

The School Plan for Student Achievement

School: Loomis Grammar School
CDS Code: 31-66845-6031132
District: Loomis Union Elementary School District
Principal: Angie Borgwardt
Revision Date: 2018-19

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 11/1/18.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Planned Improvements in Student Performance	14
School Goal #1.....	14
School Goal #2.....	16
School Goal #3.....	18
Summary of Expenditures in this Plan.....	20
Total Allocations and Expenditures by Funding Source	20
Total Expenditures by Object Type.....	21
Total Expenditures by Object Type and Funding Source.....	22
Total Expenditures by Goal	23
School Site Council Membership	24
Recommendations and Assurances.....	25

School Vision and Mission

Loomis Grammar School's Vision and Mission Statements

School Mission

Loomis Grammar School's mission is to foster meaningful relationships and provide engaging, rigorous instruction that will empower all of our students to become lifelong learners and responsible citizens who contribute positively to their community and the world around them.

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.

School Profile

Loomis Grammar School has an enrollment of approximately 500 students in grades from Transitional Kindergarten through eighth grade. The staff includes 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 Your 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 2018-19 and a report of the findings will be distributed to all community members. A parent survey will be conducted this year in the Fall of 2018.

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-throughs are conducted and documented on a continual basis throughout the year.

Based upon these observations, the following findings were noted:

- 1) K-3 teachers continue implementation of California Reading and Literature Project (CRLP) strategies as presented in the district professional development days. TK-5 teachers implement Wonders ELA curriculum. 6-8 teachers implement StudySync ELA program.
- 2) K-5 teachers implement the Everyday Mathematics Program. 6-8 Teachers implement the College Preparatory Mathematics Program.
- 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 standardize implementation of Everyday Mathematics curricular materials, daily lesson sequences, district adopted assessments, and analysis of data for individual student academic needs and supports.
- 5) A continued need to develop and refine teaching methodologies aligned to Common Core (CCSS) practices.
- 6) A continued need to provide students with behavioral and social emotional support.

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 instruction. Local assessments used in LUSD include CRLP data, Renaissance Learning (ELA and Math), district adopted assessments as well as CAASPP 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 semester "academic conferences" (which include classroom teachers, support staff and administration), student data (teacher generated, Ren-Learn, CRLP data, and district adopted assessments) are analyzed to determine specific and targeted instruction to meet individual student needs.

Staffing and Professional Development

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

100% of teaching staff at Loomis Grammar School 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 at Loomis Grammar School are fully credentialed or currently enrolled in a structured intern program.

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, 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. Educational Services Department and Curriculum Leadership Team provide district and site level support in the areas of curriculum, instruction and technology when available.

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 can be provided as needs are determined by site administration, semester 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 has adopted English Language Arts curriculum that aligns to CCSS-ELA standards.

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, GATE, and enrichment opportunities are provided and embedded into the daily master schedule. Before and after school Homework Club is provided as requested by students and provided by staff.

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. In Spring of 2015, the LUSD board adopted the California Common Core aligned Everyday Math program for grades K-5. In the Spring of 2016, the LUSD board adopted California Common Core aligned ELA Wonders for grades K through 5 and StudySync for grades 6 through 8.

The district is currently providing ongoing staff development opportunities in 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, 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 provides instructional assistants for high needs students and purchases targeted instructional material that meets the needs of identified students. Title 1 funding funds a 1.0 certificated teacher, 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

Areas of Growth/Focus:

- 1.) Implementation of technology within the classroom to deliver engaging curriculum
- 2.) Development and refinement of teaching methodologies in alignment with the California Common Core Standards
- 3.) Refinement of a schoolwide PBIS program

The following goals have been developed to address the growth areas stated above:

- 1.) Implement technology-rich classrooms that engage students while promoting innovative and rigorous learning.
- 2.) Provide targeted assistance to identified students through the Title 1 Program.
- 3.) Development and refinement of a schoolwide Positive Behavioral Interventions and Support (PBIS) program.

