

The School Plan for Student Achievement

School: Westlake Elementary School
CDS Code: 56 73759 6071286
District: Conejo Valley Unified School District
Principal: Megan Triplett
Revision Date: April 10, 2019

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:

Contact Person: Megan Triplett
Position: Principal
Phone Number: 805-374-2150
Address: 1571 East Potrero Rd.
Westlake Village, CA 91361-1529
E-mail Address: mtriplett@conejousd.org

The District Governing Board approved this revision of the SPSA on May 7, 2019.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
ELPAC Results	12
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	24
School Goal #3.....	32
School Goal #4.....	34
School Goal #5.....	36
School Goal #6.....	37
Centralized Services for Planned Improvements in Student Performance	38
Centralized Service Goal #1	38
Centralized Service Goal #2	39
Centralized Service Goal #3.....	40
Centralized Service Goal #4	41
Centralized Service Goal #5.....	42
Summary of Expenditures in this Plan.....	43
Total Allocations and Expenditures by Funding Source	43
Total Expenditures by Object Type.....	44
Total Expenditures by Object Type and Funding Source.....	45
Total Expenditures by Goal	46
School Site Council Membership.....	47
Recommendations and Assurances.....	48

School Vision and Mission

Westlake Elementary School's Vision and Mission Statements

Welcome to the home of the Westlake Wizards. Our mission statement is to work in partnership with parents, families, students, and staff to provide a school environment where our students can reach their academic and personal potential. Westlake Elementary is proud of our students and the high academic achievements that have been attained. The highly involved families and outstanding staff share common goals and high expectations for academic achievement and behavior. Our strong and effective staff is committed to the philosophy that all students can be successful and life-long learners. Our student's moral character and social needs are addressed in a safe and nurturing environment. Students learn about and practice John Wooden's Pyramid of Success and having a Growth Mindset.

School Profile

Westlake Elementary provides an enriching environment to develop very well-rounded children. Our school has specialized programs and models to meet diverse student needs, including students in special education, English Learners and students that are socioeconomically disadvantaged. Students benefit from classes in the areas of art, music, physical education, library and technology. Students also have opportunities to participate in band, string ensembles, chorus, drama, Makerspace and the Art Masters Program. Cultural assemblies expand students' horizons and link learning to the community. Many events such as grade level performances, the Talent Show, Student Council, story-telling, spelling and geography bees, and the Science Fair challenge our students and integrate performance and classroom learning. Students are honored for achievements and character development at monthly assemblies and throughout the year within classrooms. Our 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. We have a dedicated time to support this model. We also have a dedicated enrichment time, allowing students to enhance specific areas of learning, including English Language development. Both of these models include all students and target our special populations including students with disabilities and English language learners. In addition, the school's Learning Center supports students qualifying for special education services.

A rich curriculum, many resources, and effective teaching strategies utilized by our teachers maximize the students' ability to learn in all curricular areas. On-going assessments monitor all students' progress in the areas of reading, writing, mathematics, science, social science, and physical education throughout the school year. The Parent Faculty Association (PFA) has provided a site license for Reading Counts software. Recently, Moby Max, Reading Eggs, Math Seeds and Fastt Math were added as an additional program to optimize student learning. Students are able to use these programs both at home and at school. Our English language learners have access to Rosetta Stone. These software programs can also be used to individually differentiate the curriculum to remediate deficits and extend skills for those students at or above benchmark in the areas of reading, language, mathematics, and science with programs that bridge the kindergarten through fifth grade learning standards.

Regarding technology hardware, classrooms are outfitted with iPads, computers, interactive whiteboards, and chromebooks. All third through fifth grade classrooms are one-to-one with chromebooks and all Kindergarten through 2nd grade classrooms are two-to-one with iPads. Our school is also equipped with a mobile chromebook lab for classrooms to check-out and use as needed. Our Makerspace is open to students during lunchtime and also integrated as part of their technology specialist. Our Makerspace has technology including: a green screen, 3D printers, Piper computer building, Little Bits, Makey Makey, stop motion studio centers, Lego robotics, Sphero robotics, Dash and Dot robots, Tinker Labs, and a variety of other creative materials to build with. Our students (primarily upper grade), complete a weekly news segment that is broadcast to the entire school to start each week. The entire campus has wireless access.

