

The Single Plan for Student Achievement

School: Weathersfield Elementary School
CDS Code: 56737596056022
District: Conejo Valley Unified School District
Principal: James Marshall
Revision Date: November 29, 2016

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:

Contact Person: James Marshall
Position: Principal
Phone Number: (805) 492-3563
Address: 3151 Darlington Dr.
Thousand Oaks, Ca, 91360-4593
E-mail Address: jmarshall@conejousd.org

The District Governing Board approved this revision of the SPSA on February 7, 2017.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	3
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Title III Accountability (School Data)	14
Title III Accountability (District Data).....	15
Planned Improvements in Student Performance	16
School Goal #1.....	16
School Goal #2.....	19
School Goal #3.....	22
Centralized Services for Planned Improvements in Student Performance	24
Centralized Service Goal #1	24
Summary of Expenditures in this Plan.....	25
Total Allocations and Expenditures by Funding Source	25
Total Expenditures by Object Type.....	26
Total Expenditures by Object Type and Funding Source	27
Total Expenditures by Goal	28
School Site Council Membership	29
Recommendations and Assurances.....	30

School Vision and Mission

Weathersfield Elementary School's Vision and Mission Statements

The mission of Weathersfield Elementary School is to provide an exciting, balanced academic program that allows students the opportunity to develop their interests, talents and abilities so they are prepared for future academic success, a rich, full life and a desire to be a life-long learner. We endeavor to include exposure to a variety of fine and performing arts activities as we pursue our mission and realize the importance of the arts in relation to success in all academic areas.

School Profile

Weathersfield Elementary School is a 2014 Distinguished School located in the northeast corner of the Conejo Valley. The school currently serves 355 transitional kindergarten through grade five students. Weathersfield Elementary School is staffed with a dedicated group of professionals who are committed to providing a rich learning experience for their students. They expect students to maintain high standards of citizenship and scholarship. Our school has a high academic focus which is enhanced by technology in every classroom. At Weathersfield, we emphasize how important making good decisions can be in becoming a good student, a good citizen and a good friend. We offer a variety of reward programs, including; "Caught Being Good" playground slips, classroom motivational acknowledgement programs, student-of-the-month assemblies with parents in attendance, and student council sponsored activities and events. Students in grades three through five can join our Caring Kids Club, which is a service organization focused on community outreach. Program offerings include band, strings, and dance. We also have the services of a school counselor once every week. Policies and procedural updates along with upcoming school activities are regularly communicated through the use of phone messages, e-blasts, school website and our weekly SOAR e-newsletter. A phone voicemail and/or text message is sent to all families as notification of important events. Parents may also find current information on our school website.

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 2016. Students in grade 5 took the CST or CMA in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), 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.

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)

My staff has been organized into three E-Block teams.

- Transitional Kindergarten, Kindergarten and 1st grade
- Grades 2 and 3
- Grades 4 and 5

*Each team meets every other week to review on-going formal and informal assessments to determine the needs and services provided during our school-wide E-block rotation. Our three data teams will determine the deficient academic skills of each student to determine our subject and skill offerings. As this is our first year of implementation, we suspect to target reading fluency, accuracy, comprehension, math facts, and math computation.

WFL offers E-Block every Tuesday, Wednesday, and Thursday.

Transitional Kindergarten, Kindergarten, and 1st meet as a team.

Grades 4 and 5 meet as a team.

Grades 2 and 3 meet as a team.

The Learning Center is available to all students with I.E.P.'s Monday-Friday.

This is year two of E-Block, our menu of interventions have been determined by each of the three data teams. Initial assessments were reviewed during a full release day each team member in order to meet the needs of each student.

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)

See #7 regarding MTSS.

In addition to embedded MTSS, Reading Intervention is provided throughout the school day. Our site offers free academic tutoring focusing on basic math skills and concepts every Monday, Wednesday, and Thursday after school.