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	40	50	54	40	50	54	40	50	54	100	100	100
Grade 4	60	46	52	59	45	52	59	45	52	98.3	97.8	100
Grade 5	58	62	52	56	62	51	56	62	51	96.6	100	98.1
Grade 6	48	61	65	48	61	65	48	61	65	98	100	100
Grade 7	56	55	57	54	54	56	54	54	56	96.4	98.2	98.2
Grade 8	63	63	59	63	60	58	63	60	58	100	95.2	98.3
All Grades	325	337	339	320	332	336	320	332	336	98.2	98.5	99.1

* 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	2457.0	2451.8	2428.5	33	34.00	25.93	33	28.00	27.78	20	26.00	22.22	15	12.00	24.07
Grade 4	2472.0	2451.9	2484.9	22	15.56	30.77	37	24.44	28.85	17	22.22	13.46	24	37.78	26.92
Grade 5	2514.7	2504.5	2545.3	23	17.74	39.22	34	41.94	33.33	23	16.13	23.53	20	24.19	3.92
Grade 6	2595.0	2554.6	2571.7	38	22.95	33.85	48	42.62	43.08	10	18.03	15.38	4	16.39	7.69
Grade 7	2591.9	2612.1	2599.4	28	29.63	19.64	37	53.70	55.36	30	9.26	17.86	6	7.41	7.14
Grade 8	2602.7	2587.9	2627.2	19	23.33	36.21	52	38.33	46.55	22	26.67	13.79	6	11.67	3.45
All Grades	N/A	N/A	N/A	26	23.80	30.95	41	38.86	39.58	21	19.58	17.56	13	17.77	11.90

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	40	38.00	29.63	45	46.00	48.15	15	16.00	22.22
Grade 4	31	15.56	26.92	39	48.89	51.92	31	35.56	21.15
Grade 5	27	27.42	45.10	52	48.39	49.02	21	24.19	5.88
Grade 6	40	29.51	30.77	50	54.10	56.92	10	16.39	12.31
Grade 7	26	38.89	30.36	65	51.85	58.93	9	9.26	10.71
Grade 8	32	31.67	43.10	60	43.33	44.83	8	25.00	12.07
All Grades	32	30.42	34.23	52	48.80	51.79	16	20.78	13.99

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	28	30.00	18.87	53	40.00	54.72	20	30.00	26.42
Grade 4	27	11.11	30.77	53	66.67	42.31	20	22.22	26.92
Grade 5	27	30.65	45.10	57	50.00	45.10	16	19.35	9.80
Grade 6	48	31.15	46.15	44	47.54	41.54	8	21.31	12.31
Grade 7	37	61.11	37.50	54	29.63	58.93	9	9.26	3.57
Grade 8	41	35.00	48.28	46	48.33	44.83	13	16.67	6.90
All Grades	35	33.73	38.21	51	46.69	47.76	14	19.58	14.03

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	35	36.00	25.93	63	60.00	66.67	3	4.00	7.41
Grade 4	19	4.44	17.31	66	73.33	73.08	15	22.22	9.62
Grade 5	21	19.35	23.53	70	64.52	70.59	9	16.13	5.88
Grade 6	42	21.31	27.69	54	72.13	64.62	4	6.56	7.69
Grade 7	26	27.78	25.00	69	68.52	64.29	6	3.70	10.71
Grade 8	22	23.33	32.76	70	66.67	65.52	8	10.00	1.72
All Grades	27	22.29	25.60	66	67.47	67.26	8	10.24	7.14

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	25	42.00	28.30	60	46.00	45.28	15	12.00	26.42
Grade 4	29	13.33	36.54	54	68.89	38.46	17	17.78	25.00
Grade 5	32	20.97	35.29	57	50.00	56.86	11	29.03	7.84
Grade 6	65	50.82	46.15	31	36.07	44.62	4	13.11	9.23
Grade 7	37	46.30	51.79	54	46.30	44.64	9	7.41	3.57
Grade 8	38	33.33	51.72	56	46.67	44.83	6	20.00	3.45
All Grades	38	34.94	42.09	52	48.19	45.67	10	16.87	12.24

Conclusions based on this data:

1. The three year trend for grade 3 is a decrease of the number of students overall ELA achievement scoring At or Above standard
2. The three year trend for grade 5 is an increase of the number of students overall ELA achievement scoring At or Above standard.
3. The three year trend for grades 4,6,7,8 is a decrease and then an increase of the number of students overall ELA achievement scoring At or Above standard.

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	40	50	54	40	50	54	40	50	54	100	100	100
Grade 4	60	46	52	59	45	52	59	45	52	98.3	97.8	100
Grade 5	58	62	52	56	62	51	56	62	51	96.6	100	98.1
Grade 6	48	61	65	48	61	65	48	61	65	98	100	100
Grade 7	56	55	57	54	54	56	54	54	56	96.4	98.2	98.2
Grade 8	63	63	59	63	61	58	62	61	58	100	96.8	98.3
All Grades	325	337	339	320	333	336	319	333	336	98.2	98.8	99.1