The School Site Council (SSC) and staff analyze student performance data and set goals in the Single School Plan for Student Achievement. This year's goals focus on maintaining and increasing all students' performance in the areas of reading, mathematics, and social development. Budget resources are allocated to support the goals of student learning and incorporate the best practices based on research. Students, staff, and parents work together to create a remarkable learning community where the goal is to meet the needs of all students, 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 2018. Students in grade 5 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: 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. Westlake Elementary teachers will receive professional development in Technology including Google Apps for Education, project-based learning, collaborative learning strategies and the MTSS Model and differentiation.

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)

Westlake Teachers are provided with common planning time by grade-level per week for a minimum of one hour during their specialist time. During this time, teachers collaborate regarding students needs, grade level planning, and student interventions. Teachers also use this time for data-analysis and MTSS discussion and support. Teachers are provided with release days to analyze assessment data at their grade level every trimester and determine the growth and needs of their students.

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 our grade-level MTSS times and our eBlock. Each grade level is provided with support for 30min per day to level students based on assessment data. Intervention is designed to target specific areas of need. Groups are flexible and data is collected and analyzed throughout the year. A before school intervention class is available for students who are needing additional support in mathematics. Software and apps were purchased for student intervention and fact mastery. During eBlock, English Learners receive Carousel instruction and there are additional intervention groups including a study skills and fact mastery group.

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 underperforming 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 Academic Specialists. Resources include modified assignments, learning aids such as reading guides, extra time to complete tasks 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)

Westlake Elementary has an active SSC that designs interventions for at-risk students. The school leadership team and LCAP team meet regularly to identify and address student needs and necessary supports for teachers for delivering quality instruction for all students, as well as Tier 2 supports for students in targeted populations (EL and SED), as well as students in SPED. Westlake Elementary's PFA 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 Westlake Elementary 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, Hispanic and Low-Income students. Students would benefit from extra adult support in the classroom in order to reach individual student goals regarding benchmarks for reading, writing and mathematics. Many students are also in need of 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	94	77	92	90	77	91	90	77	91	95.7	100	98.9
Grade 4	86	95	84	85	95	82	85	95	82	98.8	100	97.6
Grade 5	92	86	95	91	85	95	91	85	95	98.9	98.8	100
All Grades	272	258	271	266	257	268	266	257	268	97.8	99.6	98.9

* 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		
	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	2448.7	2473.8	2482.8	31	41.56	48.35	27	33.77	30.77	29	19.48	10.99	13	5.19	9.89
Grade 4	2523.7	2507.8	2511.7	46	37.89	43.90	38	28.42	26.83	9	14.74	17.07	7	18.95	12.20
Grade 5	2555.0	2572.4	2543.0	38	42.35	33.68	38	43.53	33.68	16	7.06	20.00	7	7.06	12.63
All Grades	N/A	N/A	N/A	38	40.47	41.79	34	35.02	30.60	18	13.62	16.04	9	10.89	11.57

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	34	33.77	43.96	48	58.44	46.15	18	7.79	9.89			
Grade 4	44	36.84	34.15	49	46.32	53.66	7	16.84	12.20			
Grade 5	38	48.24	43.16	44	44.71	44.21	18	7.06	12.63			
All Grades	39	39.69	40.67	47	49.42	47.76	14	10.89	11.57			

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	26	45.45	49.45	57	45.45	37.36	18	9.09	13.19
Grade 4	40	31.58	43.90	54	50.53	45.12	6	17.89	10.98
Grade 5	56	57.65	40.00	35	37.65	47.37	9	4.71	12.63
All Grades	41	44.36	44.40	48	44.75	43.28	11	10.89	12.31

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	27	24.68	31.87	61	63.64	62.64	12	11.69	5.49
Grade 4	27	35.79	28.05	68	49.47	68.29	5	14.74	3.66
Grade 5	30	42.35	27.37	64	50.59	61.05	7	7.06	11.58
All Grades	28	34.63	29.10	64	54.09	63.81	8	11.28	7.09

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	24	44.16	47.25	56	49.35	47.25	20	6.49	5.49
Grade 4	35	40.00	40.24	58	46.32	52.44	7	13.68	7.32
Grade 5	53	57.65	36.84	43	37.65	47.37	4	4.71	15.79
All Grades	38	47.08	41.42	52	44.36	48.88	11	8.56	9.70

