

The Single Plan for Student Achievement

School: Las Lomas Elementary School
CDS Code: 41689576044127
District: Las Lomas Elementary School District
Principal: Sue Sartor
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Las Lomitas Elementary School's Vision and Mission Statements

Our vision is that Las Lomitas School will be an exemplary K-3 elementary school that meets the academic and social needs of each individual. Our mission is to provide a foundation, with an emphasis on math and literacy, for all students to strive toward academic excellence in order to become independent lifelong learners and positive contributing members of society.

School Profile

Las Lomitas School began as a one-room schoolhouse in 1904. It has grown from its modest beginnings to its current enrollment of 606 kindergarten through third grade students. Located in Atherton, the perception is often that our school is comprised of a homogeneous population of high socioeconomic, high-achieving students. In fact, we have a diverse student population that includes eight percent designated English learners, twelve percent students with disabilities, eight percent voluntary desegregation program participants and a wide range of socio-economic groups including five percent economically-disadvantaged.

Being a primary K-3 school, our focus is to develop student proficiency in literacy and math. A dedicated team of administrators leads the Las Lomitas staff. The administrators oversee the school's vision to "be an exemplary elementary school meeting the needs of each individual". Each faculty member creates annual professional goals that support identified grade level, school, and district goals. Working in professional learning communities of six to eight teachers per grade level, the faculty collaborates regularly to evaluate standardized and local benchmark assessments, and to establish goals to support our unique student population.

Our highly qualified teachers, recognized for their expertise, experience, and professionalism, meet regularly at grade level and cross-grade level articulation meetings. During these team meetings, teachers focus on developing differentiated curricular units and classroom activities to meet the needs of all students. In addition, they have ongoing conversations about the progress of students identified for intervention programs and additional students who may need support. The faculty continually improves their skills through ongoing professional development in literacy and math, including on-site literacy coaching through our Literacy Collaborative, Teachers College Reading and Writing Project, and Math Cadre. School and district staff provide ongoing training in technology and data collection. Our behaviorist offers weekly trainings for our special education paraeducators. Collaboration at Las Lomitas involves every professional, including teachers, specialists, and paraprofessionals, who use benchmark and grade level assessment data, as well as standardized test data, to develop instructional practices that promote student success at all levels, and to meet student language, academic, or special education needs.

At Las Lomitas, our primary goal is that students meet Common Core State grade level standards by the end of each year. All teachers and administrators are trained in instructional strategies and methods to effectively teach reading, math and writing. Certificated specialists in music, P.E., special education and counseling, are actively involved in curriculum development and instruction. Intervention programs available at Las Lomitas include English Language Development support (Language Lab), Math Lab, Reading Recovery program, and reading intervention programs that assist students to maintain high standards and achieve success. Special Education programs including Pre-K and K-3 SDC classes, OT, Speech and Language and our Resource program are available to identified students. A credentialed teacher provides library instruction with the support of the district librarian. A paraeducator and district staff provide teacher support in technology. A guest artist program supplements the classroom arts program, and numerous parent and community volunteers guarantee that all students receive a balanced and engaging curriculum. District administration and the Governing Board hire experienced, qualified teachers to teach all of our classes. Everyone at Las Lomitas works together to provide a strong, balanced foundation so students may reach their highest potential.

Our commitment to early literacy instruction is reflected in our library, the hub of the school. The library is a welcoming place staffed by a certificated teacher, an assistant and parent volunteers. All classes visit the library weekly and students frequently use the library before and after school and during recess. The library teacher works closely with our literacy committee and teachers to select books that support language arts instruction as well as author and genre studies at a variety of reading levels and interests. Literacy instruction is further supported through our Reading Intervention Program, a key component of The Literacy Collaborative instructional model from The Ohio State University. This model is a research-based approach to literacy with an on-site coaching component. Reading Recovery's one-on-one instruction for first grade students who struggle most with literacy tasks and small-group reading support at all grades (K-3) is provided by credentialed reading specialists.