* 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	2467.0	2474.6	2418.9	23	34.00	12.96	55	34.00	29.63	18	28.00	24.07	5	4.00	33.33
Grade 4	2457.3	2491.0	2498.0	7	11.11	23.08	27	46.67	34.62	44	37.78	32.69	22	4.44	9.62
Grade 5	2527.5	2524.3	2551.5	27	30.65	31.37	23	25.81	31.37	32	24.19	33.33	18	19.35	3.92
Grade 6	2560.1	2528.5	2558.0	33	18.03	26.15	21	27.87	32.31	31	27.87	30.77	15	26.23	10.77
Grade 7	2567.9	2588.9	2574.4	22	33.33	30.36	37	24.07	30.36	26	35.19	25.00	15	7.41	14.29
Grade 8	2592.1	2561.7	2589.1	27	18.03	27.59	27	27.87	24.14	26	26.23	27.59	19	27.87	20.69
All Grades	N/A	N/A	N/A	23	24.32	25.30	31	30.33	30.36	30	29.43	28.87	16	15.92	15.48

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	53	46.00	24.53	35	44.00	35.85	13	10.00	39.62
Grade 4	15	22.22	36.54	44	53.33	44.23	41	24.44	19.23
Grade 5	36	38.71	35.29	43	32.26	50.98	21	29.03	13.73
Grade 6	35	27.87	35.38	33	40.98	47.69	31	31.15	16.92
Grade 7	31	37.04	37.50	44	48.15	46.43	24	14.81	16.07
Grade 8	31	19.67	31.03	47	45.90	39.66	23	34.43	29.31
All Grades	32	31.83	33.43	42	43.54	44.18	26	24.62	22.39

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	33	36.00	25.93	65	60.00	42.59	3	4.00	31.48
Grade 4	14	26.67	21.15	47	62.22	63.46	39	11.11	15.38
Grade 5	27	24.19	35.29	50	58.06	56.86	23	17.74	7.84
Grade 6	38	14.75	30.77	40	50.82	43.08	23	34.43	26.15
Grade 7	28	31.48	28.57	54	53.70	57.14	19	14.81	14.29
Grade 8	31	24.59	32.76	61	42.62	53.45	8	32.79	13.79
All Grades	28	25.83	29.17	53	54.05	52.38	20	20.12	18.45

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	43	42.00	22.64	50	52.00	62.26	8	6.00	15.09
Grade 4	12	20.00	28.85	61	55.56	44.23	27	24.44	26.92
Grade 5	29	27.42	25.49	48	46.77	64.71	23	25.81	9.80
Grade 6	33	21.31	32.31	46	54.10	47.69	21	24.59	20.00
Grade 7	24	37.04	23.21	63	53.70	64.29	13	9.26	12.50
Grade 8	27	22.95	27.59	58	44.26	53.45	15	32.79	18.97
All Grades	27	28.23	26.87	55	50.75	55.82	18	21.02	17.31

Conclusions based on this data:

1. The three year trend for grade 3 is a decrease of the number of students overall M achievement scoring At or Above standard.
2. The three year trend for grade 5 is an increase of the number of students overall M achievement scoring At or Above standard (grade 4 had an increase and then maintained).
3. The three year trend for grades 6,7,8 is a decrease and then an increase of the number of students overall M achievement scoring At or Above standard.

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
1				60						40					
2	***	25						75							
3				***	***			***		***					
4					***		***						***		
5					***			***						***	
6								***							
Total	9	9		36	27		18	55		27			9	9	

Conclusions based on this data:

1. Number of students assessed on the CELDT is not high enough to create significant data results. New ELPAC test was piloted this year and results were not received.

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								50		***	25			25	
1				60						40					
2	***	25						75							
3				***	***			***		***					
4					***		***						***		
5					25			25		***				50	
6								***							
8				***											
Total	13	6		33	19		13	50		33	6		7	19	

Conclusions based on this data:

1. Number of students assessed on the CELDT is not high enough to create significant data results. New ELPAC test was piloted this year and results were not received.