Conclusions based on this data:

1. Westlake Elementary students are performing above the district average at all grade levels. However, there are areas for increased improvement.
2. For Westlake Elementary students overall, content areas where we showed any decline were minimal and still above district averages.
3. Listening saw an increase of 4%, which was a focus area from the previous 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		
	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	94	77	92	90	77	91	90	77	91	95.7	100	98.9
Grade 4	86	95	84	85	95	82	85	95	82	98.8	100	97.6
Grade 5	92	86	95	91	85	95	91	85	95	98.9	98.8	100
All Grades	272	258	271	266	257	268	266	257	268	97.8	99.6	98.9

* 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		
	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	2451.8	2476.1	2486.2	26	36.36	43.96	36	41.56	30.77	23	15.58	17.58	16	6.49	7.69
Grade 4	2529.0	2506.1	2524.5	39	30.53	36.59	41	33.68	41.46	13	22.11	13.41	7	13.68	8.54
Grade 5	2556.2	2569.8	2540.9	46	49.41	33.68	21	24.71	28.42	26	17.65	17.89	7	8.24	20.00
All Grades	N/A	N/A	N/A	37	38.52	38.06	32	33.07	33.21	21	18.68	16.42	10	9.73	12.31

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	41	54.55	57.14	36	35.06	30.77	23	10.39	12.09	
Grade 4	60	47.37	54.88	27	28.42	32.93	13	24.21	12.20	
Grade 5	52	60.00	41.05	35	24.71	32.63	13	15.29	26.32	
All Grades	51	53.70	50.75	33	29.18	32.09	17	17.12	17.16	

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	30	36.36	58.24	47	57.14	30.77	23	6.49	10.99
Grade 4	41	35.79	47.56	52	46.32	36.59	7	17.89	15.85
Grade 5	33	45.88	35.79	47	43.53	45.26	20	10.59	18.95
All Grades	35	39.30	47.01	48	48.64	37.69	17	12.06	15.30

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	40	44.16	51.65	47	48.05	40.66	13	7.79	7.69
Grade 4	48	33.68	43.90	40	54.74	47.56	12	11.58	8.54
Grade 5	42	48.24	38.95	48	41.18	41.05	10	10.59	20.00
All Grades	43	41.63	44.78	45	48.25	42.91	12	10.12	12.31

Conclusions based on this data:

1. Westlake Elementary students are performing above the district average at all grade levels.
2. For Westlake Elementary students overall, Concepts and Procedures was the content area where we showed decline even though we are still above district averages, most areas maintained.
3. Our Problem Solving & Modeling/Data Analysis percentage above standard increased by 8%.

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	1456.1	1463.5	1438.4	12
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				41

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			12
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
All Grades	18	43.90	19	46.34	*	*	*	*	41

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			12
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*					*
Grade 4	*	*							*
Grade 5	*	*	*	*					*
All Grades	25	60.98	14	34.15	*	*			41

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			12
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*			*	*	*
Grade 4			*	*					*
Grade 5	*	*	*	*	*	*			*
All Grades	13	31.71	16	39.02	*	*	*	*	41

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	11	91.67	*	*			12
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	30	73.17	11	26.83			41

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	28	68.29	11	26.83	*	*	41

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			12
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	15	36.59	20	48.78	*	*	41

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			12
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	19	46.34	21	51.22	*	*	41

Conclusions based on this data:

1. Due to this being a new test format, we do not have comparative data.
2. Speaking and Listening showed stronger results as compared to Reading and Writing.
3. No students fell within the beginning range.

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:
80% of students in grades TK-2nd will demonstrate mastery on summative assessments in ELA. Students in grades 3-5 will score an average of 80% or better on summative assessments in ELA. ELL will increase to 60% meeting or exceeding on summative assessments in ELA. SED will increase to 60% meeting or exceeding on summative assessments in ELA. SPED students will increase to 40% meeting or exceeding on summative assessments in ELA.
Data Used to Form this Goal:
2017 - 2018 Summative ELA CAASPP Data 2017 - 2018 Report Card Data 2017 - 2018 Trimester Benchmark Data

Findings from the Analysis of this Data:

