

The School Plan for Student Achievement

School: H. Clarke Powers Elementary School
CDS Code: 31-66845-6117824
District: Loomis Union Elementary School District
Principal: Cara Kopecky
Revision Date: September 4, 2018

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

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

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The District Governing Board approved this revision of the SPSA on November 2018.

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School Vision and Mission

H. Clarke Powers Elementary School's Vision and Mission Statements

Mission:

H. Clarke Powers is committed to working with our community and our students to create internationally-minded lifelong learners through rigorous academic standards.

Vision:

To support students in reaching their full potential, our staff embraces all students through a shared responsibility in an engaging, caring, and collaborative environment.

Core Values:

As a school community, we will exhibit compassion, respect, integrity, and responsibility in our everyday lives. We will strive to foster independence, commitment to learning, and global decision making for years to come. We will respect our differences and celebrate our strengths and achievements.

School Profile

H. Clarke Powers Elementary School, the home of the Kodiaks, is located in a rural section of the town of Loomis surrounded by farms, acreage, and natural trees native to the area. The district is nestled in the Loomis Basin between Auburn, Newcastle, Ophir, Penryn, Rocklin, Eureka, and Roseville. It is one of seven schools in the Loomis Union School District. The school serves transitional kindergarten through eighth grade. The staff is enthusiastic, gives of their time and is committed to the cause of every student being a successful learner. We are proud to be an IB World School, offering both the Primary Years and Middle Years Programs.

Parent support for the school is outstanding. Parents are active members of the Parent Teacher Club and volunteer on a regular basis in each of the classrooms at the school. Parents are active in their shared role in educating the students the school serves. The school's facilities are actively used by the community of Loomis for all sports and community-based programs. The school and community work together to meet the needs of the students they serve.

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).

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). Stakeholder surveys are conducted in two consecutive years, with community reports on progress provided during the following

year (completing a three-year cycle). Parent and staff surveys will be conducted district-wide on this three-year cycle. The data collected is shared with the school board and sites.

Classroom Observations

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

Classroom Observations:

This section provides a description of the types and frequency of classroom observations conducted during the school year and a summary of findings. Formal classroom observations are completed twice for teachers during the formal evaluation cycle. Informal observations are conducted on an ongoing basis.

Based upon these observations, the following findings were noted:

1. Primary classrooms have continued implementation of the California Reading & Literature Project (CRLP)
2. Teachers in grades TK-5 continue with the implementation of the Common Core State Standards (CCSS) aligned mathematics using Everyday Mathematics curriculum and 6th-8th graders use the College Preparatory Mathematics (CPM) program.
3. Teachers in grades TK-8 are implementing English Language Arts curriculum implementation through the Wonders program, for grades K-5, and Study Sync, for grades 6-8
4. Continued investigations of CCSS are being observed through activities such as Collaborative conversations, projects cross-curricular, inquiry-based lessons, and real-world connections to learning
5. There is a continued need to develop and refine teaching methodologies aligned to CCSS and NGSS standards and practices
6. Technology integration continues in all classrooms K-8 and is being supported through site and district-wide professional development and collaboration time
7. Utilizing district and state assessment results to guide instruction and Academic Conference conversations to support student learning
8. Continued development of our International Baccalaureate Primary Years and Middle Years Programs

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)

State assessment data (CAASPP), in conjunction with district-wide assessments, such as REN, QRI, and writing prompts, to guide instruction at H. Clarke Powers School. Teachers, staff, and administration are using an academic conference structure to analyze this data, draw conclusions, create targeted instructional groups, and progress monitor throughout the school year.

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

Through grade level collaboration opportunities and through formalized academic conferences, student data (teacher generated, Ren-Learn, CAASPP, and district adopted assessments) is analyzed to determine target student groups and areas of need.

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. Through district-wide staff in-service days, summer professional development opportunities, Saturday and weekend professional development opportunities, weekly staff meetings with the specific focus on professional development activities and site-funded conferences, and observations and visitations, LUSD provides professional development with a specific focus on curriculum, instruction, and technology.

