

The Single Plan for Student Achievement

LOYALTON ELEMENTARY SCHOOL

46-70177-6050629
CDS Code

Date of this revision: November 2016

Adopted by the School Site Council at a public meeting on
January 5, 2017

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the SBX3 4 Flexibility, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Andrea White
Position: Site Administrator (Principal)
Phone: 530-993-4482
Address: P.O. Box 127
111 Beckwith
Loyalton, CA, 96118
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Sierra Plumas Joint Unified School District

The District Governing Board approved this revision of the School Plan on January 10, 2017.

- meaningful professional development opportunities
- Gradually increase the budget for EL programs to meet the needs of a growing EL population
- We have after school tutoring available for students 1st-6th grade two days a week
- Other barriers are socio-economically based and cannot be resolved by the site

3. Overview Of Data Analysis

- Loyalton Elementary School met AYP goals for 4 of the 5 subgroups for 2015.
- The new state testing is now CAASP. Our ELA scores showed that 42% of the students are at or above proficient. Math scores showed that students are 42 % at or above proficient.

4. Goals Based On Data Analysis

- Based on student's documented scores in the new CAASP assessment data, in both ELA and Math, we will continue the interventions listed above and with the new curriculum that we have implemented this year that is core aligned with California
- Continued opportunities to increase funding for technology

5. Professional Development

- Professional development will be continued by focusing on the instructional use of standards based benchmark assessments
- We have joined a consortium for professional development with Nevada and Placer counties
- Will provide staff with professional development with new curriculum that is adopted for the district

6. School Leadership Focus on Student Learning

The site administrator, also known as "principal" (hereinafter referred to as "site administrator"), is an instructional leader and monitors progress by:

- Meeting with grade levels in content areas on a regular basis to set goals based on instructional data through the PLC
- Allocating resources based on data and need
- Formally evaluating teachers

A Teacher-in-Charge are employed to meet site needs in the absence of the site administrator.

Single Plan for Student Achievement School Profile

Loyalton Elementary School is located near the communities of Loyalton, Sierraville, Calpine, Chilcoot, and Vinton. This school is one of five in the Sierra-Plumas Joint Unified School District. Loyalton Elementary School first opened in 1967.

The school serves 176 students in transitional kindergarten through sixth grade. The ethnic makeup is as follows: .6% African American; 0% Native American, 0% Pacific Islander, 14.2% Latino/Hispanic, 80.1% Caucasian.

Loyalton Elementary staff includes: 1 full time administrator, 1 school secretary, 8 full time regular education teachers, 1 full time EL Aide, 1 part time special education teacher, 1 contracted part time speech therapist, 1 part time preschool teacher, 1 part time classroom specialist, 1 part time library aide, 6 part time instructional aides, 1 full time cook, 3 part time kitchen staff, 6 noon/recess supervisors, 1 part time custodian, & 1 maintenance person.

All classrooms are self-contained.

The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the State and District content and performance standards for all students. Regular grade level meetings are held to analyze current instructional data plan for improvement.

An aggressive attendance monitoring program has been established district-wide and on-site. Our school secretary monitors attendance daily. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students. The School Attendance Review Board, comprised of school officials, Sierra County Health employees and law enforcement, is poised to step in to situations where school attendance has become a problem.

The Response to Intervention (RTI) membership is flexible and depends upon the needs of the student, but usually includes the parent, teacher, Site administrator, & Special Education teacher. At RTI meetings, a student's strengths, weaknesses, and needs are written down as specifically as possible and parent input is encouraged. At this point the RTI model is initiated. An action plan is developed to meet stated needs, with a follow-up date to discuss the success of the action plan, and to generate further suggestions for intervention if needed. Student response to intervention is carefully monitored. A student is only referred for Special Education testing when the student is not responding adequately to any/all of the interventions suggested by the RTI. When testing is completed, an IEP (Individualized Education Program) meeting is held to determine a student's eligibility and placement.

The School Site Council (SSC), a group of parents and staff that meet quarterly, is

Standards based instructional materials are purchased for every student at every grade level in the core content areas.

All programs in use have extensive accommodations for meeting the instructional needs of special student populations including English learners, at-risk students, special education students and gifted students.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards based materials to assist each student in meeting his or her educational goals. In addition, each child at Loylton Elementary is mainstreamed into the general education setting for at least part of each day. With the support of special education personnel, special education students are given the opportunity to access and master grade level standards.

