



## The Single Plan for Student Achievement

**Las Lomas Elementary**

**41689576044127**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

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**Position:** Principal  
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Atherton CA 94027  
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**Approved On:** The District Governing Board approved this plan on October 9, 2013

## Las Lomas Elementary 2013-2014 Single Plan for Student Achievement Report

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### Background Information

The 2013-2014 Single Plan for Student Achievement (SPSA) is designed to directly link school actions with Las Lomas Elementary School District Strategic Plan Directions and Governing Board Goals. As a primary school, our emphasis continues to be on teaching foundational skills in language arts and mathematics. This SPSA continues to address the needs of those English Learners and students with Special Needs by incorporating them into the action plan, Meeting the Needs of all Students.

For the past four years, the faculty and administration have investigated ways to improve school climate, and particularly student social and emotional learning. Since 2010 significant steps have been taken to improve school climate:

- School climate committee established
- Improvements and enhancements to playgrounds (new play structures, striping, sandbox) completed
- Lunch schedule reconfigured to reduce the number of students on the playground
- Expanded opportunities for imaginative play in Quiet Zone (1<sup>st</sup>-3<sup>rd</sup>)
- Social/emotional skills curricula researched, piloted and implemented in classrooms

As a result, the School Site Council and faculty designated a specific action plan on School Climate and Environment to continue our effort to improve in this area.

This plan also includes an action plan for Science. In order to provide more optimal space and resources for science instruction, the teachers and administration collaborated with the parent community in 2012-2013 to design a Science Engineering Education Resource Initiative. This Initiative will provide resources district-wide. This SPSA defines the actions that are planned specifically for our school site.

Included with this SPSA is the District's Strategic Plan and School Accountability Report Card to provide additional information and data.

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### Analysis of Current Instructional Practice

Las Lomas faculty, staff and administrators fully support student learning in general education classrooms. Support services and interventions are provided by specialists to identified students with additional needs. These specialists and intervention programs include:

- Student Success Team
- Reading Recovery
- Small Group Reading
- Math Lab
- English Language Development Lab
- Bilingual translators
- Counselor
- Resource Program
- Speech and Language Therapy
- Behavior Management
- Strategies Classes
- Physical Therapy
- Occupational Therapy
- Psychologist
- Adaptive Physical Education
- New Games
- Lion's Lunch & Cub's Club
- Homework Club
- Summer School

Data is collected on a regular basis to determine student achievement and identify those not meeting, or at risk of not meeting benchmarks. Teachers, specialists and administrators review the data at least three times a year to determine what additional interventions may be necessary, as well as which instructional practices are most effective. Teachers analyze student progress on a regular basis. Classroom assessments include, but are not limited to, textbook chapter tests, writing samples, weekly quizzes, projects and anecdotal records/observations. School-wide data analysis is derived from:

- Developmental Reading Assessment
- Developmental Writing Assessment
- Marie Clay's Observation Survey
- Math Cadre Test
- English Language Arts and Math California Standards Test (2<sup>nd</sup> and 3<sup>rd</sup> grade)
- California English Language Development Test
- Student Success Team Summaries
- Special Education evaluations

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Teachers, administrators and other staff members participate in staff development activities provided by the Literacy Collaborative, Math Cadre, and English Language Development teachers. Teachers also attend conferences, trainings and workshops, aligned with their professional goals, to update and enhance their professional skills. Wednesday afternoons are set aside for regularly scheduled grade level articulation meetings, staff or district inservices, faculty meetings, district-wide curriculum planning meetings, and School Site Council meetings.