Las Lomitas families are quite diverse. Fourteen percent (14%) of our students speak a language other than English. Fifty (50) of those students are designated English learners and receive English Language Development support in the Language Lab. This program was created to provide a strong foundation in English, and to meet the unique needs of newcomer students. When our

English learners reach fourth grade, they consistently score above state and federal annual targets for language proficiency. This achievement rate is a result of all classroom teachers being trained in language acquisition instructional methodology combined with our intensive language intervention program, the Language Lab.

A high level of community involvement at Las Lomas is integral to our success. Parents participate in the Parent Teacher Association (PTA) and the Las Lomas Education Foundation (LLEF). The LLEF provides financial support to help keep class size low at a maximum of 24 students and to offer a variety of enrichment programs. Teachers invite parents into the classroom for volunteer activities. The PTA provides Outreach financial support to guarantee equal access to every child at all school activities. Parents are involved in committee activities such as the School Site Council and the English Language Advisory Committee. Student involvement includes third grade students who participate in peer support and community service programs initiated by the school counselor including Kindergarten Buddies, Playground Buddies and school recycling. All students benefit from a social skills program that emphasizes life skills. The school-wide conflict resolution programs, Second Step and Rainbow Kids, promote social skills, cooperative learning and problem-solving. Our New Games lunch-time program offers identified students an opportunity to practice social skills and improve physical abilities. Parents and the community are in strong attendance at annual events including the Dance Festival and Pancake Breakfast. Every other year, we host a special Grandparents' Day to give guests a first-hand experience in their grandchild's classroom. Widespread involvement from parents, staff and community members allows us to support the social and emotional development of our students as well as provide a rigorous academic program.

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).

Parents are surveyed in a variety of manners at both the site and district level on current issues and/or school performance. Recent survey topics included homework, the English Language Development program, district Strategic Plan Initiatives and parent education opportunities. Survey results are shared with the parent community and reviewed with School Site Council members. Faculty and staff use survey data to make planning decisions. Teachers also complete surveys to improve to provide input on practices and policies. Recent staff surveys included those regarding homework, all-day IEPs, professional development and use of technology.

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 certificated teachers are evaluated through a formal process outlined in the collective bargaining agreement. New faculty are formally observed three times per year, while permanent teachers are formally observed at least once every other year. The formal observation process includes both written and oral commentary through a pre-observation meeting, the observation itself and a post-observation meeting. All faculty establish professional goals at the start of the year that are aligned with site, district and Governing Board goals. All teachers are also informally observed on a regular basis through "walk-throughs". The combination of the goal setting process and observations are used to support teacher growth and performance and to give constructive feedback towards instructional practice improvement.

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)

Available state and local data is used to plan and modify class instruction. Teachers meet as grade level teams to analyze student data and form groups in language arts, math, and ELD instruction. At these meetings, teachers determine growth priorities for the year, determine SMART goals to meet growth priorities, determine target students for intervention, discuss best teaching practices, share and gather materials to support those practices, determine assessment tools related to SMART goals, and to schedule follow up meetings to discuss assessment data and to modify instruction.

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

Curriculum embedded assessments are used much like the assessments above. Teachers use the data to determine the needs for reteaching and extended/enriched instruction. This may include students that need new groupings, different curriculum and materials, and modified teaching strategies. Curriculum-embedded assessments are also used for grade and progress reporting to students and families. This is the first year the school is using Illuminate, an online data management system. This system will help us manage local assessment data in addition to state data.

Staffing and Professional Development

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

100% of teachers are highly qualified.

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

Professional development is planned and based on district focus areas that are related to Board goals. Professional development has and will continue to be focused on Common Core State Standards implementation, with an emphasis on writing instruction, and technology to support teaching and learning. Additional training is centered around required/mandated topics. There are two Professional Development Days annually.

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

Site administration and other team members administer surveys to ensure that trainings offered meet the needs of the teachers. Trainings are also determined by site and district goals.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district contracts with content experts to provide training and support. The district has an ongoing relationship with New York Teachers College with whom we have contracted for training and coaching in the area of writing. Content experts in technology have provided classes, workshops and follow-up support for teachers. The district has provided many opportunities during summer for differentiated professional development in many topic areas. Las Lomas School has two teachers trained as reading coaches through the Ohio State University Literacy Collaborative and a Math Cadre coach to support ongoing learning in these core curricular areas.