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. Our school-based Multi-tiered Support includes reading and math specialists three days a week. Students are given target small group instruction during the school day in addition to their daily differentiated instruction provided by their classroom teacher.

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)

Outreach support services are available to all families and is available all day every Wednesday as a resource liaison.

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)

School Site Council (SSC) is composed of the principal, three teacher representatives, one school-classified employee and five parents of the school’s students. Each member serves a two-year term. The SSC has regular meetings the last Tuesday of most school months in the school library and are open to the public. Volunteers are special people at Weathersfield, and we deeply appreciate their willingness to serve. Opportunities are available both in and out of the classroom and help make our students and school successful. As a PTA member, parents are able to discuss, plan, organize, and fundraise to provide wonderful activities and academic programs for our students.

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

The teachers are adjusting to the new "Go Math" program being implemented in their classrooms. Daily lessons assume basic math skills are in place which were not previously taught with "Everyday Math". Lessons average 60-90 minutes to deliver.

The upper grade teachers are managing larger class sizes.

Due to the increased behavioral and emotional student needs, there is limited access to school based counseling and psychology time. There is a need for additional support staff.

There has been a slow implementation of new technology due to postponed deliveries and installation.

Our site has limited ELD facilitator and paraprofessional time to support our student population.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	78	68	77	67	75	67	98.7	98.5
Grade 4	70	82	68	79	64	79	97.1	96.3
Grade 5	73	68	72	68	69	68	98.6	100
All Grades	221	218	217	214	208	214	98.2	98.2

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2398.7	2451.9	13	37	22	19	23	28	39	15
Grade 4	2468.2	2463.3	26	20	19	29	22	23	26	28
Grade 5	2525.3	2530.4	24	37	32	26	24	16	17	21
All Grades	N/A	N/A	21	31	24	25	23	22	28	21

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	28	41	54	40	18
Grade 4	31	19	41	56	27	25
Grade 5	32	38	51	38	16	24
All Grades	26	28	44	50	28	22

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	34	56	45	29	21
Grade 4	27	27	48	49	23	24
Grade 5	36	48	43	30	16	22
All Grades	24	36	50	42	23	23

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	21	71	70	20	9
Grade 4	16	16	67	65	17	19
Grade 5	17	26	74	57	7	16
All Grades	13	21	71	64	15	15

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	27	48	61	39	12
Grade 4	23	18	53	59	22	23
Grade 5	43	40	43	49	13	12
All Grades	25	28	48	57	25	16

Conclusions based on this data:

1. 2015 SBAC results showed 3rd grade students had an overall 40% with "Standard Not Met" in ELA Reading and Research/Inquiry. 3rd grade students need additional support demonstrating understanding of literary & non-fictional text as well as Investigating, analyzing, and presenting information.
2. 2016 SBAC results show that 3rd grade students had a relative 18% and 12% "Standard Not Met" in ELA Reading and Research/Inquiry.
3. 3rd, 4th, and 5th Grade Cohort students outperformed themselves in 2016 versus their respective 2015 SBAC results.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	78	68	75	67	48	67	96.2	98.5
Grade 4	70	82	27	79	0	79	38.6	96.3
Grade 5	73	68	71	68	71	68	97.3	100
All Grades	221	218	173	214	119	214	78.3	98.2

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2399.9	2444.3	4	25	17	30	19	27	24	18
Grade 4	0.0	2464.5	0	11	0	25	0	42	0	22
Grade 5	2523.6	2507.2	20	12	30	29	32	40	18	19
All Grades	N/A	N/A	10	16	20	28	21	36	18	20

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	21	40	27	39	52	21	
Grade 4	0	24	0	39	0	37	
Grade 5	23	16	44	49	34	35	
All Grades	22	27	37	42	41	31	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	28	42	49	40	22
Grade 4	0	14	0	51	0	35
Grade 5	25	22	56	51	18	26
All Grades	23	21	50	50	27	29

