

The Single 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.
Revision Date: November 15, 2017

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

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

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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. 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.

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. 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.

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 good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and were concerned with the quantity of homework assigned. Almost half of the students surveyed reported having been teased at school, only about half of those students reported it to an adult. The majority of students reported looking forward to coming to

school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and they received help from adults when needed.

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 pilot 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: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

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

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

Staffing and Professional Development

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

100% of teachers are credentialed and properly assigned.

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

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

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

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

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 as well as Tier 2 supports. 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	127	134	116	122	127	112	122	127	112	96.1	94.8	96.6
Grade 4	116	132	135	112	130	128	112	130	128	96.6	98.5	94.8
Grade 5	120	112	138	115	110	133	115	110	133	95.8	98.2	96.4
All Grades	363	378	389	349	367	373	349	367	373	96.1	97.1	95.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2502.2	2473.6	2475.8	59	43	45.54	24	25	28.57	16	24	16.07	2	7	9.82
Grade 4	2515.8	2545.7	2537.4	45	61	55.47	28	20	26.56	17	15	14.84	11	4	3.13
Grade 5	2575.3	2564.3	2565.8	50	37	41.35	34	45	39.85	10	10	15.04	6	8	3.76
All Grades	N/A	N/A	N/A	51	48	47.45	28	29	31.90	14	17	15.28	6	6	5.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	50	39	34.82	40	49	50.89	10	13	14.29
Grade 4	34	56	44.53	50	37	51.56	16	7	3.91
Grade 5	50	39	43.61	40	46	46.62	10	15	9.77
All Grades	45	45	41.29	43	44	49.60	12	11	9.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	63	40	47.32	31	52	44.64	6	8	8.04
Grade 4	48	57	57.03	43	40	39.06	8	3	3.91
Grade 5	60	61	58.65	33	30	37.59	7	9	3.76
All Grades	57	52	54.69	36	41	40.21	7	7	5.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	30	32.14	61	63	64.29	3	7	3.57
Grade 4	28	35	28.13	61	62	66.41	12	3	5.47
Grade 5	33	29	29.32	61	67	66.92	6	4	3.76
All Grades	32	32	29.76	61	64	65.95	7	5	4.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	39	51.79	37	55	41.07	2	6	7.14
Grade 4	38	47	55.47	54	51	40.63	8	2	3.91
Grade 5	58	56	49.62	40	38	43.61	2	5	6.77
All Grades	53	47	52.28	43	49	41.82	4	5	5.90

Conclusions based on this data:

1. Lang Ranch students are performing above the district average on ELA assessments at all 3 grade levels.
2. Research and Inquiry was the area that students declined in, even though they are still above state and district averages.
3. Schoolwide our ELA scores increased by 2% compared to last year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	127	134	116	122	127	112	121	127	112	96.1	94.8	96.6
Grade 4	116	132	135	112	130	128	112	130	128	96.6	98.5	94.8
Grade 5	120	112	138	115	110	134	114	110	134	95.8	98.2	97.1
All Grades	363	378	389	349	367	374	347	367	374	96.1	97.1	96.1

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2491.5	2477.5	2475.8	48	37	34.82	31	46	42.86	14	10	16.96	7	7	5.36
Grade 4	2522.5	2540.1	2543.2	34	50	52.34	41	32	27.34	21	15	16.41	4	4	3.91
Grade 5	2573.9	2564.0	2568.2	52	40	49.25	26	30	24.63	14	25	17.16	7	5	8.96
All Grades	N/A	N/A	N/A	45	43	45.99	33	36	31.02	16	16	16.84	6	5	6.15

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	57	47.32	26	31	43.75	10	11	8.93
Grade 4	53	65	67.19	36	25	25.00	12	11	7.81
Grade 5	63	48	60.45	25	41	29.10	12	11	10.45
All Grades	60	57	58.82	29	32	32.09	11	11	9.09

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	57	50	46.43	35	40	44.64	8	9	8.93
Grade 4	39	44	52.34	50	46	38.28	11	10	9.38
Grade 5	47	41	43.28	46	45	45.52	7	15	11.19
All Grades	48	45	47.33	43	44	42.78	9	11	9.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	55	46.43	36	38	48.21	6	7	5.36
Grade 4	43	54	61.72	45	39	31.25	12	7	7.03
Grade 5	50	36	41.79	40	52	47.01	10	12	11.19
All Grades	51	49	50.00	40	43	41.98	9	8	8.02