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: Technology
LEA GOAL:
We will develop and implement technology best practices into teaching, learning, and system operations to improve effectiveness and efficiency throughout our district.
SCHOOL GOAL #1:
Implement technology-rich classrooms that engage students while promoting innovative and rigorous learning.
Data Used to Form this Goal:
Certificated Staff and Parent Surveys
Findings from the Analysis of this Data:
Staff and Parents indicated that there is a need for technology resources to provide engaging instructional opportunities for students.
How the School will Evaluate the Progress of this Goal:
Increase in the number of devices available to students on campus, based on yearly survey and school inventory.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access to up-to-date resources in technology	August 2018- June 2019	Administration, PTC, and Technology Department	2 Sets of 35 Chromebooks(to fill two existing carts)	None Specified	Foundation	10,000.00
				None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8,000.00
Technology training and support for teachers through Staff Development days	August 2018- June 2019	Administration and Technology Department	Technology training for teachers	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Methods of distribution and management of devices	August 2018- June 2019	Administration, District Technology Department	Update and implement technology protocols for management of devices	None Specified	None Specified	
Principal and CLT classroom observations focused on best practices in technology integration	August 2018- June 2019	Administration and CLT	Conduct walk thoughts and provide feedback and support to staff	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: Title 1
LEA GOAL:
Staff will use data to analyze student achievement levels, monitor progress, drive and differentiate instruction to support the learning needs of all students.
SCHOOL GOAL #2:
Provide targeted assistance to identified students through the Title 1 Program.
Data Used to Form this Goal:
Standardized assessments, Renaissance Learning, Aeries reports, and other formative assessments throughout the year
Findings from the Analysis of this Data:
Students who qualify for Title 1 services have a variety of needs that can be served through differentiated instruction.
How the School will Evaluate the Progress of this Goal:
Standardized assessments, Renaissance Learning, Aeries reports, and other formative assessments throughout the year

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 achieving below standard	September 2018 - June 2019	Site Administrator, Classroom Teachers, Title One Teachers	Title One teachers	1000-1999: Certificated Personnel Salaries	Title I	77,700
Provide professional development opportunities on differentiated instruction	September 2018 - June 2019	Site Administrator, Classroom teachers, Title One teachers	Site Staff Development District Staff Development Days	None Specified None Specified	None Specified None Specified	
Principal, Classroom Teachers, and Title 1 teachers will have Academic Conferences and monitor student progress	September 2018 - June 2019	Site Administrator, Classroom teachers, Title One teachers	Academic Conferences	None Specified	None Specified	

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: Positive Behavioral Interventions and Support Program
LEA GOAL:
Students will be provided with an instructional environment that supports social emotional growth, develops resiliency and promotes perseverance.
SCHOOL GOAL #3:
Development and refinement of a schoolwide Positive Behavioral Interventions and Support (PBIS) program.
Data Used to Form this Goal:
SWIS data, Staff surveys, TFI data
Findings from the Analysis of this Data:
Using SWIS and survey data, there is a need to refine both the Tier 1 and Tier 2 levels of our school wide PBIS program.
How the School will Evaluate the Progress of this Goal:
SWIS data, Staff surveys, TFI data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold PBIS meetings on-site once per month for Tier 1 and twice per month for Tier 2 to plan and coordinate school-wide behavior systems.	August 2018 - June 2019	Site Administrator, PBIS Team	Planning PBIS activities and programs	None Specified	None Specified	
Attend district and county meetings and trainings	August 2018 - June 2019	Site Administrator, PBIS Team	Attend district and county meetings and trainings	None Specified	District Funded	790.00
Provide training to staff members on the implementation of strategies, procedures and routines that promote positive student behavior	August 2018 - June 2019	Site Administrator, PBIS Team	Staff Meetings	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase support materials (incentives, posters, etc.)	August 2018 - June 2019	Site Administrator, PBIS Team	Purchase supplemental materials	None Specified	District Funded	1,000.00
				None Specified	Parent-Teacher Association (PTA)	2,000.00
Purchase and Utilize School Wide Information System (SWIS)	August 2018 - June 2019	Site Administrator	Purchase and Utilize School Wide Information System (SWIS)	None Specified	District Funded	460.00

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
District Funded	2,250.00
Foundation	10,000.00
Parent Teacher Association/Parent Faculty Club	8,000.00
Parent-Teacher Association (PTA)	2,000.00
Title I	77,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	77,700.00
None Specified	22,250.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	District Funded	2,250.00
None Specified	Foundation	10,000.00
None Specified	Parent Teacher Association/Parent Faculty	8,000.00
None Specified	Parent-Teacher Association (PTA)	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	77,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,000.00
Goal 2	77,700.00
Goal 3	4,250.00

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
Angie Borgwardt	X				
Jennifer Taylor			X		
Gayle Spangler		X			
Laura Stangrover				X	
Adrienne Rose				X	
Serena Krueger				X	
Numbers of members of each category:	1	1	1	3	

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 March 2018.

Attested:

Angie Borgwardt

Typed Name of School Principal



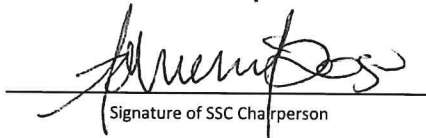
Signature of School Principal

10/19/18

Date

Adrienne Rose - Co Chair

Typed Name of SSC Chairperson



Signature of SSC Chairperson

19 OCT 2018

Date