Literacy and Mathematics are our areas of emphasis. We have two classroom teachers who serve as literacy coaches who were trained through the Ohio State University Literacy Collaborative who coach and critique colleagues in the area of literacy. Teachers lead and attend Focus Group meetings in literacy areas of particular interest. Coaches provide inservice to faculty members in best-teaching practices. We also have a Math Cadre Coordinator who attends ongoing training in Primary Mathematics, our adopted math program. This teacher provides school-wide and grade level support through inservices, one-to-one coaching and demonstration lessons. She coordinates professional development sessions with outside providers for site and district-wide staff. She facilitates articulation across the grades, and provides annual parent education sessions about the Primary Math program.

Our writing program will be a focus for 2013-2014 professional development. Three teachers and both administrators attended the summer 2013 Writing Institute at the New Teachers College in New York. Sixteen (16) teachers attended a summer inservice with a local writing consultant to provide training to enhance our writing curriculum and align writing instruction across grades using the Common Core Standards as a foundation. This consultant will continue to work with the faculty as a coach over the 2013-2014 school year.

The counselor and a school-based staff developer provide professional development training in the area of social-emotional learning. They model lessons, lead class discussions and work closely with teachers about individual student needs. They also provide or arrange for parent education events. Science will continue to be a focus area for professional development in 2013-2014 as part of the implementation of a Science Resource Center on our campus.

Each of our curricular areas is carefully aligned with state standards. The faculty is currently reviewing and aligning current standards with the California Common Core State Standards in Reading/Language Arts and Math. Instructional materials are selected from state approved series and supplemented by research-based materials that effectively aid students to achieve at high levels. The Las Lomitas School District places a high priority on providing teachers and students with the necessary materials for teaching and learning. In addition to state textbooks, we use other resource materials, supplementary curricular materials, and hands-on materials for math and science instruction. A well-organized book room houses leveled readers which teachers use to individualize reading instruction. English learners use the Hampton Brown series for specific English Language Development instruction. All students are assigned to regular classrooms and are carefully placed to create a class balanced by gender, special needs and academic achievement levels.

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### Analysis of Current Instructional Practice

The School Site Council, District English Language Advisory Committee members and faculty analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet designated achievement benchmarks. Over the past several years, there has been a significant increase in student enrollment. Faculty and SSC members recognize that additional staffing is needed to fully meet our goals should funding come available, including:

- Additional 2.0 FTE Reading Recovery/Reading Specialists to meet Reading Recovery standards
- Additional .10 FTE Counseling Services

The School Site Council has adopted the following school-site actions and expenditures, aligned with district strategic plan goals, to raise the academic performance of student groups and create a positive school climate.

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**Funding Programs Included in this Plan:**

<b>Funding Resource Code</b>	<b>Funding Resource Description</b>	<b>Funding Allocation</b>	<b>Budgeted Allocation</b>	<b>Balance Available</b>
<b>0</b>	<b>Centralized Services</b>	<b>\$597,000</b>	<b>\$597,000</b>	<b>\$0</b>
	Language Arts		\$15,000	
	Mathematics			
	School Climate and Environment		\$67,000	
	Meeting the Needs of All Students		\$515,000	
<b>9376</b>	<b>Title III, Limited English Proficiency (LEP) Student Program</b>	<b>\$1500</b>	<b>\$1500</b>	<b>\$0</b>
	Meeting the Needs of All Students		\$1500	
<b>000</b>	<b>School Improvement Program (SIP)</b>	<b>\$8,000</b>	<b>\$21,500</b>	<b>(\$13,500)</b>
	Language Arts		\$2,750	
	Mathematics		\$11,750	
	School Climate and Environment		\$6,000	
	Meeting the Needs of All Students		\$1000	
<b>000</b>	<b>LLEF Fund-a-Need (SEERI)</b>	<b>\$45,781</b>	<b>\$45,781</b>	<b>\$0</b>
	Science		<b>\$45,781</b>	
<b>Total amount of categorical funds allocated to this school:</b>		<b>\$652,281</b>	<b>\$638,781</b>	<b>(\$13,500)</b>