English language learners are also incorporated into the mainstreamed classroom. All teachers on site have received either their BCLAD, CLAD, or SDAIE training to receive their certification. Teachers use standards based materials and SDAIE instructional strategies in order for these students to master the curriculum. Students in need of intensive language instruction have access to a full time bilingual aide to assist them in problem areas.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Student achievement and staff needs are evaluated yearly. The district utilizes a number of staff development days each year to provide staff development opportunities in the following areas:

- Alignment and development of a benchmark that better assesses student progress on the Common Core state standards.
- Technology training (Smartboards and Chromebooks).
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Classroom Management
- Arts Integration into the curriculum/Learning Landscapes/Gardening

4. Services provided by the regular program to enable underperforming students to meet standards:

All teachers implement the standards-based instructional materials described above. The district-adopted materials address the needs of diverse learners, including underperforming students. During initial instruction, teachers use the explicit instructional strategies and techniques built into the programs to address the needs of these students. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use Wonders support curriculum for interventions and student materials to address

best practices, modify instruction, and determine interventions to implement for specific students. Site administrators monitor effective implementation of standards-based programs and progress of students through observation, meeting and data-basing student progress.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Every teacher (100%) works with children who are underperforming. During a portion of the reading/language arts period, time is dedicated to grouping students by performance level to provide targeted instruction in skill areas at all performance levels. Through the use of CST scores, local assessment and informal and formal testing in the classroom, teachers evaluate the data and plan lessons to challenge those students with average to high abilities and remediate those who are struggling.

8. Family, school district and community resources available to assist these students:

The Family Resource Center offers classes in parenting to assist parents in how to best meet the needs of family members running on very busy schedules.

First Five California has funded a part time transition aide to assist preschool children in the making the move from preschool to the school system.

Sierra County's Mental Health Department offers support for children (teachers and parents as well) whose behaviors impact their academic performance.

Students in the upper who are struggling may get help from the site Title 1 instructional aide during lunch hour.

We offer tutoring by credentialed teachers two days a week for students grades 1 - 6.

There is an on-site counselor from the county offices that provide services one time a week.

9. School district and community barriers to improvements in student achievement:

Many people who move to Loyalton come here from out of state. This causes some difficulty because of the inconsistencies in reading and math programs to which those students have been exposed.

Loyalton Elementary School serves a population of students and their families from an area that is socio-economically depressed. At times, over 60% of our students receive free and reduced lunches. As a result, our school faces the typical barriers associated with high poverty rates: lack of parental involvement, lack of health care

Single Plan for Student Achievement

Planned Improvement in Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon analysis of verifiable state data, including the Academic Performance Index and the English Language Development test, including local measures of student achievement. The school site council analyzes available data on the academic performance of all students, including English Learners, economically disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtains and considers input from the school community. Based on these analyses, the council has established the following performance improvement goals.

Goal: ENGLISH/LANGUAGE ARTS

Goal Statement

To increase the school wide percentage of students scoring "Standard Met" or "Standard Exceeded" by 5 percent as measured on the 2016 California Standards Test in English/Language Arts.

Student Group

School wide

Performance Gains

The school wide percentage scoring "standard met" or higher will increase from 42% (May 2016) to 65% (May 2017)

Means of Evaluating

Annual state assessments

Report card data

Other local assessments

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide professional development opportunities to teachers in the areas of reading/language arts and opportunities to collaborate around student assessment and instructions.

Measures: CST, Benchmark exams,

People Assigned: Site administrator

Start Date: 8/29/16

End Date: 6/09/17

Funding Source	Related Expenditures	Estimated Costs
Title II	Registration Fees and Stipends	\$4,500
Educator Effectiveness	Registration Fees, Substitutes and Stipends	\$5,600

GOAL: MATHEMATICS

Goal Statement

To increase the percentage of students scoring proficient or advanced by 5 percent as measured on the 2016 CASSP in mathematics

Student Group

School-wide
Socio-economically disadvantaged
English Learner

Performance Gains

The percentage of students scoring proficient or higher (school-wide) will increase from 42% (May 2016) to 60% (May 2017)

Description of Specific Actions to Improve Educational Practice

School wide instructional assistants

Means of Achievement: Increased educational opportunity

Tasks: Provide students (Grades K-6) in need of small group or one-to-one support in mathematics intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

Start Date: 8/29/16

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Funding Source	Related Expenditure	Estimated Costs
Title 1	Classified Aide	\$7,300
Proposition 20, Lottery	Math Textbooks	\$7,900

GOAL: SCHOOL CULTURE

Goal Statement: To increase student attendance as measured by a decrease in the number of absences and discipline referrals.

Means of Achievement: Increased educational opportunities.

Tasks: Provide students with experiences that increase their love of learning, joy of discovery and sense of wonder with the world around them.

Measures: informal assessments by staff

People assigned: staff

Start Date: 8/29/16

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Funding Source	Related Expenditure	Estimated Costs
TITLE I	Instructional supplies, equipment	\$ 17,000
LOTTERY	Technology, Media, repairs/upgrade existing equipment.	\$ 8,000
TITLE VI	RTI Stipend	1,300
REAP	Classroom Materials & Supplies, and Services	3,600

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Administration	Certificated	Parent
Andrea White	x		
Juli Lane		x	
Lennie Garcia		x	
Sheri Roen			x
Randy Durney			x
April Burns			x
Hayden Stahl			x
Kerstin Harrison			x
Numbers of members of each category	1	2	5

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the site administrator, 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.

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