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

Grade level teams meet regularly to plan, collaborate, calibrate, organize and share ideas. One day each week, students attend a shortened schedule to allow time for this collaboration time. District committees focussed on curriculum are comprised of cross-grade level representatives K-5 and/or K-8.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Grade level teams meet to align curriculum and instruction to the Common Core Standards. Teachers are released from class to meet in grade-level teams to create lessons to implement the Common Core Standards. Teachers use classroom assessments to evaluate student understanding and depth of knowledge. These assessments also help teachers identify needs for re-teaching and intervention. All teachers work collaboratively within the grade level at the site and across the district to map standards out in year-long plans. Teachers are reviewing existing assessments to align them to the Common Core. Curriculum materials are selected from state approved series and supplemented by materials found through research to be effective in aiding students to achieve at high levels.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers submit daily schedules at the start of the school year that adhere to all recommended instructional minutes in both language arts and math. Teachers group students based on need to ensure students are exposed to concepts with sufficient support and pacing. Site administrators make frequent informal visits to classrooms throughout the instructional day to ensure that instructional minutes are being met.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers work to create year-long plans and have time in team meetings to make adjustments to the plan where needed. In addition, teachers have time during professional development sessions to collaborate and share best practices.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Teachers are using materials adopted by the district and available on site to align components accessed by students with the Common Core standards. Through grade level and district articulation, materials are shared and disseminated. In addition, our PTA, School Site Council, and the Las Lomas Education Foundation (LLEF) support teachers with funding towards needed technology and instructional materials.

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)

Teachers use SBE-approved and Board-adopted materials in all subject areas. In addition, supplemental materials are used when/where appropriate to ensure student learning is maximized. Reading intervention strategies are used with students who demonstrate need. Math support/intervention is used with students who demonstrate need. SBE-approved math textbooks are currently being piloted to determine appropriateness for our student population.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Instructional strategies such as 1-to-1 support, small group instruction, and individual instruction are provided by all classroom teachers to students based on individual need. Students not meeting reading benchmarks are referred to the reading intervention teachers for additional support. This support may be intensive 1-to-1 in the first grade Reading Recovery program or in small groups K-3. Student progress is carefully monitored, allowing for students to enter and exit reading support groups over the course of the year. Identified students at all grades may receive math support in the Math Lab. As with reading, students enter and exit this program as they progress over the course of the year. Math Lab instruction may be provided on a 1-to-1 basis or in small groups depending on need. Reading and math support teachers communicate regularly with the classroom teacher to monitor students' progress. Identified English learners receive support in English-language acquisition in our Language Lab. This program provides small group instruction for students at varying English-proficiency levels. Progress is carefully monitored allowing students to exit the program when they are able to participate in the classroom setting.

14. Research-based educational practices to raise student achievement

Teachers at all grade level are trained in state adopted materials. Teachers utilize a balanced literacy model that includes guided reading, systematic phonics, and Teachers College Writing workshop strategies. Math instruction incorporates the use of manipulatives and hands-on strategies to develop a depth of knowledge. FOSS Science units of study are used to provide experiential learning. Social Studies lessons incorporate engaging activities, often supplemented through field trips or school assemblies. Instruction is provided in all curricular areas to provide students the higher level of rigor needed to meet the CCSS.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students benefit from community volunteers regularly in the classrooms. Class sizes are kept small, through funding from the LLEF. English limited-proficient students attend Language Lab to accelerate language acquisition and cultural understanding. Under-achieving students may receive support from math and reading specialists or from special education teachers and therapists when eligible. A part-time school nurse is available to assist those with medical needs and provides consultation to parents. Both the PTA and LLEF provide financial resources to ensure that at-risk students are able to fully participate in all school activities.