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Action Plans	Start Date	Completion Date	Amount
<b>Language Arts</b>	<b>8/21/2013</b>	<b>6/11/14</b>	<b>\$17,750</b>
<b>Mathematics</b>	<b>8/21/2013</b>	<b>6/11/14</b>	<b>\$ 11,750</b>
<b>School Climate and Environment</b>	<b>8/21/2013</b>	<b>6/11/14</b>	<b>\$ 73,000</b>
<b>Science</b>	<b>8/21/2013</b>	<b>6/11/14</b>	<b>\$45,781</b>
<b>Meeting the Needs of All Students</b>	<b>8/21/2013</b>	<b>6/11/14</b>	<b>\$517,500</b>

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**Site Council Membership**

Education Code Section 64001 (g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
<b>Artis Montague</b>	Parent	650-298-9085	4/17/2013
<b>Laurie Sobel</b>	Parent	650-233-3725	4/17/2013
<b>Robbie Christensen</b>	Classroom Teacher	650-854-5900	4/17/2013
<b>Michelle Donecho</b>	Classroom Teacher	650-854-5900	4/17/2013
<b>Catherine Wedge</b>	Classroom Teacher	650-854-5900	4/17/2013
<b>Anna Pong</b>	Classroom Teacher	650-854-5900	4/17/2013
<b>Rebecca Deutscher</b>	Parent	650-561-9409	4/17/2013
<b>Sue Sartor</b>	Principal	650-854-5900	4/17/2013
<b>Andrea Turner</b>	Parent	650-234-1170	4/17/2013
<b>Eric Ver Ploeg</b>	Parent	650-233-8222	4/17/2013

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
<b>Number of Members of each Category</b>	1	4		5	



## Las Lomas Elementary 2013-2014 Single Plan for Student Achievement Report

### Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

#### Approval Date

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|--|------------------|
| <ol style="list-style-type: none"> <li>1. School Site Council Members</li> <li>2. Plan Review Due Date:</li> <li>3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.</li> <li>4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.</li> <li>5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan</li> </ol> | <p>4/17/2013</p> |
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#### English Learner Advisory Committee

4/18/2013

- |   |  |
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| <ol style="list-style-type: none"> <li>6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.</li> <li>7. This school plan 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.</li> <li>8. Public Notice Due Date:</li> <li>9. District Governing Board Annual Review Due Date:</li> <li>10. This School Plan was adopted by the School Site Council at a public meeting on:</li> <li>11. Attested by School Principal:</li> <li>12. Attested by School Site Council Chairperson:</li> </ol> | <p>10/4/2013</p> <p>10/9/2013</p> <p>9/30/2013</p> <p>9/30/2013</p> <p>9/30/2013</p> |
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Sue Sartor

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Typed name of school principal

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Signature of school principal

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Date

Eric Ver Ploeg

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Typed name of SSC chairperson

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Signature of SSC chairperson

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Date

**Las Lomas Elementary 2013-2014  
Single Plan for Student Achievement Report**

**LANGUAGE ARTS ACTION PLAN 2013-2014**

**DISTRICT STRATEGIC PLAN DIRECTIONS**

- #1 Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods.
- #2 Create a dynamic environment to support learning.
- #4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.

<b>Supporting Action Steps</b>	<b>Person(s)/Team Responsible</b>	<b>Timeline – including checkpoints</b>	<b>Budget</b>
1. Continue Literacy Collaborative classes (Year 1 & Year 2) and Focus Groups (Directions 1A and 4D)	Literacy Coaches Teacher Group Leaders	Sep. Plan w/Principal Oct. Begin classes Mar. Report to Principal	Amount: \$7,500 Source: General Fund (Literacy Collaborative)
2. Investigate and provide professional development to implement a writing program to align w/CCSS (Directions 1A and 4D)	Principal Classroom Teachers	Aug. Training Ongoing training Apr. Evaluate	Amount: \$3000 Source: SIP
3. Provide training and collaboration time to align curriculum and instruction to the California Common Core Standards (Direction 1A)	Principal Classroom Teachers	Sep. Survey status Oct. PDD collaboration & ongoing training June Survey status	Amount: \$500 Source: SIP
4. Align report card to CCSS (Direction 1A)	Curriculum & Instruction Director Teachers	Jan. District Committee established	Amount: \$0 Source:

## Las Lomas Elementary 2013-2014 Single Plan for Student Achievement Report

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### Expected Outcomes:

1. Increase number of students meeting reading benchmarks by June 2013
2. Increase number of students meeting grade-level writing standards by June 2014

### Means of Assessment and Evaluation:

1. Developmental Reading Assessment (DRA) data collection at each trimester
2. Report card summary of students meeting writing standards
3. Anchor papers for writing assessment
3. Faculty and grade level meeting minutes
4. Evaluations following PDD and other training sessions

### Assessment and Reflection on Progress

The majority of professional development in 2012-13 was focused on learning more about the California Common Core State Standards. Teachers will continue this focus next year as we map curriculum to fully implement the standards in the 2014-2015 school year. There continues to be a need to provide systematic writing instruction that is aligned across the grades. Parent Education will be needed to explain the Standards and new assessment systems.

#### Outcome #1

June 2013 data will be collected to use as a baseline for this expected outcome. The district is adopting *the Illuminate Data Assessment and Management System*, which will provide us a way to look at longitudinal student progress.

#### Outcome #2

Time was spent investigating writing instructional models. The New York Teachers' College Reading & Writing Institute was selected for in-depth teacher training. Administrators and teachers visited classes where this model has been in place for several years. Sixteen (16) teachers attended training in summer 2013 by a local consultant. Three teachers and both administrators attended the NYTC Summer Writing Institute in New York summer 2013. Ongoing coaching and training will be provided by the consultant during the 2013-14 school year. Teachers want to create anchor papers for writing assessment purposes.

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**MATH ACTION PLAN 2013-2014**

**DISTRICT STRATEGIC PLAN DIRECTIONS**

- #1 Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods.
- #2 Create a dynamic environment to support learning.
- #4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.

<b>Supporting Action Steps</b>	<b>Person(s)/Team Responsible</b>	<b>Timeline – including checkpoints</b>	<b>Budget</b>
1. Offer Professional Development in Mathematics with Math Focus groups (Direction 4B and 4D)	Principal Math Cadre Coordinator Director of Curriculum & Instruction	Sep. Survey needs Oct. Establish groups April Evaluate	Amount: \$6500 Source: SIP
2. Evaluate and revise CCSS and Primary Math alignment on Math Cadre Assessment and determine benchmarks (Direction 1A and 4C)	Teachers Math Cadre Coordinator	Sep. Status report Nov. Cadre Test Mar Evaluate	Amount: \$1000 Source: SIP
3. Credentialed Teacher and Paraeducator to provide Math Lab intervention for targeted students K-3 (Direction 2A)	Principal Math Lab Teacher Math Lab Paraprofessional	Sep. Assess/Place students Nov/Mar. Status report May Evaluate	Amount: \$41,500 Source: General Fund
4. Provide collaboration time for teachers to plan and improve expertise in mathematics instruction and assessment (Direction 2A and 4B)	Principal Math Cadre Coordinator Teachers	Sep. Status Report May. Evaluate	Amount: \$2000 Source: SIP
5. Align report card to CCSS (Direction 1A)	Curriculum & Instruction Director Teachers	Jan. District Committee established	Amount: \$0 Source:

## Las Lomas Elementary 2013-2014 Single Plan for Student Achievement Report

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### **Expected Outcomes:**

1. Increased number of students meeting Math Cadre benchmarks by June 2014
2. Full implementation of Math Cadre Assessment by June 2013

### **Means of Assessment and Evaluation:**

1. Math assessment data (chapter tests, report cards, Math Cadre)
2. Faculty and grade level meeting minutes
3. Math Lab annual data report

### **Assessment and Reflection on Progress**

The majority of professional development in 2012-13 was focused on learning more about the California Common Core State Standards. Teachers will continue this focus next year as we map curriculum to fully implement the standards in the 2014-2015 school year. Parent Education will be needed to explain the Standards and new assessment systems.

