

# The Single Plan for Student Achievement

**School:** Loomis Grammar School  
**CDS Code:** 31-66845-6031132  
**District:** Loomis Union Elementary School District  
**Principal:** Cara Kopecky  
**Revision Date:** 201452016

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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**The District Governing Board approved this revision of the SPSA on 06/07/2007.**

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## School Vision and Mission

### Loomis Grammar School's Vision and Mission Statements

#### District Vision

The Loomis Union School District will become a premier school district, evoking pride within an involved community and empowering staff to meet the needs of all students through "state of the art" educational programs and facilities.

#### District Mission

The mission of the Loomis Union School District is to provide outstanding educational instruction so that each of our students is enabled to reach their full potential.

#### District Strategic Plan

The Loomis Union School District's strategic plan builds on the bedrock of a successful school system. The District's plan commits to preserve the quality of the current educational program, while setting the course for the future. The plan was created after receiving tremendous input from staff and the community. Methods used to gain input included: online surveys for parents and staff, town hall meetings, individual staff meetings at each site, administrative cabinet input, and a district classified meeting. Following the gathering of input, a strategic planning committee, comprised of staff and parents met to outline priority areas and create objective goals and strategies. The strategic plan is a "living document". An annual review will be conducted, based on staff, parent, and community feedback. This will be followed by necessary plan revisions and action plans created for the following school year.

"Given a vision, an extraordinary effort will result in extraordinary success"

## School Profile

Loomis Grammar School has an enrollment of approximately 500 students in grades from Transitional Kindergarten through eighth grade. The staff includes 22 classroom teachers, credentialed support staff and instructional assistants. The students receive a strong academic curriculum as well as guidance with the social skills necessary to work effectively with others.

Staff members are supportive of each other and are committed to providing a positive academic learning environment, emphasizing both basic and creative skills while recognizing individual learning styles. Students' learning styles and needs are taken into account when lessons are planned and instruction delivered. It is important to all of the teaching staff that each and every child is successful at school. Loomis Grammar School is committed to working with the community and its students to promote a love of learning through respect, responsibility, commitment, work ethic and meeting academic standards while becoming responsible and caring decision makers to come. At Loomis Grammar School we know to follow these simple rules to enhance success: Be kind, Be safe, and Do our job.

## 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).

Parent surveys are conducted in two consecutive years, with a community reports on progress provided during the following year (completing a three year cycle). Parent surveys will be conducted in 2015-16 and 2016-17 and a report of the findings will be distributed to all community members during the 2017-18 school year. A parent survey will be conducted this year in the spring of 2016.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal classroom observations are conducted twice a year for teachers who are on the formal evaluation cycle for the given year. Informal observations with feedback are conducted on a daily basis. In addition, classroom walk-through's are conducted and documented on a continual basis throughout the year.

Based upon these observations, the following findings were noted:

- 1) Primary classrooms began implementation of CRLP strategies as presented in district professional development days.
- 2) A continued need to standardize implementation of CRLP curricular materials, daily lesson sequences, district adopted assessments, and analysis of data for individual student academic needs and supports.
- 3) Implementation of California Common Core State Standards (CCSS) are being observed through activities such as viable arguments, collaborative conversations, cross curricular projects/activities, and inquiry based instruction
- 4) A continued need to develop and refine teaching methodologies aligned to Common Core (CCSS) practices

### **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)

Loomis Grammar is continuing to refine how state and local assessments are utilized to guide instructions no current statewide assessment data is available. Local assessments used in LUSD include Renaissance Learning (ELA and Math), district adopted assessments as well as SBAC data.

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

Through grade level collaboration opportunities and through formalized trimester "academic conferences" (which include classroom teachers, support staff and administration), student data (teacher generated, Ren-Learn, and district adopted assessments) is analyzed to determine specific and targeted student instruction.

## Staffing and Professional Development

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

100% of teaching staff in LUSD is NCLB compliant.

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

100% of classroom teachers in LUSD are fully credentialed

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

Through District wide staff in-service days, summer professional development opportunities, Saturday and weekend professional development opportunities, weekly staff meetings with specific focus on professional development activities and site funded conferences, observations and visitations, LUSD provides professional development with a specific focus on curriculum, instruction and technology. All staff development opportunities are in alignment with the California Common Core State Standards (CCSS). District adopted curriculum and assessments are aligned to the CCSS.