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

All staff development opportunities are in alignment with Common Core State Standards (CCSS). The 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, support for beginning teachers, and content area consultants are utilized at the district and site levels. Teachers on Special Assignment (TOSA) and Curriculum Leadership Teachers (CLTs) provide district- and site-level support in the area of curriculum and instruction. A Coordinator of Instructional Technology supports technology integration, professional development and support across all LUSD sites. IB training is regular and ongoing and IB coordinator lead training sessions as well as collaborative opportunities between teacher and the IB coordinator.

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

Collaboration is mandated in the International Baccalaureate program. Teachers have up to three hours per week built in collaborative opportunities with their colleagues, the IB Coordinator, and administration.

Teaching and Learning

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

LUSD currently has a CCSS aligned mathematics program in grades K-5 (Everyday Math) and 6-8 (CPM). The CCSS-aligned English Language Arts programs are the Wonders (K-5) and Studysync (6-8) programs.

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

All instructional minutes for ELA and Mathematics meet the recommended allotment for English Language Arts and mathematics.

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.

Services provided in our instructional program include:

- Targeted instructional materials
- Small group instruction
- Instructional assistants provide individual and small group support at designated grade levels
- Team meetings and Academic Conferences provide interventions for underperforming students
- Resource specialist program services are provided to students
- P.E., Music and Art time is used for collaboration and multi-tiered support

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

All schools in LUSD meet Williams Act requirements

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 underperforming students are provided access to the district’s adopted curricular program unless otherwise stated in a student’s Individualized Educational Plan (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 CCSS 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 CCSS for Reading, Writing, Speaking/Listening, and Language.

In Spring of 2014, the LUSD board adopted CCSS aligned “College Preparatory Math” (CPM) for grades 6 through 8. The adopted curriculum was implemented in the fall of 2014. In Spring 2015, the LUSD board adopted CCSS aligned "Everyday Math" (EDM) for grades K-5. EDM was rolled out in all K-5 classrooms in the fall of 2015. In Fall of 2017, LUSD rolled out a board adopted, CCSS aligned ELA program for grades K-8 (Wonders in K-5, Studysync in 6-8) district-wide.

The district provides ongoing staff development opportunities on the implementation of our CCSS aligned curricular programs. Additionally, LUSD is providing supplemental instructional strategies based on researched best practices for delivering CCSS 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 CCSS in order to raise student achievement.

Parental Involvement

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

Teachers, school specialists, district specialists, and/or the principal collaborate with parents, tutors and/or educational consultants on individualized interventions for low performing students. Most teachers offer additional support before school, after school and/or during their lunch break – although this is on a voluntary basis. Before and After School additional support funded by H. Clarke Powers School is additionally available to families free of charge choosing this support.

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)

N/A

Funding

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

N/A

18. Fiscal support (EPC)

N/A

Description of Barriers and Related School Goals

Areas of growth/focus, based upon the results of the Comprehensive Needs Assessment included:

- Continued development and refinement of teaching methodologies/instructional practices in alignment with the California Common Core State Standards (CCCSS)
- Continued development of our IB program across all content areas
- Continued development of the Multi-Tiered System of Support (MTSS) to provide students with academic support
- Continued development in the use of student technology to increase collaboration opportunities, online research and to develop multiple formats for students to demonstrate their knowledge