The faculty wants to provide on-site professional development opportunities using a Focus Group model. The District Director of Curriculum and Instruction provided information to help us organize this model. We intend to provide this in the 2013-14 school year.

#### **Outcome #1**

June 2013 data will be collected to use as a baseline for this expected outcome. The district is adopting the *Illuminate Data Assessment and Management System*, which will provide us a way to look at longitudinal student progress. Third grade teachers provided MARS Tasks to prepare students for CCSS instruction and new standards-based assessments.

#### **Outcome #2**

Teachers worked in grade level and vertical teams to complete the Math Cadre Assessment so it is aligned with Math CCSS and the Primary Math Program. The assessment was implemented this year and will provide baseline data for us. Information from this year's implementation will result in minor refinements of the test for the next school year.

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**SCHOOL CLIMATE and ENVIRONMENT ACTION PLAN 2013-2014**

**DISTRICT STRATEGIC PLAN DIRECTIONS**

#2 Create a dynamic environment to support learning.

#3 Prepare students to be resilient learners and citizens who engage with, and contribute to, their communities.

#4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching

<b>Supporting Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline – including checkpoints</b>	<b>Budget</b>
1. Counselor on site to support student well-being through small group, in-class, individualized, and parent/family instruction (Directions 2D, 3B and 3D)	Principal Counselor	Sep. Survey needs Nov. Establish groups April Evaluate	Amount: \$68,000 Source: General Fund
2. Offer training and support to implement school-wide social skills curriculum <i>Second Step</i> in all classrooms K-3; <i>Rainbow Kids</i> Program at K (Directions 2A, 3A, 3B, 3C and 4D)	Principal Teachers Counselor Support Staff	Sep. Status report May Status report	Amount: \$1,500 Source: SIP
3. Increase Parent Education about social skill development (Directions 2A and 2D)	Principal Counselor	Oct-April Provide information/events May Evaluate	Amount: \$1000 Source: SIP
4. Implement Peaceful Playground lessons, games, and equipment (Direction 3A, 3B, 3C and 3D)	PE Teachers Classroom Teachers	Ongoing	Amount: \$500 Source: SIP

## Las Lomas Elementary 2013-2014 Single Plan for Student Achievement Report

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### Expected Outcomes:

1. Decrease in discipline referrals to Principal/Assistant Principal
2. All classrooms implementing social skills curriculum
3. Increase in number of parents attending education events

### Means of Assessment and Evaluation:

1. Number of parents attending education events
2. Discipline referral data
3. Number of classrooms reporting regular instruction using social skills curriculum
4. Annual summary of counseling services provided

### Assessment and Reflection on Progress

In 2012-13our focus was on implementing social skills instruction consistently in all classes. Training in *Second Step* was provided during October Professional Development Days by the counselor. Barbara Porro, our conflict resolution resident consultant, focused on aligning the problem-solving language in *Rainbow Kids* and *Second Step*. This will be shared and discussed with faculty in 2013-2014. The Principal continued to read Principal Book Club books that focused on building a positive school climate to all classes.

#### Outcome #1

Discipline referrals to the Principal/Assistant Principal decreased by 34% (101 in 2011-2013; 67 in 2012-2013). A behavior matrix was created and shared with faculty and introduced to students at an assembly at the start of the year. Students collaborated with the administrators to develop a lunch-time behavior agreement. Ribbons are awarded to students exhibiting positive behaviors during the lunch period. We continued our K Buddy program in the library, *New Games* for identified students, K Playground Buddies and Peaceful Playground games to provide opportunities for students to strengthen social skills and contribute to positive relations among classmates. The discipline process will be refined in 2013-2014 to improve teacher-administrator-home communication.