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)

Our community is involved as stakeholders in a variety of ways. These stakeholders help analyze data and make decisions about school goals, action steps, materials, and funding. The following forums are available for stakeholder feedback: School Site Council meetings, PTA meetings, Grade Level Team/Faculty meetings, district-wide professional development opportunities and District English Language Advisory Committee Meetings.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Limited categorical funding is used to provide support to underperforming students through researched-based, targeted intervention informed by assessment results. Interventions are provided throughout the school day. Classroom teachers, parent volunteers, and administrators help support these efforts. A variety of materials and instructional practices are implemented including: small group instruction, 1:1 instruction, leveled groups and intervention strategies.

18. Fiscal support (EPC)

The programs at our school are supported by the General Fund, Title I, Title III, PTA donations and LLEF donations.

Description of Barriers and Related School Goals

Possible underlying causes of lower performance by English Learners and socioeconomically disadvantaged students are demographics, language barriers, poor attendance, limited academic background knowledge, transiency, geographic isolation and limited home resources for support.

School Goals include:

1. Increase the percent of students meeting or exceeding grade level benchmarks in reading, writing and math as measured by site-level assessments.
2. English learners will increase by one proficiency level as measured by CELDT scores and redesignation criteria.
3. Third grade students will participate in taking all parts of the CAASPP test.
4. Identified at-risk students will receive appropriate interventions and services.

The following interventions will be provided to all identified students and specifically targeted to English learners and socioeconomically disadvantaged students:

1. Language Lab supplemental instruction for limited-English proficient students
2. Math and Reading intervention instruction for students not meeting grade level benchmarks
3. Homework Club during lunch four days per week under the guidance of a bilingual paraeducator
4. Small group counseling sessions on friendship and social-emotional learning
5. Second Step and Rainbow Kids social skills and conflict resolution programs.
6. New Games lunchtime activities two days per week to support social language development and skills
7. Summer School remediation instruction
8. Special Education services from the resource and special day class teachers, psychologist, occupational therapist, speech and language therapists, behaviorist, physical therapist and adaptive PE teacher.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	316	330		222	216		7	10		47	50	
Growth API	954	943		965	958					972	971	
Base API	955	954		974	966					993	972	
Target	A	A		A	A							
Growth	-1	-11		-9	-8							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	37	38		17	32		9	11		56	62	
Growth API	905	888		917	857			719		850	882	
Base API	856	905		839	918					860	851	
Target											A	
Growth											31	
Met Target											Yes	

Conclusions based on this data:

1. Sub-group numbers are small; individual students can be identified for intervention
2. All groups have a decline in API except Students with Disabilities that showed significant improvement

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	99	
Number At or Above Proficient	277	274		199	187		--			44	44	
Percent At or Above Proficient	87.7	83.0		89.6	86.6		--	--		93.6	88.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	30	28		13	18		--	4		37	46	
Percent At or Above Proficient	81.1	73.7		76.5	56.3		--	36.4		66.1	74.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		Yes	No	--	--	--		No	Yes	

Conclusions based on this data:

1. All student groups have declined in the total number proficient, except the students with disabilities subgroup.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	100		100	99	
Number At or Above Proficient	292	306		212	206		--			44	49	
Percent At or Above Proficient	92.7	93.3		95.5	96.3		--	--		93.6	98.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		100	100		100	100		100	100	
Number At or Above Proficient	30	31		15	24		--	6		44	54	
Percent At or Above Proficient	83.3	81.6		88.2	75.0		--	54.5		78.6	87.1	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		Yes	Yes	--	--	--		Yes	Yes	

Conclusions based on this data:

1. All students met proficiency targets.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	11	1	11	5	56	2	22			9
2	1	7	6	40	6	40	1	7	1	7	15
3	6	46	3	23	4	31					13
Total	8	22	10	27	15	41	3	8	1	3	37

Conclusions based on this data:

1. 52% of students are limited-proficient; 49% are fluent proficient.
2. The greatest number of students are at the Intermediate level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	7	29	6	25	6	25	1	4	4	17	24
1	2	11	1	5	7	37	3	16	6	32	19
2	2	8	7	29	7	29	2	8	6	25	24
3	7	35	4	20	6	30	1	5	2	10	20
Total	18	21	18	21	26	30	7	8	18	21	87

Conclusions based on this data:

1. Many more students score at the Beginning level when initially tested than on annual assessments.
2. Most students are at the Intermediate proficient level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	43	44	37
Percent with Prior Year Data	100	100	100
Number in Cohort	43	44	37
Number Met	34	36	31
Percent Met	79.1	81.8	83.8
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	70	0	72	0	52	0
Number Met	27	--	28	--	15	--
Percent Met	38.6	--	38.9	--	28.8	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	--
Met Percent Proficient or Above	Yes	No	--
Mathematics			
Met Participation Rate	Yes	Yes	--
Met Percent Proficient or Above	Yes	Yes	--

Conclusions based on this data:

1. Students consistently meet Title III AMAOs for progress in language proficiency.
2. There is no AMAO 3 performance data for 2013-2014 due to the suspension of the standardized testing program.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		68	66
Percent with Prior Year Data		100	100
Number in Cohort		68	66
Number Met		51	54
Percent Met		75.0	81.8
NCLB Target	56.0	57.5	59.0
Met Target		Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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			103	3	81	10
Number Met			39	--	25	--
Percent Met			37.9	--	30.9	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	n/a
Met Percent Proficient or Above	Yes	No	n/a
Mathematics			
Met Participation Rate	Yes	Yes	n/a
Met Percent Proficient or Above	Yes	Yes	n/a
Met Target for AMAO 3	Yes	No	n/a

Conclusions based on this data:

1. Students consistently meet Title III AMAOs for progress in language proficiency.
2. There is no AMAO 3 performance data for 2013-2014 due to the suspension of the state standardized testing program.

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: English Language Arts
LEA/LCAP GOAL:
<ol style="list-style-type: none">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.3. Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.
SCHOOL GOAL #1:
Increase the percentage of all students (including English learners, socioeconomically disadvantaged youth, students with disabilities and other identified students) meeting or exceeding benchmarks in reading and writing.
Data Used to Form this Goal:
DRA benchmark assessments API results
Findings from the Analysis of this Data:
Overall API growth for all students declined in 2012-2013 from 954 to 943. All sub-groups saw a decline in API progress in 2012-2013 except Students with Disabilities who showed significant improvement. March 2013 local data reports showed 86% of students met reading benchmarks and 81% met writing benchmarks *note: summarized data prior to 2013 not available March 2014 local data reports show 87% of students met reading benchmarks and 83% met writing benchmarks

How the School will Evaluate the Progress of this Goal:

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 including grade level work during release days
5. Reading Intervention Program annual data report

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Funding Source
Continue Literacy Collaborative classes (45 hours) and Focus Groups	Sep. Plan w/Principal Oct. Begin classes Mar. Report to Principal	Literacy Coaches Teacher Group Leaders	Literacy Collaborative Program \$15,000	General Fund
Provide professional development to implement a writing program aligned with CCSS	Aug. Training Ongoing training Apr. Evaluate	Principal Classroom Teachers	District Professional Development \$2,500 per teacher	General Fund
Provide training and collaboration time to align curriculum and instruction to the California Common Core Standards	Sep. Survey status Nov. PDD collaboration & ongoing training June Survey status	Principal Classroom Teachers	District Professional Development \$150 per teacher for release time	General Fund
Increase Reading Recovery personnel to meet full implementation level	Aug. New personnel in place	Principal	Add additional 1.0FTE \$110,000	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Funding Source
Pilot CCSS aligned report card	Sept. Establish district committee Mar. Provide draft report card	Curriculum & Instruction Director Teachers	No Additional Cost	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: Math
LEA/LCAP GOAL:
<ol style="list-style-type: none">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.3. Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.
SCHOOL GOAL #2:
Increase the percentage of all students (including English learners, socioeconomically disadvantaged youth, students with disabilities and other identified students) meeting benchmarks in math.
Data Used to Form this Goal:
Site Math benchmark assessments API results
Findings from the Analysis of this Data:
All students met API proficiency targets. The greatest achievement gap is between white and socioeconomically disadvantaged student performance. March 2013 local data reports showed 81% of students met math benchmarks. *note: data prior to 2013 not available March 2014 local data reports show 83% of students met math benchmarks.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Math assessment data (chapter tests, report cards, Math Cadre test)2. Faculty and grade level meeting minutes3. Math Lab annual report