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	53	53	54	53	53	54	53	53	100	100	100
Grade 4	62	58	55	62	58	54	62	58	54	100	100	98.2
Grade 5	55	63	62	54	63	62	54	63	62	98.2	100	100
Grade 6	59	56	69	59	56	68	59	56	68	100	100	98.6
Grade 7	57	63	63	54	62	62	53	62	62	94.7	98.4	98.4
Grade 8	62	57	62	62	57	60	62	56	60	100	100	96.8
All Grades	349	350	364	345	349	359	344	348	359	98.9	99.7	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2432.7	2443.4	2456.0	28	35.85	39.62	22	22.64	20.75	30	22.64	24.53	20	18.87	15.09
Grade 4	2496.7	2464.8	2490.5	34	22.41	33.33	32	25.86	27.78	18	20.69	12.96	16	31.03	25.93
Grade 5	2566.8	2524.7	2529.8	41	20.63	27.42	41	39.68	40.32	13	26.98	16.13	6	12.70	16.13
Grade 6	2569.6	2609.9	2572.5	17	51.79	23.53	61	33.93	48.53	14	14.29	19.12	8	0.00	8.82
Grade 7	2583.0	2611.8	2605.5	28	33.87	30.65	42	48.39	50.00	21	12.90	12.90	9	4.84	6.45
Grade 8	2620.4	2619.7	2623.1	31	32.14	28.33	42	41.07	53.33	23	19.64	13.33	5	7.14	5.00
All Grades	N/A	N/A	N/A	30	32.47	30.08	40	35.63	40.95	19	19.54	16.43	11	12.36	12.53

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	39.62	41.51	54	39.62	35.85	22	20.75	22.64
Grade 4	40	25.86	31.48	47	44.83	51.85	13	29.31	16.67
Grade 5	37	34.92	38.71	54	52.38	45.16	9	12.70	16.13
Grade 6	15	48.21	39.71	71	44.64	50.00	14	7.14	10.29
Grade 7	34	46.77	40.32	53	48.39	48.39	13	4.84	11.29
Grade 8	44	44.64	41.67	45	44.64	46.67	11	10.71	11.67
All Grades	33	39.94	39.00	54	45.98	46.52	14	14.08	14.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	30.19	28.30	48	45.28	52.83	30	24.53	18.87
Grade 4	24	15.52	35.85	60	55.17	41.51	16	29.31	22.64
Grade 5	54	17.46	43.55	39	71.43	43.55	7	11.11	12.90
Grade 6	47	64.29	41.18	44	35.71	48.53	8	0.00	10.29
Grade 7	42	54.84	48.39	49	37.10	45.16	9	8.06	6.45
Grade 8	43	48.21	46.67	49	39.29	48.33	8	12.50	5.00
All Grades	38	38.22	41.06	48	47.70	46.65	13	14.08	12.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	28.30	24.53	59	64.15	62.26	11	7.55	13.21
Grade 4	19	18.97	29.63	73	67.24	64.81	8	13.79	5.56
Grade 5	31	25.40	24.19	63	71.43	70.97	6	3.17	4.84
Grade 6	25	30.36	26.47	68	67.86	63.24	7	1.79	10.29
Grade 7	32	35.48	20.97	62	58.06	74.19	6	6.45	4.84
Grade 8	23	16.07	25.00	65	80.36	65.00	13	3.57	10.00
All Grades	26	25.86	25.07	65	68.10	66.85	8	6.03	8.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	38.46	35.85	57	34.62	45.28	17	26.92	18.87
Grade 4	39	17.24	37.04	50	65.52	42.59	11	17.24	20.37
Grade 5	63	30.16	29.03	33	58.73	50.00	4	11.11	20.97
Grade 6	32	62.50	32.35	64	37.50	58.82	3	0.00	8.82
Grade 7	32	43.55	50.00	58	53.23	37.10	9	3.23	12.90
Grade 8	47	37.50	51.67	45	58.93	46.67	8	3.57	1.67
All Grades	40	38.04	39.28	51	51.87	47.08	9	10.09	13.65

Conclusions based on this data:

1. Increased Literacy development at the primary levels will help improve initial CAASPP results
2. Increased attention to Best Practices to support Tier 1 in class implementation
3. Academic Conferences and follow up update meetings are in place to support teachers and their instruction