Kindergarten - 89% mastery
 1st Grade - 69% mastery
 2nd Grade - 72% mastery
 3rd Grade - 79% meeting standard on CAASPP
 4th Grade - 71% meeting standard on CAASPP
 5th Grade - 78% meeting standard on CAASPP
 SPED - 13.3% meeting standard on CAASPP
 ELL - 30% meeting standard on CAASPP

How the School will Evaluate the Progress of this Goal:

The Westlake staff will evaluate the summative ELA CAASPP test data following the Spring 2019 testing.
 The Westlake staff will evaluate the report card data for the year 2018-2019 school year.
 At each trimester, the Westlake staff will evaluate benchmark data for the 2018-2019 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	Principal LCAP Team 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.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.1.3 Teachers will be supported to receive professional development outside CVUSD (VCOE, district-approved conferences and trainings) for strategies implementation for targeted (EL, SED) students and inclusion of all students including SPED.	5800: Professional/Consulting Services And Operating Expenditures	OCBG	3,000
			1.1.4 Teachers will receive training in programs related data analysis.			
			1.1.5 Teachers and support staff will be provided with current educational research materials on best practices (Including Universal Design for Learning, Inclusion, and Least Restrictive Environment).	4000-4999: Books And Supplies	OCBG	2000
			1.1.6 Teachers will implement and replicate best practices and effective instruction. Teachers will be released to observe other teachers and to attend seminars and professional development.	1000-1999: Certificated Personnel Salaries	OCBG	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.1.7 Professional development will include technology integration, new FOSS science development, best practices in differentiation, and reading results online benchmark training.			
1.2 Provide MTSS Intervention and Extension Plan for Students Struggling in English Language Arts	School Year 2018-19	Principal	1.2.1 A during school MTSS Intervention and Extension Plan will be maintained 3 times/week for grades 1-5.	1000-1999: Certificated	OCBG	6,200
		LCAP Team		Personnel Salaries		
		Intervention Specialists				
		Teachers				
			1.2.2 A during school intervention program will be maintained 3 times/week for Kindergarten.	1000-1999: Certificated	OTRM	5,000
			1.2.3 Release time will be provided for student data collection, analysis and evaluation. Teachers will be released from classrooms to discuss data and form MTSS groups.	1000-1999: Certificated	OTRM	2,000
			1.2.4 Students will be provided with reading materials and supplies.	4000-4999: Books And Supplies	OCBG	4,000
			1.2.5 Curriculum will be taught with fidelity and assessments will guide instruction.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>1.2.6 Provide clerk to assist teachers in copying student materials, MTSS materials, and copy and print reports to monitor student data and achievement.</p> <p>1.2.7 Students in targeted (EL and SED) populations, as well as students in SPED, will receive priority to participate in intervention designed to increase reading skills.</p> <p>1.2.8 Students in targeted (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.</p> <p>A targeted SBAC preparation course will be provided to students six weeks prior to testing to help all students understand how to take the test and resources/technologies available to them, this includes targeted populations (EL, SED), as well as SPED students.</p>	2000-2999: Classified Personnel Salaries	OCBG	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Support Professional Learning Communities	School Year 2018-19	Principal LCAP Team Leadership Team Teachers	<p>1.3.1 Teachers will work collaboratively within grade-level 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 best teaching practices and effective instructional practice. • 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 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Enrichment Opportunities	Ongoing	Principal	1.4.1 The school will maintain a robust parent volunteer based after-school program for GATE students.	4000-4999: Books And Supplies	OTRM	500
		GATE Coordinator				
		GATE Facilitator				
		PFA				
1.4 Enrichment Opportunities	Ongoing	Teachers	1.4.2 The school will maintain an eBlock group designed to meet the needs of our GATE students. 1.4.3 The school will partner with local vendors to provide a robust vendor-based after-school enrichment programs for a fee.	1000-1999: Certificated Personnel Salaries	OPGR	2,440
1.4 Enrichment Opportunities	Ongoing		1.4.4 The school will maintain a Makerspace room to promote creativity, STEAM, and provide enriching opportunities for students. Students (with teacher support) will maintain a weekly news segment to be viewed by school at the start of the week. The school will provide opportunities for students to complete projects with technologies available.	4000-4999: Books And Supplies	OCBG	1,000
1.5 Curriculum Implementation	Ongoing	Principal LCAP Team Leadership Team	1.5.1 All areas of the Language Arts 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
		Teachers	<p>1.5.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.</p> <p>1.5.3 All teachers will utilize required district benchmark assessments and input student results to appropriate recording sheets into the EADMS system.</p> <p>1.5.4 Students will be provided with reading materials and supplies including copies when needed.</p> <p>1.5.5 Students in target populations will participate in classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.</p>	4000-4999: Books And Supplies	OCBG	2,000
				1000-1999: Certificated Personnel Salaries	0860	2,520
1.6 Student and Staff Access to Technology	Ongoing	Principal LCAP Team Leadership Team Technology Committee Computer Specialist Teachers	1.6.1 Students will attend weekly sessions in the computer lab in grades K-5. Instruction will include computer skills, as well as proficiency in writing and reading on computer-based formats.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		PFA	1.6.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including students in targeted (EL and SED) populations and inclusion of all students including SPED.	4000-4999: Books And Supplies	OCBG	2,000
			1.6.3 Students will be provided with technology as a tool to assist students in mastering state and local standards.			
			1.6.4 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.	4000-4999: Books And Supplies	OCBG	1,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
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:
80% of students in grades TK - 2nd will demonstrate mastery on summative assessments in Math. Students in grades 3 - 5th will score an average of 80% or better on summative assessments in Math. ELL students will increase to 50% meeting or exceeding on summative assessments in Math. SED students will increase to 60% meeting or exceeding on summative assessments in Math. SPED students will increase to 40% meeting or exceeding on summative assessments in Math.
Data Used to Form this Goal:
2017 - 2018 Summative Math CAASPP Data 2017 - 2018 Report Card Data 2017 - 2018 Trimester Benchmark Data