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 by 18%.
3. Schoolwide our scores declined by only 2% compared to the previous year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						75			25						
1	50	67	25	50	33	75									
2		17	17	67	17	50	33	50	33		17				
3	20	25	20	40	50	60	10			20		20	10	25	
4		33		40	33	***	60		***		17			17	
5			***	***	40		***	60	***						
Total	15	30	17	48	33	54	26	22	25	7	7	4	4	7	

Conclusions based on this data:

1. English Learners at Lang Ranch are mainly Levels 3-5, with the majority as Level 4's.
2. Strategies for reclassification should be based on students reaching the proficient levels in Reading and Writing.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		25	18	38	38	41	50	25	35	13	13	6			
1	29	57	17	57	29	67			17		14		14		
2		14	17	71	14	50	29	57	33		14				
3	20	25	17	40	50	50	10		17	20		17	10	25	
4		29	25	40	29	25	60		25		29			14	25
5			25	***	40		***	60	50			25			
Total	10	26	19	49	32	42	28	24	30	8	13	7	5	5	2

Conclusions based on this data:

1. Students initially being assessed for Language Proficiency mainly scored in Levels 3 and 4.
2. Interventions for English learners will be targeted to help them become more proficient readers and writers in English.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Goal 1: Improve Learning for All Students Goal 2: Maximize Student Potential Through Effective Intervention Goal 3: Engage Students Through Quality Student Activities
SCHOOL GOAL #1:
Students in Grades K-2 will be proficient in Language Arts. Students in Kindergarten will be 90% proficient in Reading Standards. Students in 1st Grade will be 80% proficient in Reading Standards. Students in 2nd Grade will be 80% proficient in Reading Standards. Students in Grades 3-5 will meet or exceed standards in summative ELA CAASPP testing. Students in Grade 3 will achieve at 78% meets or exceeds. Students in Grade 4 will achieve at 84% meets or exceeds. Students in Grade 5 will achieve at 83% meets or exceeds.
Data Used to Form this Goal:
2016-2017 Summative CAASPP data 2016-2017 Report Card data
Findings from the Analysis of this Data:
In Kindergarten 89% of Lang Ranch students were meeting standards in Reading. In Grade 1 79% of Lang Ranch students were meeting standards in Reading. In Grade 2 79% of Lang Ranch students were meeting standards in Reading. In Grade 3 Lang Ranch students scored 74% meeting or exceeding, which is 11% higher than the district average. In Grade 4 Lang Ranch students scored 82% meeting or exceeding, which is 17% higher than the district average. In Grade 5 Lang Ranch students scored 81% meeting or exceeding, which is 14% higher than the district average.

SUBJECT: English Language Arts

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 2017 testing.
The LCAP team will evaluate the report card data for the 2016-17 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 2017-18 Fall PD for Academic Specialists Intermittent School Year PD at 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 (VCOE, district-approved conferences and training).	5800: Professional/Consulting Services And Operating Expenditures	OCBG	1000.00
			1.1.4 Teachers will receive training in programs related to data analysis.			
			1.1.5 Teachers and support staff will be provided with current educational research materials on best practices.	4000-4999: Books And Supplies	OCBG	500.00
1.2 Support Professional Learning Communities (PLC)	School year 2017-18	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	2500.00

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 • Plan and provide for differentiated support to meet the needs of diverse learners. 	1000-1999: Certificated Personnel Salaries	OPGR	1000.00
			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	OCBG	1500.00
1.3 Enrichment Opportunities	School year 2017-18	Principal, GATE Coordinator, PTA	1.3.1 The school will maintain a robust teacher parent volunteer based after-school and lunch program for identified GATE students.	4000-4999: Books And Supplies	OPGR	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>1.3.2 The school will partner with local vendors to provide a robust vendor-based after-school enrichment programs for fee.</p> <p>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.</p>	1000-1999: Certificated Personnel Salaries	OCBG	3600.00
1.4 Curriculum Implementation	School year 2017-18	Principal, Leadership Team, Teachers	<p>1.4.1 All areas of the Language Arts program will be taught with fidelity with regular monitoring by principal.</p> <p>1.4.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.</p> <p>1.4.3 All teachers will utilize required district benchmark assessments and input student results into the EADMS system.</p>			