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	53	53	54	53	53	54	53	53	100	100	100
Grade 4	62	58	55	62	58	54	62	58	54	100	100	98.2
Grade 5	55	63	62	54	63	62	54	63	62	98.2	100	100
Grade 6	59	56	69	59	56	68	59	56	68	100	100	98.6
Grade 7	57	63	63	54	62	62	53	62	62	94.7	98.4	98.4
Grade 8	62	56	62	62	55	60	62	55	60	100	98.2	96.8
All Grades	349	349	364	345	347	359	344	347	359	98.9	99.4	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2452.2	2449.2	2469.4	22	18.87	32.08	43	41.51	43.40	20	24.53	16.98	15	15.09	7.55
Grade 4	2485.0	2494.4	2497.6	15	24.14	22.22	32	29.31	35.19	47	36.21	27.78	6	10.34	14.81
Grade 5	2574.0	2523.8	2525.6	48	19.05	24.19	35	31.75	29.03	13	28.57	30.65	4	20.63	16.13
Grade 6	2557.1	2603.5	2551.3	24	50.00	20.59	34	32.14	35.29	25	16.07	32.35	17	1.79	11.76
Grade 7	2592.1	2592.9	2615.1	40	29.03	45.16	26	35.48	35.48	25	27.42	14.52	9	8.06	4.84
Grade 8	2619.4	2622.1	2600.2	37	43.64	31.67	26	20.00	30.00	26	27.27	20.00	11	9.09	18.33
All Grades	N/A	N/A	N/A	31	30.55	29.25	33	31.70	34.54	26	26.80	23.96	10	10.95	12.26

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	38.46	43.40	43	44.23	43.40	22	17.31	13.21
Grade 4	21	39.66	29.63	50	29.31	46.30	29	31.03	24.07
Grade 5	63	34.92	35.48	31	39.68	35.48	6	25.40	29.03
Grade 6	32	58.93	25.00	44	37.50	52.94	24	3.57	22.06
Grade 7	49	48.39	59.68	26	35.48	32.26	25	16.13	8.06
Grade 8	52	45.45	36.67	26	41.82	40.00	21	12.73	23.33
All Grades	42	44.22	38.16	37	37.86	41.78	21	17.92	20.06

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	32.69	33.96	50	55.77	49.06	19	11.54	16.98
Grade 4	23	24.14	25.93	58	55.17	51.85	19	20.69	22.22
Grade 5	56	26.98	30.65	43	52.38	48.39	2	20.63	20.97
Grade 6	20	46.43	19.12	58	50.00	55.88	22	3.57	25.00
Grade 7	43	30.65	46.77	36	56.45	45.16	21	12.90	8.06
Grade 8	40	41.82	31.67	50	45.45	56.67	10	12.73	11.67
All Grades	35	33.53	31.20	49	52.60	51.25	15	13.87	17.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	34.62	54.72	61	53.85	41.51	6	11.54	3.77
Grade 4	24	31.03	33.33	50	56.90	51.85	26	12.07	14.81
Grade 5	39	22.22	22.58	56	63.49	56.45	6	14.29	20.97
Grade 6	27	53.57	27.94	61	41.07	55.88	12	5.36	16.18
Grade 7	47	30.65	41.94	45	58.06	51.61	8	11.29	6.45
Grade 8	33	38.18	41.67	57	45.45	45.00	10	16.36	13.33
All Grades	34	34.68	36.49	55	53.47	50.70	11	11.85	12.81

Conclusions based on this data:

1. The largest percentage of students scored within the "% above" to the "% at or near" range.
2. Areas of growth include analysis of complex and real-world scenarios, the construction and use mathematical models to interpret and solve complex problems, and constructing clear and precise viable arguments to support mathematical reasoning and to critique the reasoning of others.
3. Academic Conferences and follow up update meetings are in place to support teachers and their instruction

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K								***							
1	***														
2							***			***					
3					***									***	
4				***											
5					***										
Total	25			25	50		25	25		25				25	

Conclusions based on this data:

1. These students will be receiving support from ELD district services laid out in EL learning plans aligned to ELD standards.
2. Students who have met their goals and have achieved appropriate academic performance markers will be recommended for reclassification.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					***			***							
1	***														
2							***			***					
3					***			***						***	
4				***											
5					***										
Total	25			25	57		25	29		25				14	