#### Outcome #2

All classrooms are implementing a social skills curriculum. The Assistant Principal and Counselor modeled lessons in 9 classrooms. We continue to teach and use *Rainbow Kids* and *Talk-it-Out* conflict resolution programs in addition to the social skills curriculum. The counselor provided small group instruction in building friendships for referred students. Our *New Games* program was awarded the School Boards Associations' Kent Award for 2013. These programs will continue in 2013-14

#### Outcome #3

This year 28 parents attended a *Morning with the Principal* event where the counselor provided an overview of *Second Step* and followed up with resources for parents in an article in our school newsletter. These meetings will continue in 2013-14.

**Las Lomitas Elementary 2013-2014  
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**SCIENCE ACTION PLAN 2013-2014**

**DISTRICT STRATEGIC PLAN DIRECTIONS**

- #1 Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods
- #2 Create a dynamic environment to support learning.
- #4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.

<b>Supporting Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline – including checkpoints</b>	<b>Budget</b>
1. Science Resource Center (SRC) equipped with technology, equipment and furnishings, non-fiction books, written resources, software, apps, tablets and consumable supplies available for all classes. (Directions 1A, 1C, 1D, 1F, 2A, and 2C)	Principal Science Committee Members	August - April: purchase May Evaluate	Amount: \$19,781 Source: General Fund (LLEF Fund-a-Need 2012)
2. Guest speakers available to enrich science instruction. (Directions 1A, 1E, 2A, 2C, 3D, and 4C)	Teachers Parents/Community	Ongoing	Amount: \$5,000 Source: General Fund (LLEF Fund-a-Need 2012)
3. Professional development opportunities available to increase expertise in and knowledge of science curriculum and instructional strategies including FOSS. (Directions 4B and 4D)	Principal Classroom Teachers	Ongoing	Amount: \$1,000 Source: General Fund (LLEF Fund-a-Need 2012)



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### **Expected Outcomes:**

1. Grade-level teams to determine best use of SRC
2. Establish Science Committee to coordinate use and maintenance of SRC
3. Science Committee to create schedule to maximize access to Science Resource Center
4. Increase number of teachers trained in F.O.S.S. curriculum
5. Increase number of classes/students participating in Science Wonders

### **Means of Assessment and Evaluation:**

1. Science Committee meeting minutes
2. Grade level meeting minutes
3. Number of classes using SRC
4. Number of teachers attending F.O.S.S. training
5. Number of classes/students participating in Science Wonders

### **Assessment and Reflection on Progress**

2012-13 was the first year having a Science Resource Center on campus. A sink was added to the room and hot water is being installed. New furnishings, books, book cases, posters, etc. were purchased in the fall of 2012. A SmartBoard, laptop, document camera and projector were installed January 2013.

#### **Outcomes #1, #2 and #3**

A Science Committee was established at the start of the 2012-13 school year to survey needs and purchase materials. The room was used on a first-come, first-served basis this year. In 2013-14 Science Committee members will coordinate a schedule so all classes have access. Physical Education teachers are also interested in using the SRC to support their instruction in health and physiology. In addition to classroom lessons, several classes used the SRC in 2012-13 for small assembly presentations by outside groups on sea life, matter and electricity.

#### **Outcome #4**

Ten(10) teachers attended FOSS training during summer 2013. Training in FOSS for additional teachers as well as training to use technology in the SRC will be available in 2013-13.

#### **Outcome #5**

110 students participated in Science Wonders in 2013. This is baseline data for this outcome. There were no class projects in 2013 compared to two in 2012. The SRC was open to the public during the evening of Science Wonders and at our weekend Pancake Breakfast for parents to see what is available for students.