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 2017-18	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	9997.00
			1.5.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning.	4000-4999: Books And Supplies	OPGR	804.00
			Teachers will use multimedia and A/V materials to enhance access to instruction and learning.	4000-4999: Books And Supplies	OCBG	1000.00
1.6 Provide intervention for students struggling in English Language Arts	School Year 2017-18	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.	2000-2999: Classified Personnel Salaries	OTRM	8000.00
			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.	1000-1999: Certificated Personnel Salaries	OTRM	2500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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	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.	1000-1999: Certificated Personnel Salaries	OCBG	5000.00
			1.6.5 A during school intervention program ("Reading Club") will be maintained 3 times/week for grades K-5.	1000-1999: Certificated Personnel Salaries	OCBG	2611.00
			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	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:
Goal 1: Improve Learning for All Students Goal 2: Maximize Student Potential Through Effective Intervention Goal 3: Engage Students Through Quality Student Activities
SCHOOL GOAL #2:
For students in Grades K-2 students will be meeting benchmark in all areas of Mathematics. Students in Kindergarten will be 90% proficient in Mathematics. Students in Grade 1 will be 75% proficient in Mathematics. Students in Grade 2 will be 70% proficient in Mathematics. Students in Grades 3-5 will meet or exceed standards in summative Mathematics CAASPP testing. Students in Grade 3 will achieve at 80% meets or exceeds. Students in Grade 4 will achieve at 82% meets or exceeds. Students in Grade 5 will achieve at 76% meets or exceeds.
Data Used to Form this Goal:
2016-2017 Summative CAASPP data 2016-2017 Report Card data
Findings from the Analysis of this Data:
In Kindergarten 89% of Lang Ranch students were meeting standards in all areas of Mathematics. In Grade 1 72% of Lang Ranch students were meeting standards in all areas of Mathematics. In Grade 2 65% of Lang Ranch students were meeting standards in all areas of Mathematics. In Grade 3 Lang Ranch students scored 78% meeting or exceeding, which is 14% higher than the district average. In Grade 4 Lang Ranch students scored 80% meeting or exceeding, which is 19% higher than the district average. In Grade 5 Lang Ranch students scored 74% meeting or exceeding, which is 19% higher than the district average.

SUBJECT: Mathematics

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 2017 testing.
The LCAP team will evaluate the report card data for the 2016-17 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 2017-18	Principal, Leadership Team	<p>2.1.1 Leadership Team will meet to establish professional development needs in Math.</p> <p>2.1.2 Teachers will be supported to participate in district offerings of professional development in the new Go Math program.</p> <p>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.</p> <p>2.1.4 Teachers will be supported to receive professional development outside CVUSD in Math (VCOE, district-approved conferences and training).</p>	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 2017-18	Principal, Academic Specialists	2.2.1 A during school intervention program "Math Club" will be maintained 3 times/week for grades K-5.	2000-2999: Classified Personnel Salaries	003R	2000.00
			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.	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.	2000-2999: Classified Personnel Salaries	OCBG	250.00
			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.	1000-1999: Certificated Personnel Salaries	OCBG	5000.00
			2.2.5 Students in 3rd grade will receive intervention specific to Multiplication Fact Mastery.	2000-2999: Classified Personnel Salaries	OPGR	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.3 Support Professional Learning Communities	School year 2017-18	Principal, Leadership Team	<p>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.</p> <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. 	1000-1999: Certificated Personnel Salaries	OCBG	2500.00
			<p>2.3.3 Teachers will be provided with substitute release in order to accomplish the items listed in 2.3.2.</p>	1000-1999: Certificated Personnel Salaries	OCBG	2500.00

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 2017-18	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.			
			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.	2000-2999: Classified Personnel Salaries	OPGR	1500.00
2.5 Curriculum Implementation	School year 2017-18	Principal, Leadership Team, Teachers	2.5.1 All areas of the Math program will be taught with fidelity with regular monitoring by principal.			
			2.5.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.5.3 All teachers will utilize required district benchmark assessments and input student results into the EADMS system.			