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	33	48	52	35	15
Grade 4	0	19	0	49	0	32
Grade 5	25	10	52	59	23	31
All Grades	22	21	50	53	28	26

Conclusions based on this data:

1. 3rd, 4th, and 5th Grade Cohort students outperformed themselves in 2016 versus their respective 2015 SBAC results.
2. 2015-16 results show 1/3 of students below standard, it is evident that 4th grade needs intervention.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					***		***	***	***	***					
1			13	55	63	38	18	13	50	27	13			13	
2	12		10	35	9	10	35	36	50	12	27	30	6	27	
3	7	5		14	21	9	57	26	55	14	32	27	7	16	9
4			8	42	40	25	42	50	33	8	10	25	8		8
5	33	25		67	50	57		25	29			14			
Total	9	5	6	38	33	24	34	31	45	14	19	20	5	12	4

Conclusions based on this data:

- 2015 results show 12% of student population enter our school site at EL Levels 1-3. Our results show consistent year to year growth that EL students are receiving highly effective English Language support. 64% of our EL student population are performing at Levels 3 and 4.
- 2016 results 69% of our EL Student population are performing at Levels 3 and 4.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					17	25		33	25		17	31		33	19
1			10		56	30		11	60		11			22	
2			10		8	10		33	50		25	30		33	
3		5			21	9		26	55		32	27		16	9
4			8		36	31		45	31		9	23		9	8
5		22			44	50		22	25			13		11	13
Total		5	4		29	25		29	40		18	22		20	9

Conclusions based on this data:

