

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

## LOMA PRIETA ELEMENTARY SCHOOL

CDS Code 43-69500-6047369

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Loma Prieta Joint Union School District

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School Plan on Nov 14, 2007.

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## SCHOOL PROFILE

Loma Prieta Elementary School was formed in the late 1950's by merging the numerous one-room schoolhouses that had dotted the Santa Cruz Mountains since the 1800's. It straddles the summit with contiguous parcels in two counties, and serves the needs of children living in two counties, Santa Clara to the north and Santa Cruz to the south, in a uniquely rural setting just ten minutes from the towns of Los Gatos and Scotts Valley. The community hub is the school and school activities as there is no town center to speak of.

During the 2005-06 school year, 280 students attended Loma Prieta School. Enrollment continues to shrink due to the declining numbers of school age children living within district boundaries. The greatest challenge facing Loma Prieta School will be the maintenance of a quality program with fewer students and teachers combined with a severely cut district budget.

### ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

#### **1. Alignment of curriculum, instruction and materials to content and performance standards:**

All classroom teachers are familiar with the standards for their grade levels. The reading program at Loma Prieta is well aligned to standards in terms of both curriculum (Houghton-Mifflin) and instruction. All K-5 teachers received on-going Step Up to Writing training, a standards based writing program that complements the Houghton Mifflin series. Loma Prieta has adopted a social studies program by Harcourt for 2007-08. The mathematics program is standards-based, and is supplemented with computer based programs First in Math (2<sup>nd</sup> – 4<sup>th</sup>) and Larsen Math (5<sup>th</sup>). In addition, EPGY, another computer based program was pilot tested this year in 2<sup>nd</sup> – 4<sup>th</sup>. The children were randomly, for the most part, divided between the two programs. Based on outcome data, EPGY will be used in 2007-08. Science is taught using a variety of instructional materials, including a standards-based text. The text is supplemented with Foss, AIMS, the garden, redwood trail, pond, etc.

#### **2. Availability of standards-based instructional materials appropriate to all student groups:**

Standards-based instructional materials are available for all teachers in Language Arts, Mathematics and Science. There is currently a need for more leveled books in grades 3-5. The Accelerated Reader program needs to be updated and expanded. There is also a need to expand the collection in the school library with newer books. Science kits need to be replenished. Updated hardware and software needs to be purchased.

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

Long-term staff development will be aligned to the goals outlined in this plan. Staff training during the 2006-2007 school year included Step Up to Writing. This occurred on special minimum days with follow-up discussions on staff development days. Funds are available for teachers to attend professional conferences. Reading comprehension will be the focus of the 2007-08 staff development with continuing discussion and training in Step Up to Writing. In addition, eight teachers district-wide participated in a training over the summer developed by Intel. The course is designed to guide teachers about how to use software programs in the classroom.

**4. Services provided by the core instructional program to enable underperforming students to meet standards:**

In classrooms, teachers provide individualized instruction, small group instruction, guided reading, and peer tutoring to assist underperforming students. Teachers also modify assignments using supplemental materials, manipulatives, and technology. In addition, teachers work with parents to support their children and rely on parents as additional volunteers working with underperforming students.

**5. Services provided by categorical funds to enable underperforming students to meet standards:**

Step Up to Writing and the Leveled Reading Program both address the needs of underperforming students. Support is also provided through Special Education staff.

**6. Use of state and local assessments to modify instruction and improve student achievement:**

All teachers received state testing data before school began on both their former and in-coming students. School-wide and grade level discussions were held to determine programmatic areas of need for the 2006-07 school year. Teachers utilize multiple measures to assess students, such as daily assignments, group projects, and tests.

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

All classroom teachers have a small percentage of students performing below grade level.

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

Resources available to assist underperforming students include: Loma Public Education Fund, the Home and School Club, and parent volunteers. Other resources include outside tutoring and two different bookmobiles (Santa Clara and Santa Cruz) that visit the school on alternating weeks.

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

The small size of Loma Prieta and lack of funding are barriers to student achievement. The geographic location of the school can be a barrier for families who have limited access to tutorial support. Another barrier occurs with underperforming students who do not qualify for special education programs.

**10. Limitations of the current program to enable Underperforming students to meet standards:**

Differentiation occurs in every classroom to some degree and addresses the needs of underperforming students. Training in differentiation will be provided in the upcoming year to ensure that all students received the support they require for individual success. There is a need to find creative ways to provide additional intervention programs for underperforming students and high achieving, given the current budget limitations.

## Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

API Base Data					API Growth Data				
	2003	2004	2005	2006		2003 to 2004	2004 to 2005	2005 to 2006	
<b>Percent Tested</b>	98	98	99	100	<b>Percent Tested</b>	98	99	100	
<b>API Base Score</b>	868	877	876	915	<b>API Growth Score</b>	884	876	917	
<b>Growth Target</b>	A	A	A	A	<b>Actual Growth</b>	16	-1	41	
<b>Statewide Rank</b>	10	10	9	10					
<b>Similar Schools Rank</b>	2	3	2	10					

### School Goals for Improving Student Achievement:

**Goal #1:** Increase the percentage of students meeting standards in writing strategies using the Step Up To Writing Rubrics.

**Goal #2:** Increase the percentage of students meeting standards in Mathematics, as measured by an increase in the percentage of students at the Proficient and Advanced levels on the 2007 California Standards Test (CST) and/or STAR Test. Test scores will be analyzed by comparing grade level cohorts from 2007 to-2008.

**Goal #3:** Increase the percentage of students who perceive our school as a safe, caring, respectful environment for learning and, decrease the percentage of students involved in risk taking behaviors as measured by the California Healthy Kids Survey.

**Goal #4:** Increase the percentage of students meeting standards in reading comprehension, as measured by an increase in the percentage of students at the Proficient and Advanced levels on the 2006 California Standards Test (CST) and/or STAR Test.