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**MEETING the NEEDS of ALL STUDENTS ACTION PLAN 2013-2014**

**DISTRICT STRATEGIC PLAN DIRECTIONS**

- #1 Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods
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- #3 Prepare students to be resilient learners and citizens who engage with, and contribute to, their communities.
- #4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.

<b>Supporting Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline – including checkpoints</b>	<b>Budget</b>
1. ELD Teacher to provide supplementary instruction in the Language Lab (Directions 1A, 2A, 2C, 2D, and 3C)	Principal Classroom Teachers ELD Teacher Paraeducators	Ongoing	Amount: \$125,786 Source: General Fund
2. Math Lab teacher and paraeducator provide lessons to identified kindergarten students (Directions 1A, 2A and 3D)	Principal Math Lab Teacher Math Lab Paraeducator	Ongoing	Amount: \$13,500 Source: General Fund
3. Reading specialists provide intervention for reading support (Reading Recovery and Small groups) (Direction 2A)	Principal Reading Specialists	Ongoing	Amount: \$147,500 Source: General Fund
4. Offer professional development opportunities to increase expertise in and knowledge of curriculum, instructional strategies and technology for English learners and those with learning disabilities. (Directions 1C, 1F, 4B and 4D)	Principal Classroom Teachers Special Education Staff Teachers Director of Curr. & Inst.	Sep. Survey needs Oct-April Provide information/workshops May Evaluate	Amount: \$2,000 Source: SIP Amount: \$1500 Title III
5. Offer resources to staff regarding special education referrals, assessments and curriculum modifications/accommodations for SpEd & full-inclusion students (Directions 2A, 4B and 4D)	Principal Special Education Teachers	Sep. Survey needs Oct-April Provide information/workshops May Evaluate	Amount: \$0 Source:
6. Training is available to specialist and classroom teachers in teaching reading comprehension and writing composition to students with ASD's .	Special Education Teachers	Sep. Survey needs Oct-April Provide information/workshops May Evaluate	Amount: \$2,000 Source: SIP
7. Expand iPad pilot to increase number of students using 1:1 technology devices as a new way to engage in learning.	Principal Classroom Teachers	Sep. Training May Evaluate	Amount: \$20,000 Source: General Fund (LLEF Fund-a-Need 2013)

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### Expected Outcomes:

1. Increase number of English Learners attaining English proficiency and/or redesignation as proficient
2. Increase number of Tinsley kindergarten students meeting math benchmarks
3. Increase knowledge and expertise of teachers to meet EL and/or special education student needs
4. Increase number of 1:1 technology devices used in the classroom

### Means of Assessment and Evaluation:

1. ELD data analysis including CELDT scores and redesignation documents
2. Grade level math data analysis
3. Grade level meeting minutes
4. Number of teachers attending trainings and workshops
5. Faculty meeting minutes

### Assessment and Reflection on Progress

Tinsley K math support, ELD Language Lab, Reading Recovery and small-group reading instruction, Math Lab and Special Education programs were provided for identified students. Students with Autism Spectrum Disorder often have the most difficulty in reading comprehension and writing cohesive compositions. Training from district and outside specialists to help teachers support their learning in the general education setting should be offered. A new Action Step was added in for the 2013-14 school year to address this topic for professional development.

#### Outcome #1

Data regarding EL proficiency and progress is not yet available.

#### Outcome #2

June 2013 data will be collected to use as a baseline for this expected outcome. The district is adopting *the Illuminate Data Assessment and Management System*, which will provide us a way to look at longitudinal student progress.

#### Outcome #3

ELD teachers attending the Accountability Institute in December 2012 where learned more about new ELD Common Core Standards. The ELD Team will design a plan to provide information about these new ELD standards to teachers in 2013-14.

#### Outcome #4

This is a new program for the 2013-2014 school year. Data will be collected in June 2014. Evaluations after teacher training sessions will provide baseline data regarding teacher and student response to this instructional model.