1. 38% of students are performing at EL Levels 1 and 2. A concerted effort needs to be made to identify specific language needs in order to support significant English language acquisition.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	65	58	49
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	65	58	49
Number Met	41	28	31
Percent Met	63.1%	48.3%	63.3%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	56	13	55	10	57	6
Number Met	19	--	15	--	11	--
Percent Met	33.9%	--	27.3%	--	19.3%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		No	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. There has been a steady decline in meeting annual growth, but the NCLB target was also raised during the same 3 year period from 57.5 to 60.5%
2. Over the same 3 year period, we show the highest percentage of EL students on campus with less than 5 years of EL instruction.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1768	1751	1,694
Percent with Prior Year Data	99.9		100
Number in Cohort	1767	1751	1,694
Number Met	1141	1075	1,074
Percent Met	64.6	61.4	63.4
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1506	607	1455	623	1,484	534
Number Met	455	367	404	381	466	311
Percent Met	30.2	60.5	27.8	61.2	31.4	58.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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: All Subjects
LEA/LCAP GOAL:
Enhance the culture and conditions that optimize learning for all students.
SCHOOL GOAL #1:
Long Term Goal: Improve Learning for All Students: Support teacher collaboration around student data and provide professional development on State Standards, technology and best practices. By June 2017, increase EL achievement 10% in Language Arts for grades 3, 4, and 5.
Data Used to Form this Goal:
Celdt 2016 CAASPP Report Card Trimester Benchmarks Principal observations
Findings from the Analysis of this Data:
Students need targeted and focused academic support five days a week. Students lack academic language to achieve at high levels to meet common core standards
How the School will Evaluate the Progress of this Goal:
Principal will document pre and post assessment of intervention classes. Principal will provide academic language strategies and share results with staff. All teachers will have two full days to meet with their grade level teams to collaborate, review student data, and plan for intervention instruction during the school day.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In staff meeting, EL facilitator will share effective EL strategies and academic language, effective daily Carousel instruction, and Rosetta Stone software. Teachers will discuss strategies learned and how to	September 2016-February 2017	Principals Classroom teachers	Principal and Lead Teachers will use allocated staff meeting time to reflect on best practices.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
implement them using the new adoption materials						
Focus on Implementation and Monitoring of Strategy Utilization Specialist support calendared to align time for teachers to meet in grade level teams to discuss the implementation of ELD strategies utilizing ELA Treasures materials	November 2016-May 2017	Principals Classroom teachers	Teachers will meet on a weekly basis to plan and monitor with grade level team.			
Implement Carousel program to target sub groups with fidelity	September 2016-June 2017	Classroom and support teachers	Teachers will implement Academic Language strategies and teach Carousel 5 days a week with fidelity	1000-1999: Certificated Personnel Salaries	0860	6,360
			Teachers will implement Academic Language strategies and teach Carousel 5 days a week with fidelity	1000-1999: Certificated Personnel Salaries	OPGR	3,590
			Teachers will implement Academic Language strategies and teach Carousel 5 days a week with fidelity	1000-1999: Certificated Personnel Salaries	TPGR	4,426
			Teachers will implement Academic Language strategies and teach Carousel 5 days a week with fidelity	1000-1999: Certificated Personnel Salaries	OCBG	3,403
			Principal will do classroom walkthrough visits to observe Academic Language implementation	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teachers will implement Academic Language strategies and teach Carousel 5 days a week with fidelity	1000-1999: Certificated Personnel Salaries	EIA Funds	6,360
Utilize Staff Meetings as opportunity for Professional Growth.	September 2016-May 2017	ELD Facilitator Principal	ELD Facilitator and Principal will share with teachers the Academic Language strategies observed in the classroom. Best practices will be shared.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:
Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention. Improve Learning for All Students. Maximize Student Potential through Effective Intervention
SCHOOL GOAL #2:
English Language Arts. By June 2017, increase all student achievement in Language Arts by 5%.
Data Used to Form this Goal:
District ELA Benchmark Assessments 2016-17 Scholastic Reading Inventory (SRI) CAASPP Reading Results Report Card Principal observations Academic Grades (3-5)
Findings from the Analysis of this Data:
40% of students scored Basic or below on SRI (1st Progress 2015-2016) 20% of students in grades K-2 are not meeting a majority of standards according to Reading Results measures (1st Progress 2015-2016)
How the School will Evaluate the Progress of this Goal:
Reading Results Intervention Tracking SRI (Lexile) CELDT results Academic Grades (3-5) CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Identify struggling readers and select a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.</p> <p>Implement Reading Plus, a comprehensive reading fluency, vocabulary, and comprehension target computer-based program for students grades 3-5.</p> <p>Collect and analyze district-and school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.</p> <p>Use SRI and Reading Results for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs (SIPPS and Read Naturally) that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.</p>	By September/October 2016	Principal Reading Intervention Classroom Teacher	Reading Intervention Program	1000-1999: Certificated Personnel Salaries	003R	8,000
			Reading Intervention Materials	4000-4999: Books And Supplies	003R	500
			Use MTSS model, supported by teachers and specialists, to deliver targeted ELA intervention and enrichment.	1000-1999: Certificated Personnel Salaries	OTRM	10,695
			Carousel Materials	4000-4999: Books And Supplies	None Specified	
			Reading Plus software	4000-4999: Books And Supplies	TPGR	4,500
Training and professional development opportunities with a focus on State Standards and Connect Ed adoptions	By May 2017	District Office Principal Grade Level Lead Teachers	Provide teachers with onsite training and support	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Update intervention program to meet the needs of preparing students for more rigorous Common Core Standards</p> <p>Continue with screening process of students referred to the reading specialist and English Language Development specialist and track and monitor data to gauge success.</p>	By May 2017	Principal Teacher Leaders Rtl Teachers Classroom Teacher				
<p>Work in Professional Learning Communities(PLC's) to evaluate process and growth with ELA interventions.</p> <p>Provide a research based professional development around small group instruction which emphasis student to student and student to teacher interaction.</p>	By May 2017	Principal Rtl Teachers Classroom Teacher	Grade Level teachers will have PE specialists scheduled at same time to allow for grade level planning.	2000-2999: Classified Personnel Salaries	OCBG	8,960
Utilize technology to assist instruction in ELA.	By May 2017	Principal Classroom Teachers	Identify best practices to enhance and refine fluency and comprehension skills			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
Improve Student Learning for all Students in Mathematics. Maximize Student Potential through Effective Intervention.
SCHOOL GOAL #3:
Mathematics. By June 2017, increase all student achievement in Mathematics by 5%.
Data Used to Form this Goal:
Trimester Benchmark Assessments Report Card Data CAASPP
Findings from the Analysis of this Data:
25% scored Basic or Below on District Trimester 1 Math Benchmark exam
How the School will Evaluate the Progress of this Goal:
Benchmark exams IXL Progress Intervention Tracking

