students are met within the MTSS model in line with Least Restrictive Environment (LRE).	1000-1999: Certificated Personnel Salaries	\$1,500.00	English Language Arts	1.6 Provide intervention for students struggling in English Language Arts
1.6.4 Provide an after-school "Study Club" for students in grades 4 and 5 to support the acquisition of targeted skills in Language Arts including students in targeted (EL and SED) populations, including students in SPED.	1000-1999: Certificated Personnel Salaries	\$5,000.00	English Language Arts	1.6 Provide intervention for students struggling in English Language Arts
2.2.1 A during school intervention program "Math Club" will be maintained 3 times/week for grades K-5 including students in target (EL and SED) populations, as well as students in SPED.	2000-2999: Classified Personnel Salaries	\$3,318.00	Mathematics	2.2 Provide intervention to support struggling learners in Math.
2.2.2 The school will provide an Intervention Coordinator to oversee the Student Success Team (SST) process and to ensure that the needs of struggling students are met within the MTSS model and an inclusive general education model considering Least Restrictive Environment.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Mathematics	2.2 Provide intervention to support struggling learners in Math.

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2.6.1 Students in target (EL and SED) populations will receive priority to participate in intervention designed to increase math skills, as well as students in SPED.	2000-2999: Classified Personnel Salaries	\$1,420.00	Mathematics	2.6 Specific Instruction for targeted Students in Necessary Skills for College and Career Readiness
1.7.1 Students in target (EL and SED) populations, as well as students in SPED, will receive priority to participate in intervention designed to increase reading and math skills.	2000-2999: Classified Personnel Salaries	\$1,420.00	English Language Arts	1.7 Specific Instruction and Intervention for targeted Students in Necessary Skills for College and Career Readiness
OTRM Total Expenditures:		\$29,158.00		
OTRM Allocation Balance:		\$0.00		

Funding Source: OCBG

\$37,859.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
3.2.1 Purchase materials for school and class presentations on Growth Mindset.	4000-4999: Books And Supplies	\$500.00	Social Emotional Positive Student	3.2 Teach students about Growth Mindset.
Purchase fidgets, wiggle seats, wobble stools, etc. to engage students with various learning styles and enable them to benefit from Tier One and Tier Two Instruction in the Least Restrictive Environment.	4000-4999: Books And Supplies	\$500.00	Social Emotional Positive Student	3.3 Provide students with alternatives to traditional settings to be inclusive of all students in the general education classroom including students in target (EL, SPED, SED) populations.
2.3.1 Teachers will be provided with release time during the school day by grade level team in order to work within a PLC.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Mathematics	2.3 Support Professional Learning Communities
2.3.3 Teachers will be provided with substitute release in order to accomplish the items listed in 2.3.2.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Mathematics	2.3 Support Professional Learning Communities

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2.1.4 Teachers will be supported to receive professional development outside CVUSD in Math including inclusion of targeted students and strategies for targeted (EL and SED) students, as well as students in SPED (VCOE, district-approved conferences and training).	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Mathematics	2.1 Plan and Provide Professional Development
2.2.3 Provide an after school program for students in grades 3-5 for "Brain Connection", where they will receive free high school tutoring once a week after school with adult supervision including students in target (EL and SED) populations, as well as students in SPED.	2000-2999: Classified Personnel Salaries	\$250.00	Mathematics	2.2 Provide intervention to support struggling learners in Math.
2.2.4 Provide an after-school "Study Club" for students in grades 4 and 5 to support the acquisition of targeted skills in Math including students in target (EL and SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	\$4,500.00	Mathematics	2.2 Provide intervention to support struggling learners in Math.
1.6.5 A during school intervention program ("Reading Club") will be maintained 3 times/week for grades K-5 including students in targeted (EL, and SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	\$10,000.00	English Language Arts	1.6 Provide intervention for students struggling in English Language Arts
1.6.6 Students in Grade 1 will receive phonics and high frequency word intervention programs specifically focused on students meeting grade level benchmarks for basic reading skills directly linked to student achievement.	1000-1999: Certificated Personnel Salaries	\$1,359.00	English Language Arts	1.6 Provide intervention for students struggling in English Language Arts
1.6.3 Provide an after school program for students in grades 3-5 for "Brain Connection", where they will receive free high school tutoring once a week after school with adult supervision including students in targeted (EL and SED) populations as well as students in SPED.	2000-2999: Classified Personnel Salaries	\$250.00	English Language Arts	1.6 Provide intervention for students struggling in English Language Arts
1.5.3 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.	4000-4999: Books And Supplies	\$200.00	English Language Arts	1.5 Student and Staff Access to Technology

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1.3.3 The school will maintain an "internal news station" (KLRN) run by students (with teacher support) to capture the events of the school community in a weekly broadcast.	1000-1999: Certificated Personnel Salaries	\$3,600.00	English Language Arts	1.3 Enrichment Opportunities
1.5.1 Students will attend weekly sessions in the computer lab in grades K-4. Instruction will include computer skills as well as proficiency in writing and reading on computer-based formats.	2000-2999: Classified Personnel Salaries	\$9,500.00	English Language Arts	1.5 Student and Staff Access to Technology
Teachers will be provided with substitute release time in order to facilitate discussion in items listed in 1.2.2.	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Arts	1.2 Support Professional Learning Communities (PLC)
1.1.3 Teachers will be supported to receive professional development outside CVUSD for strategies for implementation for targeted (EL, SED) students and inclusion of all students including SPED (VCOE, district-approved conferences and training).	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	English Language Arts	1.1 Plan and Provide Professional Development
1.1.5 Teachers and support staff will be provided with current educational research materials on best practices (including UDL, Inclusion and Least Restrictive Environment).	4000-4999: Books And Supplies	\$200.00	English Language Arts	1.1 Plan and Provide Professional Development
1.2.1 Teachers will be provided with release time during the school day by grade level team in order to work within a PLC.	2000-2999: Classified Personnel Salaries	\$1,500.00	English Language Arts	1.2 Support Professional Learning Communities (PLC)

OCBG Total Expenditures: \$37,859.00

OCBG Allocation Balance: \$0.00

Lang Ranch Elementary School Total Expenditures: \$75,145.00