Findings from the Analysis of this Data:

Kindergarten - 90% mastery
 1st Grade - 68% mastery
 2nd Grade - 70% mastery
 3rd Grade - 75% meeting standard on CAASPP
 4th Grade - 78% meeting standard on CAASPP
 5th Grade - 62% meeting standard on CAASPP
 SPED Students in Grades 3-5 - 20% meeting on CAASPP
 ELL Students in Grades 3-5 - 33.33% meeting on CAASPP

How the School will Evaluate the Progress of this Goal:

The Westlake staff will evaluate the summative Math CAASPP test data following the Spring 2019 testing.
 The Westlake staff will evaluate the report card data for the 2018-2019 school year.
 At each trimester the Westlake staff will evaluate benchmark data for the 2018-2019 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 for the adopted curriculum Go Math.	School Year 2018-19	Principal LCAP Team Leadership Team Teachers	2.1.1 Leadership Team will meet to establish developmental needs in Math. 2.1.2 Teachers will be supported to participate in district offerings of professional development in Math. 2.1.3 Teachers will receive training in program related to data analysis in Math.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.1.4 Teachers will be supported to receive professional development outside CVUSD in Math (VCOE, district-approved conferences and trainings) in Math including inclusion and targeted students and strategies for targeted (EL, SED) students, as well as students in SPED.	5800: Professional/Consulting Services And Operating Expenditures	OCBG	2,000
			2.1.5 Teachers will implement and replicate best practices and effective instruction. Teachers will be released to observe other teachers and to attend seminars and professional development.	1000-1999: Certificated Personnel Salaries	OTRM	2,000
2.2 Provide Intervention to support struggling students in Math.	School Year 2018-19	Principal Teachers Intervention Specialist	2.2.1 A during school intervention program will be maintained 3 times/week for grades 1-5 including students in target (EL, SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	OTRM	2,000
				1000-1999: Certificated Personnel Salaries	OPGR	2,000
				1000-1999: Certificated Personnel Salaries	OCBG	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.2.2 The school will provide a homework club for students in Grades 3-5, where students can complete math homework and get guided practice in acquisition of skills in Math including students in target (EL , SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	OTRM	1,000
			2.2.3 Students will be provided with math materials and supplies.	4000-4999: Books And Supplies	OTRM	2,482
			2.2.4 Students in 3rd-5th grade will receive intervention specific to multiplication fact mastery and math vocabulary including target (EL, SED) populations, as well as students in SPED.			
			2.2.5 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.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.2.6 Students in target (EL, SED) populations, as well as students in SPED, will participate in classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.			