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and professional development with Go Math online K-5 aligned with the CCSS. Utilize pre-existing Benchmark and Unit exams to start the process of	By May 2017	Principal Grade Level Lead Teacher	Grade Level teachers will have PE specialists scheduled at same time to allow for grade level planning.	2000-2999: Classified Personnel Salaries	OCBG	9,309

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
moving towards CCSS aligned exams; identify students from each grade level for mathematics interventions which meet their specific needs.						
Update intervention program to align with CCSS	By May 2017	Principal Classroom Teacher	Use MTSS model, supported by teachers and specialists, to deliver targeted Mathematics intervention and enrichment. Utilize EADMS reports to build collaboration capacity and analyze data for progress monitoring of all	1000-1999: Certificated Personnel Salaries	OTRM	10,225
Work in PLC's to evaluate process and growth with math interventions.	By May 2017	Principal Rtl Teachers Classroom Teacher	Continue with screening process of students referred to the math intervention and track and monitor data to gauge success.			
Utilize technology to assist instruction	By May 2017	Principal Classroom Teacher	Identify best practices to enhance fluency and comprehension skills, purchase hardware and software as necessary			

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/26/2016 to 6/10/2017		Salary and Benefits	1000-1999: Certificated Personnel Salaries	EIA Funds	3,981.36
Support Staff	8/26/2015 to 6/10/2016		Salary and Benefits	2000-2999: Classified Personnel Salaries	EIA Funds	27,941.60
Professional Development	8/26/2015 to 6/10/2016		Costs for speakers, supplies, teacher release, etc..	4000-4999: Books And Supplies	EIA Funds	884.04

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	8,500	0.00
OTRM	20,920	0.00
EIA Funds	6,360	0.00
TPGR	8,926	0.00
OPGR	3,590	0.00
OCBG	21,672	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	8,500.00
0860	6,360.00
OPGR	3,590.00
OTRM	20,920.00
EIA Funds	6,360.00
OCBG	21,672.00
TPGR	8,926.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	53,059.00
2000-2999: Classified Personnel Salaries	18,269.00
4000-4999: Books And Supplies	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	003R	8,000.00
4000-4999: Books And Supplies	003R	500.00
1000-1999: Certificated Personnel Salaries	0860	6,360.00
1000-1999: Certificated Personnel Salaries	OPGR	3,590.00
1000-1999: Certificated Personnel Salaries	OTRM	20,920.00
1000-1999: Certificated Personnel Salaries	EIA Funds	6,360.00
1000-1999: Certificated Personnel Salaries	OCBG	3,403.00
2000-2999: Classified Personnel Salaries	OCBG	18,269.00
1000-1999: Certificated Personnel Salaries	TPGR	4,426.00
4000-4999: Books And Supplies	TPGR	4,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,139.00
Goal 2	32,655.00
Goal 3	19,534.00

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
Arndt Godau				X	
Teri Agor		X			
Rachelle Dean				X	
Deanna Ball				X	
Suzin Norris				X	
Joan Hartigan		X			
Laura McDermott		X			
Jacquie Wright			X		
Enrico Soracco				X	
Jim Marshall	X				
Numbers of members of each category:	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

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/08/16..

Attested:

James Marshall

Typed Name of School Principal

Signature of School Principal

Date

Arndt Godau

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date