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Funding Source
Offer Professional Development in Mathematics with Math Focus groups	Sep. Survey needs Oct. Establish groups April Evaluate	Principal Math Cadre Coordinator Director of Curriculum & Instruction	Stipends for Participants \$2000	General Fund
Provide release time for Math Coordinator to collaborate with and support teachers in math instruction.	Sep. Determine Needs May Evaluate	Math Cadre Coordinator Teachers	Coaching & Materials - SIP \$2500	General Fund
Credentialed Teacher(s) and Paraeducator to provide Math Lab intervention for targeted students K-3	Sep. Assess/Place students Nov/Mar. Status report May Evaluate	Principal Math Lab Teacher Math Lab Paraprofessional	Direct Instruction to Identified Students \$196,521	General Fund
Provide collaboration time for teachers to plan and improve expertise in mathematics instruction and assessment	Sep, Status Report May. Evaluate	Principal Math Cadre Coordinator Teachers	Release Time for Collaboration - SIP \$1000	General Fund
Pilot CCSS aligned report card	Sept. Establish district committee Mar. Provide draft report card	Curriculum & Instruction Director Teachers	No Additional Cost	None Specified
Implement new Math textbooks aligned with CCSS. Provide professional development to implement new curriculum.	June/Sept Professional development training	Curriculum & Instruction Director Teachers	Summer & School Year Training	General Fund

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: Equal Access and Opportunity for Students
LEA/LCAP GOAL:
<ol style="list-style-type: none">1. Create a dynamic environment to support learning.2. Prepare students to be resilient learners and citizens who engage with, and contribute to, their communities.3. Foster a culture that supports professional learning and continuous growth to ensure high quality teaching
SCHOOL GOAL #3:
Increase the number of opportunities for students and parents to participate fully in school events and maintain a positive school climate.
Data Used to Form this Goal:
Socio-economically disadvantaged and English learners perform at a significantly lower achievement level rate than other student populations. Socio-economically disadvantaged and geographically-isolated parents do not attend school events at the same rate as other populations.
Findings from the Analysis of this Data:
Need to increase opportunities to provide information to Newcomers, particularly ELs, over the course of the year Need to increase opportunities for parent education particularly to EL parents and those with students with disabilities
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Number of parents attending education events2. Discipline referral data3. Number of classrooms reporting regular instruction using social skills curriculum4. Annual summary of counseling services provided5. Attendance reports6. Number of events/opportunities for Newcomers7. Number of opportunities for reverse-mainstreaming

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Funding Source
Increase Counselor hours on site to support student well-being through small group, in-class, individualized, and parent/family instruction	Sep. Survey needs Nov. Establish groups April Evaluate	Principal Counselor	Increase by .2FTE \$30,800	General Fund
Offer training and support to implement school-wide social skills curriculum Second Step in all classrooms K-3; Rainbow Kids Program at K	Sep. Status report May Status report	Principal Teachers Counselor Support Staff	No Additional Cost	None Specified
Increase Parent Education about social skill development and school culture	Oct-April Provide information/events May Evaluate	Counselor	No Additional Cost	None Specified
Implement Peaceful Playground lessons, games, and equipment; train faculty and staff.	Ongoing	PE Teachers Classroom Teachers	No Additional Cost	None Specified
Provide opportunities to engage in Disability Awareness presentations and reverse-mainstreaming.	Ongoing	SpEd Teachers Classroom Teachers	No Additional Cost	None Specified
Increase Newcomer events for students.	Quarterly	Principal Counselor	No Additional Cost	
Provide "welcome" packets and "buddy" contact to all Newcomer families.	Ongoing	Principal Classroom Teachers PTA DELAC	No Additional Cost	None Specified
Recognize students who obtain R-FEP status.	Annually	DELAC Principal Classroom Teachers	No Additional Cost	None Specified