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 2018-19	Principal LCAP Team Leadership Team Teachers	<p>2.3.1 Teachers will work collaboratively 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 best teaching practices and 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. 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Curriculum Implementation	School Year 2018-19	Principal LCAP Team Leadership Team Teachers	<p>2.4.1 All areas of the Math program will be taught with fidelity with regular monitoring by principal.</p> <p>2.4.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.</p> <p>2.4.3 All teachers will utilize required benchmark assessments and input student results into the EADMS system.</p>			
2.5 Enrichment Opportunities	School Year 2018-19	Principal Leadership Team PFA	<p>2.5.1 The school will partner with local vendors to provide a robust vendor-based after-school enrichment programs for fee.</p> <p>2.5.2 Students will access an on-campus Makerspace for enrichment opportunities involving technology and materials for coding, building, and general creating.</p> <p>2.5.3 eBlock will be provided to enhance students' learning in the areas of mathematics.</p>	1000-1999: Certificated Personnel Salaries	OTRM	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.6 Specific Instruction for targeted students in necessary skills for college and career readiness	School Year 2018-19	Principal Leadership Team Computer Specialist	2.6.1 Students in target populations will receive priority to participate in intervention designed to increase math skills.	1000-1999: Certificated Personnel Salaries	OTRM	1,500
		Academic Specialist	2.6.2 Students in target populations will participate in classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.	1000-1999: Certificated Personnel Salaries	0860	1,000

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: Overall Positive Student 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 #3:
92% of students at Westlake Elementary will show overall positive student interactions.
Data Used to Form this Goal:
LCAP Survey Data showed 89% of students liked being at school, 97% feel their teachers care about them, 81% feel the class is busy and does not waste time, and 95% 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 as well as maintaining high responses for overall satisfaction.
How the School will Evaluate the Progress of this Goal:
Analysis of the 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.	School Year 2018-19	Principal Leadership Team Teachers	3.1.1 Principal and teachers to reinforce school rules and expectations.			
3.2 Teach students about Growth Mindset and John Wooden's Pyramid of Success.	School Year 2018-19	Principal Leadership Team Teachers	3.2.1 Purchase materials for school and class presentations.	4000-4999: Books And Supplies	OCBG	500
3.3 Provide students with alternatives to traditional settings.	School Year 2018-19	Principal	3.3.1 Purchase fidgets, widgets seats, wobble stools, etc. to engage students with various learning styles and enable the, to benefit fro Tier One and Tier Two Instruction.	4000-4999: Books And Supplies	OCBG	655
3.4 Incorporate strategies and opportunities to promote kindness. "Be The Nice Kid" quote into daily learning to encourage positive interactions. Focus on Kindness month in January to include inclusiveness.	School Year 2018-19	Principal Leadership Team Teachers	3.4.1 Purchase materials necessary to promote events.	4000-4999: Books And Supplies	OCBG	500
			3.4.2 Purchase quotes for inspiration for students.	4000-4999: Books And Supplies	OCBG	500
			3.4.3 Ability Awareness and Inclusion Week participation to build awareness of students with disabilities and how we can include others in all that we do.			

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 Westlake Elementary will show overall Positive School Interactions.
Data Used to Form this Goal:
Results of the 2017 LCAP Family Survey results show 98% positive responses for an environment for learning, 94% for being informed, 94% for students being treated fairly, 94% for child likes coming to school, 94% for being treated fairly as parents, and 92% for feeling welcome.
Findings from the Analysis of this Data:
Parents in general feel positive about their school experience. We want to maintain and increase 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.</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.</p>			
4.2 Provide Parent Education Opportunities	School year 2018-19	School Staff PFA	<p>4.2.1 Provide parent education opportunities by partnering with school PFA.</p> <p>4.2.2 Collaborate with Middle and High Schools to share in parent education.</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	September - June		Salary and Benefits		0860	4,920.08
Support Staff			Salary and Benefits		0860	22,894.52
Professional Development			Costs for speakers supplies, teachers release, etc.		0860	2,345.64