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

Peer coaches, BTSA for beginning teachers, and content area consultants are utilized at the district and site levels. Teachers on Special Assignment (TOSA) provide district and site level support in the areas of curriculum, instruction and technology.

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

Teachers are provided collaboration time through weekly staff meetings, weekly opportunities built into the site master schedule, site funded teacher release time, trimester academic conferences, and through district wide in-service days.

## Teaching and Learning

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

LUSD has adopted Mathematics curriculum that aligns to CCSS-M standards. LUSD is currently in the process of piloting and adopting curriculum and resource materials that are in alignment with the CCSS in ELA. This process may take 2-3 years to be completed.

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

All instructional minutes for ELA and Mathematics exceed the minimum requirement.

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

Intervention and enrichment opportunities are provided and embedded into the daily master schedule. GATE Identified students are pulled from regular classrooms to focus on Enrichment activities such as Robotics and Science. In addition, before and after school opportunities for intervention and enrichment are offered to students who qualify for explicit intervention before school and Homework Club after school.

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

All sites in LUSD meet the Williams Act Requirements in all areas.

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)

All core instructional materials are SBE approved.

Opportunity and Equal Educational Access

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

All under-performing students are provided access to the district's adopted curricular program unless otherwise stated in a student's IEP.

14. Research-based educational practices to raise student achievement

LUSD has implemented research based educational practices to raise student achievement. In the area of Reading and English Language Arts, the district has, and continues to, provide extensive training and development in the "California Reading and Literature Project" (CRLP) which emphasizes the "Literacy Framework for Assessment and Instruction". At the lower elementary level, CRLP focuses on word recognition and fluency which has a direct correlation to the CCCSS for Foundational Skills for Reading (print concepts, phonological awareness, phonics, sight words and fluency). At the upper elementary and middle school levels, CRLP focuses on academic language and comprehension strategies, which supports the CCCSS for Reading, Writing, Speaking/Listening, and Language.

In Spring of 2014, the LUSD board adopted California Common Core aligned "College Preparatory Math" (CPM) for grades 6 through 8. The adopted curriculum was implemented in the fall of 2014. This past year, the district adopted Everyday Math, a California Common Core aligned math program for grades K through 5.

The district is currently providing ongoing staff development opportunities in both the implementation of CPM and in providing supplemental instructional strategies to offer research based practices for delivering the Common Core standards in math and ELA (K through 8). Working collaboratively with content area consultants, staff receives training in curriculum, instruction and technology and the alignment to CCCSS to continue raising student achievement.

LUSD has also created a website, [LUSDeducators.org](http://LUSDeducators.org), which provides a staff resource that contains best practices as presented through a variety of professional development formats.

Parental Involvement

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

Loomis Union School District and sites utilize support services offered through a myriad of sources, such as Foster Youth Services (FYS), McKinney Vento Services, Special Education Local Plan Areas (SELPA), Placer County Office of Education (PCOE) Network of Care, and Alta Regional Services.

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)

Not Applicable

## Funding

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

Loomis Grammar funds instructional assistants for grades K-1. Purchase targeted instructional material that meets the needs of identified students. Title 1 funding funds 1.5 certificated teachers, instructional assistants, materials for grades 1-8 and staff development as needed.

### 18. Fiscal support (EPC)

Not Applicable

## **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	57	56	98.2	56	2433.0	23	36	21	20
Grade 4	56	56	100.0	56	2457.8	13	34	27	27
Grade 5	46	46	100.0	46	2534.7	24	41	22	13
Grade 6	60	59	98.3	59	2559.5	22	44	25	8
Grade 7	62	62	100.0	62	2577.9	11	53	29	6
Grade 8	60	60	100.0	60	2581.4	8	57	23	12
All Grades	341	339	99.4	339		17	45	25	14

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	27	52	21	16	61	23	25	61	14	16	66	18
Grade 4	23	45	30	16	70	13	16	75	9	9	59	30
Grade 5	35	50	15	30	59	9	28	61	11	48	43	9
Grade 6	24	58	19	36	51	14	24	69	7	34	61	5
Grade 7	19	61	19	39	52	10	29	66	5	26	61	13
Grade 8	23	55	22	23	63	13	12	75	13	27	60	13
All Grades	25	54	21	27	59	14	22	68	10	26	59	15

#### Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	57	57	100.0	57	<b>2426.6</b>	11	35	33	21
Grade 4	56	56	100.0	56	<b>2455.9</b>	4	36	38	23
Grade 5	46	46	100.0	46	<b>2534.7</b>	33	24	28	15
Grade 6	60	59	98.3	59	<b>2545.8</b>	24	25	29	22
Grade 7	62	62	100.0	62	<b>2570.2</b>	21	40	24	15
Grade 8	60	60	100.0	60	<b>2588.4</b>	27	23	32	18
All Grades	341	340	99.7	340		19	31	31	19

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	19	47	33	19	53	28	21	61	18
Grade 4	11	48	39	13	57	29	18	55	25
Grade 5	37	39	24	35	43	22	28	46	26
Grade 6	31	37	32	19	63	19	25	51	24
Grade 7	31	47	23	24	65	11	23	68	10
Grade 8	43	32	25	22	67	12	27	55	18
All Grades	29	42	29	21	59	20	24	56	20

#### Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***					*****
1					***** *	***					*****
2			***** *	***	***** *	***					*****
3					***** *	***	***** *	***	***** **	***	*****
7			***** *	***							*****
<b>Total</b>			2	25	4	50	1	13	1	13	8

Conclusions based on this data:

- 1.

# School and Student Performance Data

## CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	50			2	50	4
1					***** *	***					*****
2			***** *	***	***** *	***					*****
3					***** *	***	***** *	***	***** **	***	*****
5					***** *	***					*****
7			***** *	***							*****
<b>Total</b>			3	23	6	46	1	8	3	23	13

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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						
Number Met						
Percent Met						
NCLB Target	20.1	47.0	22.8	49.0		
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
<b>Mathematics</b>			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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						
Number Met						
Percent Met						
NCLB Target	20.1	47.0	22.8	49.0		
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Met Target for AMAO 3</b>			

#### 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:

<b>SUBJECT: CRLP strategies implemented</b>
<b>LEA GOAL:</b>
To identify students who need interventions and support in learning how to read.
<b>SCHOOL GOAL #1:</b>
The implementing of small group instruction to meet the needs of TK-2nd students by utilizing: · California Reading and Literacy Project (CRLP) · RtI using the structure of Daily Five and Cafe · Best Practices by PCOE Coaches · Technology · Supplemental Instructional Strategies
<b>Data Used to Form this Goal:</b>
Curriculum embedded assessments, CRLP assessments, District Assessments and Ren Learn.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Curriculum embedded assessments, district assessments, progress monitoring, Renaissance Learning and SBAC data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development for TK-2 to be provided by California Reading and Literacy Project (CRLP) for 3 years	Sept. 2015- June 2016	District TOSA, CLT team, Administration, CRLP Staff	District and Grade Level guide support	None Specified	District Funded	
Working in small groups-Daily 5 and Cafe	Sept. 2015-June 2016		Release time	None Specified	General Fund	1,000
Research based interventions will be implemented	Aug 2015-June 2016		Read Naturally, SIPS, 6 minute solutions, Rewards. etc.	None Specified	After School and Education Safety (ASES)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal will review all student data and observe classrooms on a regular basis	Monthly					
Time will be dedicated for teacher collaboration/planning	Aug 2015-June 2016		During PE Prep time at site discretion, Staff meetings, release time	None Specified	General Fund	1000
Para professionals will be trained on reading strategies and interventions and used in classrooms for support	Sept - June 2015-2016		release time, collaboration with classroom teachers, conferences, staff development	None Specified	General Fund	28,365

## 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOAL:</b>
To use Best Practice Strategies to make sure we meet the needs of all students at all grades.
<b>SCHOOL GOAL #2:</b>
The implementing of whole groups and small group Best Practice instruction to meet the needs of 3rd-8th grade students by utilizing: <ul style="list-style-type: none"> <li>• Best Practice by PCOE Coaches · Staff Development Days · Technology · Supplemental Instructional Strategies</li> </ul>
<b>Data Used to Form this Goal:</b>
Standardized assessments, Renaissance Learning and Star Reading.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
District assessments, Renaissance Learning and Star Math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PCOE Staff Development Coaches-Modeling	Dec 2015-June 2016		Release time and collaboration	None Specified	Title I	12,000
Principal will be in classrooms on a monthly basis to observe and reflect on Best Practices	Dec 2015- June 2016					
Principal and Title 1 teacher will have academic conferences to monitor students and Best Practices	August 2015 - June 2016					
Release Days to train with PCOE Teachers on common core and Best Practices	Dec 2015-June 2016		Release Time	None Specified	General Fund	1,000





## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Targeted Assistance</b>
<b>LEA GOAL:</b>
To target explicit needs for students through interventions.
<b>SCHOOL GOAL #3:</b>
Title One - Targeted Assistance
<b>Data Used to Form this Goal:</b>
SBAC data District Assessments
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
SBAC data, District Assessments and Renaissance Learning, etc ..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide targeted assistance for students who are basic or below on the SBAC test and/or district assessments	August 2015 - June 2016		Certificated Teacher & Paraprofessionals Researched based program Supplies and materials	None Specified	Title I	75,907
Continue Academic Conferences to continually meet the students' needs and improve the effectiveness of the program	Aug. 2015-June 2016		Staff meetings/PE times, release time	None Specified	General Fund	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training to Title 1 teachers and paraprofessionals	August 2015 - June 2016		Teachers-conference workshops	None Specified	Title I	2,000
Purchase support materials as funding allows	August 2015 - June 2016	August 2015 - June 2016		None Specified	General Fund	1000

## 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
The Implementation of program improvement in 6th-8th grade math instruction and curriculum: <ul style="list-style-type: none"> <li>• PCOE Math consultant-Develop 6th-8th grade Common Core program</li> <li>• Staff Development Days - Best Practices</li> <li>• Technology</li> <li>• Supplemental Instructional Strategies</li> </ul>
<b>Data Used to Form this Goal:</b>
State Testing, Ren Learning, Del Oro Challenge test, District assessments
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Staff meetings, teacher collaborations, Classroom walk-thru, Ren Learn, PCOE Coaches

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide planning time for teachers	August 2015 - June 2016					
Provide release time to work with PCOE coaches	August 2015 - June 2016		Release time	None Specified	Title I	3,000
Provide peer observation for staff	August 2015 - June 2016		Release time	None Specified	None Specified	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development to be provided for foundational knowledge of integrated math aligned with the common Core Math 6th_8th grade	August 2015 - June 2016		Staff Development Days, Conferences, PCOE coaches	None Specified	Title I	3,000

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: PBIS 3 year Program</b>
<b>LEA GOAL:</b>
To improve school-wide consistency during the school day by focusing on the positive behavior at school and recognizing students who model great behavior. To develop school-wide expectation that promote students overall Learning Behavior and their great character. We will use a data collection system that will help inform our next steps throughout the year.
<b>SCHOOL GOAL #5:</b>
Maintain a safe school climate.
<b>Data Used to Form this Goal:</b>
Aeries student information system. SWISS data system
<b>Findings from the Analysis of this Data:</b>
Aeries discipline information.- many students were getting referrals during unstructured time. Swiss data system
<b>How the School will Evaluate the Progress of this Goal:</b>
Reduce the number of office referrals and student suspension days. Increase the number of students who feel safe at school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of comprehensive Positive Behavioral Interventions and Support (PBIS) program. The Falcon Way - Be Kind, Be Safe, and Do your Job.	2015-2018	PBIS Leadership Team	Grant from PCOE and Site Funds	None Specified	District Funded	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase and Utilize School Wide Information System (SWIS)	January 2016-2018	PBIS Leadership Team	track areas of concern and solve issues from data	None Specified	District Funded	1000
Kick Off Rally for PBIS Program	January 2016	Student Leadership Team/PBIS Leadership Team	All School Rally/Posters/Celebration for the Positive Change	None Specified	None Specified	

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	500.00
District Funded	13,000.00
General Fund	33,365.00
None Specified	1,000.00
Title I	95,907.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
None Specified	143,772.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	After School and Education Safety (ASES)	500.00
None Specified	District Funded	13,000.00
None Specified	General Fund	33,365.00
None Specified	None Specified	1,000.00
None Specified	Title I	95,907.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	30,865.00
<b>Goal 2</b>	13,000.00
<b>Goal 3</b>	79,907.00
<b>Goal 4</b>	7,000.00
<b>Goal 5</b>	13,000.00



## 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
Cara Kopecky	X				
Alyssa Bills				X	
Laura Strangrover				X	
Robin Fahning				X	
Melissa McCormick		X			
Jennifer Tverberg		X			
Gayle Spangler		X			
Jennifer Taylor			X		
Traci Wade		X			
<b>Numbers of members of each category:</b>					

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)**:

X	State Compensatory Education Advisory Committee	_____ Signature
	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 12/5/13.

Attested:

Cara Kopecky		
Typed Name of School Principal	Signature of School Principal	Date

Alyssa Bills		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date