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: ELA and Mathematics
LEA/LCAP GOAL:
Goal 1: Improve Learning for All Students Goal 2: Maximize Student Potential Through Effective Intervention
SCHOOL GOAL #3:
Improve achievement for students in under performing subgroups at Lang Ranch by 10%.
Data Used to Form this Goal:
Of the students in the English Learner subgroup 14% met or exceeded standards in ELA and 29% met or exceeded standards in Math. Of the students in the Low Income subgroup 50% met or exceeded standards in ELA and 45.9% met or exceeded standards in Math. Of the students in the Hispanic subgroup 71.5% met or exceeded standards in ELA and 62.9% met or exceeded standards in Math.
Findings from the Analysis of this Data:
Students in the EL and Low Income subgroups are significantly under performing compared to the school average of 79% meeting or exceeding ELA and 77% meeting or exceeding in Math. Students in the Hispanic subgroup have slightly lower scores but within the same ranges as the overall school average and commensurate with the district averages.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016-17 CAASPP data for under performing students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Specific Instruction for targeted Students in Necessary Skills for College and Career Readiness	School year 2017-18	Principal, Leadership Team, Computer Specialist, Academic Specialist	3.1.1 Students in target populations will receive priority to participate in intervention designed to increase reading and math skills.	1000-1999: Certificated Personnel Salaries	TPGR	2840.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.1.2 Students in target populations will participate in and classroom based programs for navigating reading, writing and math problem solving exercises and understanding academic vocabulary.	2000-2999: Classified Personnel Salaries	0860	2000.00
			3.1.3 The school will provide an Intervention Coordinator to oversee the Student Success Team (SST) process and to ensure that the needs of struggling students in targeted populations are met within the MTSS model.	1000-1999: Certificated Personnel Salaries	OTRM	1000.00
			3.1.4 Students in target populations will receive intervention to support classroom expectations and achievement of grade level standards.	1000-1999: Certificated Personnel Salaries	003R	2000.00
3.2 Provide Supplemental Materials and Supplies	School year 2017-18	Principal, Leadership Team, Academic Specialist	3.2.1 Purchase instructional supplies to support before, during and after school programs for targeted populations.	4000-4999: Books And Supplies	003R	1000.00

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English language 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	8/2017 to 6/2018		Salary and Benefits		0860	1655.75
Support Staff	8/2017 to 6/2018		Salary and Benefits		0860	12,931.75
Professional Development	8/2017 to 6/2018		Salary and Benefits		0860	940.25

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	\$5,000.00	0.00
OCBG	\$39,708.00	0.00
0860	\$2,000.00	0.00
OPGR	\$5,304.00	0.00
OTRM	\$13,000.00	0.00
TPGR	\$2,840.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	5,000.00
0860	2,000.00
OPGR	5,304.00
OTRM	13,000.00
OCBG	39,708.00
TPGR	2,840.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	34,551.00
2000-2999: Classified Personnel Salaries	27,497.00
4000-4999: Books And Supplies	4,304.00
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	003R	2,000.00
2000-2999: Classified Personnel Salaries	003R	2,000.00
4000-4999: Books And Supplies	003R	1,000.00
2000-2999: Classified Personnel Salaries	0860	2,000.00
1000-1999: Certificated Personnel Salaries	0PGR	1,000.00
2000-2999: Classified Personnel Salaries	0PGR	2,500.00
4000-4999: Books And Supplies	0PGR	1,804.00
1000-1999: Certificated Personnel Salaries	0TRM	5,000.00
2000-2999: Classified Personnel Salaries	0TRM	8,000.00
1000-1999: Certificated Personnel Salaries	0CBG	23,711.00
2000-2999: Classified Personnel Salaries	0CBG	12,997.00
4000-4999: Books And Supplies	0CBG	1,500.00
5800: Professional/Consulting Services And	0CBG	1,500.00
1000-1999: Certificated Personnel Salaries	TPGR	2,840.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,762.00
Goal 2	17,250.00
Goal 3	8,840.00

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			
Pamela Valance				X	
Jamie Bryant			X		
Deana Manley				X	
Stephen Ball				X	
Jim Robinson				X	
Shanlee Burdette				X	
Rachel Yoxen - Alternate				X	
Numbers of members of each	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

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 .

Attested:

Dena Sellers, Ed.D.

Typed Name of School Principal

Signature of School Principal

Date

Deana Manley

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date