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)
0860	\$3,520	0.00
OPGR	\$4,440	0.00
OTRM	\$20,982	0.00
OCBG	\$33,855	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	3,520.00
OPGR	4,440.00
OTRM	20,982.00
OCBG	33,855.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	34,660.00
2000-2999: Classified Personnel Salaries	6,000.00
4000-4999: Books And Supplies	17,137.00
5800: Professional/Consulting Services And Operating	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0860	3,520.00
1000-1999: Certificated Personnel Salaries	0PGR	4,440.00
1000-1999: Certificated Personnel Salaries	OTRM	18,000.00
4000-4999: Books And Supplies	OTRM	2,982.00
1000-1999: Certificated Personnel Salaries	OCBG	8,700.00
2000-2999: Classified Personnel Salaries	OCBG	6,000.00
4000-4999: Books And Supplies	OCBG	14,155.00
5800: Professional/Consulting Services And	OCBG	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,660.00
Goal 2	18,982.00
Goal 3	2,155.00

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
Megan Triplett	X				
Kelly Atkinson				X	
Jenifer Marvin		X			
Christie McCarthy		X			
Tasha Spangler		X			
Ann Keenan-Romig			X		
Beth Berger-Schwartz				X	
Shannon Atkins				X	
Bernard Kuai				X	
Kessie Cimino (alternate)				X	
Blythe Williams				X	
Numbers of members of each	1	3	1	6	0

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

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



X Gifted and Talented Education Program Advisory Committee

Signature



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 1/14/19.

Attested:

Megan Triplett

Typed Name of School Principal



Signature of School Principal

4-10-19

Date

Kelly Atkinson

Typed Name of SSC Chairperson



Signature of SSC Chairperson

4-10-19

Date

Budget By Expenditures

Westlake Elementary School

Funding Source: 0860

\$3,520.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.5.5 Students in target populations will participate in classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.	1000-1999: Certificated Personnel Salaries	\$2,520.00	English Language Arts	1.5 Curriculum Implementation
2.6.2 Students in target populations will participate in classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	2.6 Specific Instruction for targeted students in necessary skills for college and career readiness

0860 Total Expenditures: \$3,520.00

0860 Allocation Balance: \$0.00

Funding Source: OPGR

\$4,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$2,000.00	Mathematics	2.2 Provide Intervention to support struggling students in Math.
1.4.2 The school will maintain an eBlock group designed to meet the needs of our GATE students.	1000-1999: Certificated Personnel Salaries	\$2,440.00	English Language Arts	1.4 Enrichment Opportunities

OPGR Total Expenditures: \$4,440.00

OPGR Allocation Balance: \$0.00

Westlake Elementary School

Funding Source: OTRM

\$20,982.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
2.1.5 Teachers will implement and replicate best practices and effective instruction. Teachers will be released to observe other teachers and to attend seminars and professional development.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Mathematics	2.1 Plan and Provide Professional Development for the adopted curriculum Go Math.
2.2.1 A during school intervention program will be maintained 3 times/week for grades 1-5 including students in target (EL, SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Mathematics	2.2 Provide Intervention to support struggling students in Math.
1.2.2 A during school intervention program will be maintained 3 times/week for Kindergarten.	1000-1999: Certificated Personnel Salaries	\$5,000.00	English Language Arts	1.2 Provide MTSS Intervention and Extension Plan for Students Struggling in English Language Arts
1.2.3 Release time will be provided for student data collection, analysis and evaluation. Teachers will be released from classrooms to discuss data and form MTSS groups.	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Arts	1.2 Provide MTSS Intervention and Extension Plan for Students Struggling in English Language Arts
1.4.1 The school will maintain a robust parent volunteer based after-school program for GATE students.	4000-4999: Books And Supplies	\$500.00	English Language Arts	1.4 Enrichment Opportunities
2.2.2 The school will provide a homework club for students in Grades 3-5, where students can complete math homework and get guided practice in acquisition of skills in Math including students in target (EL , SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	2.2 Provide Intervention to support struggling students in Math.
2.2.3 Students will be provided with math materials and supplies.	4000-4999: Books And Supplies	\$2,482.00	Mathematics	2.2 Provide Intervention to support struggling students in Math.
2.3.2 Teachers will be provided with substitute release in order to accomplish the items listed in 2.3.1.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Mathematics	2.3 Support Professional Learning Communities
2.5.3 eBlock will be provided to enhance students' learning in the areas of mathematics.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Mathematics	2.5 Enrichment Opportunities