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 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: Meeting the Needs of All Students
LEA/LCAP GOAL:
<ol style="list-style-type: none">1. Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods2. Create a dynamic environment to support learning.3. Prepare students to be resilient learners and citizens who engage with, and contribute to, their communities.
SCHOOL GOAL #4:
Increase the percentage of all students (including English learners, socioeconomically disadvantaged youth, students with disabilities and other identified students) meeting benchmarks in English Language Arts, Math and Title III Annual measurable achievement objectives (AMAOs) 1 and 2 (ELs only).
Data Used to Form this Goal:
CELDT results API results Title III Accountability Results Grade level benchmark results in Reading and Math Number of students attending Homework Club, New Games and Social Skills groups ELD Annual Report
Findings from the Analysis of this Data:
API growth for all students dropped in 2012-2013 from 954 to 943. English Learners and socioeconomically disadvantaged students are less likely to make API growth than other subgroups. In 2012-2013 81.8%of our ELs made annual progress learning English (AMAO 1), exceeding the NCLB target of 57.5%. In 2013-2014, 83.8%of our ELs made annual progress learning English (AMAO 1), exceeding the NCLB target of 59%. In 2012-2013, 38.9% of our ELs attained English Proficiency (AMAO 2), exceeding the NCLB target of 21.4%. In 2013-2014, 28.8% of our ELs attained English Proficiency (AMAO 2), exceeding the NCLB target of 22.8%.

How the School will Evaluate the Progress of this Goal:

1. ELD data analysis including CELDT scores and redesignation documents
2. Grade level math data analysis
3. Grade level meeting minutes
4. Teacher attendance at trainings and workshops
5. Homework Club and Social Skills Group summaries
6. Faculty meeting minutes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Funding Source
ELD Teacher and paraeducators to provide supplementary instruction in the Language Lab.	Ongoing	Principal Classroom Teachers ELD Teacher Paraeducators	Direct Instruction to Identified Students \$182,224	General Fund
Math Lab teacher and paraeducator provide lessons to identified K-3 students, particularly those who are socio-economically disadvantaged.	Ongoing	Principal Math Lab Teacher Math Lab Paraeducator	Direct Instruction to Identified Students \$196,521	General Fund
Increase the number of Reading specialists to provide intervention for reading support (Reading Recovery and Small groups) in grades K-3. * Note: This is also included as an action in Goal #1	Ongoing	Principal Reading Specialists	Add additional 1.0FTE \$110,000	General Fund
Offer professional development opportunities to increase expertise in and knowledge of curriculum, instructional strategies and technology for English learners and those with learning disabilities.	Sep. Survey needs Oct-April Provide information/workshops May Evaluate	Principal Classroom Teachers Special Education Staff Teachers Director of Curr. & Inst	Training during Summer and School Year \$375 per day per teacher	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Funding Source
Offer resources to staff regarding special education referrals, assessments and curriculum modifications/accommodations for SpEd & full-inclusion students	Sep. Survey needs Oct-April Provide information/workshops May Evaluate	Principal Special Education Staff Teachers	No Additional Cost	None Specified
Training is available to specialist and classroom teachers in teaching reading comprehension and writing composition to students with ASD's.	Sep. Survey needs Oct-April Provide information/workshops May Evaluate	Principal Special Education Teachers	No Additional Cost	None Specified
Expand iPad pilot to increase number of students using 1:1 technology devices as a new way to engage in learning in classroom settings. Provide training for all faculty and staff in appropriate uses of these devices in K-3 classrooms.	Sep. Training May Evaluate	Principal Classroom Teachers	Additional grade-level iPad centers \$12,000 Training during Summer and School Year - SIP \$1000	General Fund General Fund

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
Artis Montague				X	
Christine Kiekhaefer				X	
Jennifer Le				X	
Sarah Supple				X	
Jung Eun Lee				X	
Anna Pong		X			
Tami Bannister		X			
Colene McKeon		X			
Heather Hower		X			
Sue Sartor	X				
Monica Salas			X		
Numbers of members of each category:	1	4	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

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 May 18, 2015.

Attested:

Sue Sartor

Typed Name of School Principal

Signature of School Principal

Date

Artis Montague

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date