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
Provide an instructional program that emphasizes academic rigor, continuity across school sites and grade levels, and develops students resiliency.
SCHOOL GOAL #1:
Using student data and assessments from CAASPP, our district ELA curriculum (Wonders and StudySync), Renaissance Learning (3-8), CRLP (K-3), and district assessments (K-8), H. Clarke Powers School will continue to develop and refine our instructional models to meet the individual needs of students in grades TK-8.
Data Used to Form this Goal:
Curriculum embedded assessments, Renaissance Learning assessments, district adopted assessment data, CAASPP data, and CRLP assessment data.
Findings from the Analysis of this Data:
Analysis of the data showed that students across all grade levels are at varying levels of proficiency, as measured by Ren-Learn baseline assessment data and district adopted assessments data. Students (3rd-8th) ranged from "urgent intervention" to "grade level proficient" as measured by baseline Ren-Learn assessments data for ELA. Students (K-2) ranged from "print concept" level to "alphabetic level" (K), from "alphabetic level" to "spelling level" (1st), and from "spelling level" to "polysyllabic level" (2nd/3rd) as measured by district adopted assessments.
How the School will Evaluate the Progress of this Goal:
Staff will use data to analyze student achievement levels, monitor progress, drive and differentiate instruction to support the learning needs of all students. Student data collected from CAASPP data, curriculum embedded assessments (Wonders and StudySync), Renaissance Learning assessments, district adopted assessment data, and CRLP assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff development opportunities (site, district and IB trainings) with the specific focus on building capacity of the implementation of the curriculum and improvement of our Program of Inquiry and units of study in PYP and MYP.	September - June	Administrator, IB Coordinator, District Office Support	District-wide professional development days targeting implementation of the ELA curriculum	None Specified	District Funded	
			Staff meetings and IB collaboration times to review data and make action plan	None Specified	None Specified	
			IB resources	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	2,500
Hold academic conferences (TK-8) and weekly IB meetings to analyze student data (CAASPP, Ren Learn, curriculum-embedded assessments, district adopted assessments, and teacher informal assessments), to develop differentiated learning groups, to identify goals, to provide targeted and specific support (Tier 1), to identify methods of progress monitoring and to review student progress/adjust learning groups.	September-June	Staff	Release time (2 hours per teacher/semester) to participate in academic conferences	None Specified	District Funded	
Conduct ongoing classroom observations with specific emphasis on small group targeted instruction and the use of formative assessments to monitor progress and guide instruction.	September - June	Administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers in grades TK – 8 will utilize tier one, two, and tier three interventions	September – June	Staff	Paraeducators	None Specified	District Funded	
			Supplementary training and materials related to Program of Inquiry	None Specified	Site Formula Funds	5,000
Review Aeries grade reports on a monthly basis to monitor student progress	Ongoing	Administrator				
Ongoing collaboration time will be dedicated for teacher collaboration/planning/Academic Conferences to determine best practices for support	During collaboration time at site August - June	Staff	Release time (Sub) / Staff meeting	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOAL:
Provide an instructional program that emphasizes academic rigor, continuity across school sites and grade levels and develops students resiliency.
SCHOOL GOAL #2:
Using student data from CAASPP scores, Renaissance Learning (3-8), and classroom assessments, we will continue to develop and refine the Multi-Tiered System of Support (MTSS) model to meet the individual academic needs of students in grades TK-8.
Data Used to Form this Goal:
CAASPP assessment data, curriculum embedded assessments and district adopted assessment data
Findings from the Analysis of this Data:
Areas of growth include the analysis of patterns and relationships, the construction and use mathematical models to interpret and solve complex problems, and constructing clear and precise viable arguments to support mathematical reasoning and to critique the reasoning of others.
How the School will Evaluate the Progress of this Goal:
Staff will use data to analyze student achievement levels, monitor progress, drive and differentiate instruction to support the learning needs of all students. Student data will be collected from teacher assessments (formative, summative), Ren-Learn scores, benchmark assessments, Aeries grade reports, and CAASPP assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff development opportunities (site, district and IB trainings) with the specific focus on building capacity of the implementation of the curriculum and improvement of our Program of Inquiry and units of study in PYP and MYP	Ongoing	District personnel, Administrator, IB Coordinator, CLTs, teachers	Staff development days		District Funded	
			IB Trainings	None Specified	Site Formula Funds	5,000
			IB Resources	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	2,500
Identify and utilize common grade level assessments	September-June	Staff	Staff development days		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify interventions and supports for students when they do not achieve each standard	Ongoing	Staff	Staff development days, grade level discussions, collaboration meetings		District Funded	
Hold academic conferences (TK-8) and weekly IB meetings to analyze student data (CAASPP, Ren Learn, curriculum-embedded assessments, district adopted assessments, and site developed assessments), to develop differentiated learning groups, to identify goals, to provide targeted and specific support (Tier 1), to identify methods of progress monitoring and to review student progress/adjust learning groups.	September-June	Administrator, IB Coordinator, teachers	Staff meeting schedule- HCP and IB collaborative schedule Release time (2 hours per teacher/semester) to participate in academic conferences		District Funded	
Conduct ongoing classroom observations with specific emphasis on small group targeted instruction and the use of formative assessments to monitor progress and guide instruction.	September - June	Administrator				
Review Aeries grade reports on an ongoing basis to monitor student progress.	September - June	Administrator				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Learners
LEA GOAL:
Provide an instructional program that emphasizes academic rigor, continuity across school sites and grade levels and develops students resiliency
SCHOOL GOAL #3:
Meet the needs of English Language Learners through effective instruction and ongoing supports throughout the year.
Data Used to Form this Goal:
Report cards, REN data, CRLP data, and district assessment data on all ELL students and redesignated students
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
District and State assessments, ELPAC Scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Completion of ELPAC initial assessment for students whose primary language is not English and who have not previously been classified as an EL learner	September – June	District EL Teacher, Staff	EL Teacher	None Specified	None Specified	
Identification of students requiring ELD services, development of ELL Learning Plans for students, and collaboration between classroom teacher and ELD instructor	September – June	District staff, EL teacher, Classroom teachers	LUSD EL staff to train staff on Best EL Practices	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provision of EL instructional support as designated on individual students' learning plans	September – June	Teachers, EL Teacher	Staff development days and sessions with specific focus on ELD components	None Specified	District Funded	
Review of report cards, district assessment data and student work samples for students receiving ELD to monitor progress	September – June	Principal				
Monitoring of ELD instructional support, frequency and use of district adopted instructional materials	September – June	Principal				
Provide additional support to EL students from the district EL specialist	September – June	EL Teacher, Classroom teachers	EL teacher to meet frequently with HCP staff to support instruction.		District Funded	
Completion of ELPAC Summative Assessment	February - May	EL Teacher				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Formula Funds	10,000	0.00
Parent Teacher Association/Parent	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	5,000.00
Site Formula Funds	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
None Specified	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	Parent Teacher Association/Parent Faculty	5,000.00
None Specified	Site Formula Funds	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,500.00
Goal 2	7,500.00

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				
Laurie Balsano			X		
Leigh Amistadi				X	
Susan Slavik				X	
Sarah Tavernetti		X			
Stephanie Konkoff		X			
Leesa Baltzley			X		
Kevin Keith				X	
Stacey Thomas			X		
Numbers of members of each category:	1	2	3	3	0

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

Recommendations and Assurances

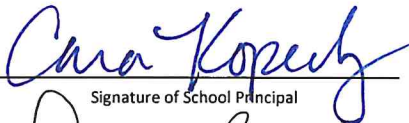
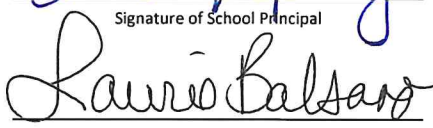
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
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 .

Attested:

Cara Kopecky		10/4/18
Typed Name of School Principal	Signature of School Principal	Date
Laurie Balsano		10/4/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date