Westlake Elementary School

2.6.1 Students in target populations will receive priority to participate in intervention designed to increase math skills.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Mathematics	2.6 Specific Instruction for targeted students in necessary skills for college and career readiness
---	--	------------	-------------	---

OTRM Total Expenditures: \$20,982.00

OTRM Allocation Balance: \$0.00

Funding Source: OCBG

\$33,855.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
3.2.1 Purchase materials for school and class presentations.	4000-4999: Books And Supplies	\$500.00	Overall Positive Student Interactions	3.2 Teach students about Growth Mindset and John Wooden's Pyramid of Success.
3.3.1 Purchase fidgets, widgets seats, wobble stools, etc. to engage students with various learning styles and enable the, to benefit fro Tier One and Tier Two Instruction.	4000-4999: Books And Supplies	\$655.00	Overall Positive Student Interactions	3.3 Provide students with alternatives to traditional settings.
3.4.1 Purchase materials necessary to promote events.	4000-4999: Books And Supplies	\$500.00	Overall Positive Student Interactions	3.4 Incorporate strategies and opportunities to promote kindness. "Be The Nice Kid" quote into daily learning to encourage positive interactions. Focus on Kindness month in January to include inclusiveness.
3.4.2 Purchase quotes for inspiration for students.	4000-4999: Books And Supplies	\$500.00	Overall Positive Student Interactions	3.4 Incorporate strategies and opportunities to promote kindness. "Be The Nice Kid" quote into daily learning to encourage positive interactions. Focus on Kindness month in January to include inclusiveness.
	1000-1999: Certificated Personnel Salaries	\$500.00	Mathematics	2.2 Provide Intervention to support struggling students in Math.
1.2.4 Students will be provided with reading materials and supplies.	4000-4999: Books And Supplies	\$4,000.00	English Language Arts	1.2 Provide MTSS Intervention and Extension Plan for Students Struggling in English Language Arts
1.2.6 Provide clerk to assist teachers in copying student materials, MTSS materials, and copy and print reports to monitor student data and achievement.	2000-2999: Classified Personnel Salaries	\$6,000.00	English Language Arts	1.2 Provide MTSS Intervention and Extension Plan for Students Struggling in English Language Arts

Westlake Elementary School

1.1.3 Teachers will be supported to receive professional development outside CVUSD (VCOE, district-approved conferences and trainings) for strategies implementation for targeted (EL, SED) students and inclusion of all students including SPED.	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	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 Universal Design for Learning, Inclusion, and Least Restrictive Environment).	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	1.1 Plan and Provide Professional Development
1.1.6 Teachers will implement and replicate best practices and effective instruction. Teachers will be released to observe other teachers and to attend seminars and professional development.	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Arts	1.1 Plan and Provide Professional Development
1.2.1 A during school MTSS Intervention and Extension Plan will be maintained 3 times/week for grades 1-5.	1000-1999: Certificated Personnel Salaries	\$6,200.00	English Language Arts	1.2 Provide MTSS Intervention and Extension Plan for Students Struggling in English Language Arts
1.4.4 The school will maintain a Makerspace room to promote creativity, STEAM, and provide enriching opportunities for students. Students (with teacher support) will maintain a weekly news segment to be viewed by school at the start of the week. The school will provide opportunities for students to complete projects with technologies available.	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	1.4 Enrichment Opportunities
1.5.4 Students will be provided with reading materials and supplies including copies when needed.	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	1.5 Curriculum Implementation
1.6.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including students in targeted (EL and SED) populations and inclusion of all students including SPED.	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	1.6 Student and Staff Access to Technology
1.6.4 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	1.6 Student and Staff Access to Technology

Westlake Elementary School

<p>2.1.4 Teachers will be supported to receive professional development outside CVUSD in Math (VCOE, district-approved conferences and trainings) in Math including inclusion and targeted students and strategies for targeted (EL, SED) students, as well as students in SPED.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$2,000.00</p>	<p>Mathematics</p>	<p>2.1 Plan and Provide Professional Development for the adopted curriculum Go Math.</p>
--	--	-------------------	--------------------	--

OCBG Total Expenditures: \$33,855.00

OCBG Allocation Balance: \$0.00

Westlake Elementary School Total Expenditures: \$62,797.00