The Single Plan for Student Achievement

School: Loma Vista School

CDS Code: 04-61424-0430215

District: Chico Unified School District

Principal: Aaron Sauberan

Revision Date: 12-5-17

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

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

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

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School Vision and Mission

Loma Vista School's Vision and Mission Statements
The Loma Vista staff adopts the following values as the core beliefs of our vision statement:

- We believe that all students can learn and should be challenged to meet the highest academic standards,

- We believe in the worth and the dignity of each student,

- We believe in providing a safe, clean, nurturing school environment,

- We believe that our students have a right to a free and appropriate public education in the least restrictive environment,

- We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect,

- We believe that educators, students, parents/guardians, community agency personnel and families working collaboratively can effect powerful positive changes in students',

- We believe in a school culture which values professionalism among the staff and thus, allows for time to discuss, explore, and plan together,

- We believe that with commitment, adequate resources, and creativity the staff can provide special education programs of the highest possible quality,

- We believe in an open, democratic, decision making process in which we involve staff, parents and, whenever possible, students in the decision making process in order to insure that we are striving to achieve the

mission statement and learning expectations established for our students, school, and district.

- The Loma Vista staff is committed to providing a safe, enriched, student centered learning environment in which each student can:

- Realize his/her potential to the fullest extent possible

- Strive for personal independence

- Learn skills specified in her/his Individualized Education Pla

- Develop respect for self and others

- Become contributing members of their community.

School Profile

Loma Vista School is one of 26 schools in the Chico Unified School District. The school serves as the "hub" for the district's special education preschool programs. We also have a Private Preschool on our campus. These include preschool, T-K and a post secondary programs for students with severe handicapping conditions. The school also houses various designated instructional services programs (e.g. Speech and Language Therapy, Adaptive Physical Education, Occupational Therapy, etc.).

Loma Vista School prides itself for student achievement and rigorous academic programs related to children with severe disabilities. The Loma Vista School community provides quality academic curriculum that promotes a functional life skills curriculum. This is accomplished through standards-based instruction, ongoing assessment, and high academic and behavioral expectations in a safe, engaging, language rich environment. Students feel safe, in a well-disciplined environment where everyone is respectful, responsible, and resourceful. Loma Vista is known for its unified and cooperative staff. Teachers, along with their administrators demonstrate a clear understanding of academic standards. Our office staff is welcoming, efficient, and professional.

Loma Vista School provides services for students with a variety of disabilities. Loma Vista primarily houses pre-school programs for children with disabilities ages 3-5 years. There are seven pre-school classrooms, 1 TK program and one post secondary classrooms for students with severe disabilities. Specific classroom descriptions are: six self-contained special day classrooms; two full inclusion special day classrooms; one special day class for medically fragile students; and one special day class for young adults. The classrooms serve students with a range of disabilities including delays in language development, academic readiness, behavior issues, language delays, physical impairments, and autism. Programs are designed to serve students based on their age and academic need.

Located on the Loma Vista campus is a non-profit Pre-school program serving typically developing peers. The "Innovative Pre-school" program offers disabled students enrolled in the Chico Unified School District preschool program opportunities for inclusion. All programs offer a low student to teacher ratio, with an emphasis placed upon developing skills in communication, functional life skills, social development, and pre academic/life skills training. The districts mission is Individual Student Academic Success via a K-12 Sequence of Teaching, Learning, Assessment and Support. Loma Vista's mission embraces the district mission. The staff strives to provide a comprehensive educational program aligned to the state standards and based on each student's Individualized Educational Plan (IEP). Our teachers and staff members work diligently to provide a rigorous program that not only challenges each student, but also supports them throughout the learning process.

Loma Vista School encourages parent involvement in classrooms. Parents are active in supporting fundraisers, school ceremonies, and school projects. In addition to regular school events such as music programs, back to school night, open house, parent conferences, holiday programs, etc. parents are encouraged to participate in educational training programs and support groups. The support group provides opportunity for parents to network with other parents, to learn more about special education and to have input to the district special education programs. The School Site Council guides the schools programs. Due to the nature of the Individual Educational process (IEP'S) parents are activity involved in the oversight of their child's educational program.

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).

Chico Unified School District Survey specific to Loma Vista School

- Administrator Survey

- Teacher Survey

- Parent Survey

Classroom Observations

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

Administrator regularly visits classrooms to monitor instructional practices and curriculum objectives specific to students goals.

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)

   Teachers use formal and informal assessment tools to monitor student achievement and plan instruction: IEP goals and objectives, Sandi assessment, CAPA, informal assessments.

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

   Data is monitored using a variety of individual data collection forms based on students individual needs, as outlined in IEP's. The district uses Illuminate to monitor state assessments. Teachers work in teams called professional learning communities for the purpose of monitoring student achievement, ensuring the alignment of curriculum to state standards (functional life skills), common assessments, analyze student performance data, plan data driven lessons, and develop plans for differential instruction.

Staffing and Professional Development

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

   All teachers are Highly qualified staff under ESEA requirement.

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

   Teachers meet requirements as credentialed teachers and teacher professional development standards. All teachers meet requirements for the credential in special education aligned to working with students with severe disabilities

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

   High quality professional development activities are provided. Teachers attend training sponsored by the district and Butte County Office of Education. This is in keeping with the high content-standards for special education while preparing teachers and students for local and state assessments. Training is ongoing by grade level teams, school based program specialist, and staff collaboration.

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

   Ongoing instructional assistance and support for teachers is met in multiple ways. Professional development focusing on meeting the educational, behavioral and medical needs of each student. Program specialist from the county office of education work with teachers focusing on instructional practices. Highly qualified program specials (curriculum, behavior, autism) provide ongoing direct and indirect training based on best practices in special education (research based instruction). District wide grade level meetings offer a forum for discussion and analysis of assessment data, best practices, and district objectives.

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

   Teachers meet in grade level meetings (Professional Learning Communities) where they work collaboratively to ensure the alignment of curriculum to state standards (SEACO), produce common assessments, analyze student performance data (benchmarks), plan lesson, and develop plans for differential instruction.

Teaching and Learning

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

   Curriculum is in alignment to State Standards using state approved adopted curriculum materials. Teachers align instruction to adopted standards as per students IEPs

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

   Loma Vista follows the Chico Unified School Districts Board Policy which is aligned with the state standards on instructional minutes.

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

    Lesson pacing schedule is in accordance with students' individual IEP goals and objectives and learning abilities. Interventions are identified as per students' cognitive levels, learning style, and rate on understanding.

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

    Teachers have access to standard-based instructional materials. Each program has differentiated components addressing the needs of students identified in their special education IEP plan.

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)

    State standards are embedded in the adopted curriculum. The principal conducts formal and informal classroom visits to ensure instructional practices are aligned to the adopted curriculum.

Opportunity and Equal Educational Access

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

    Students are afforded opportunities to participate in the regular education program as defined in the individual educational (IEP). Mostly, these are community based activities.

14. Research-based educational practices to raise student achievement

    Professional Learning Community model (PLC)

Parental Involvement

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

    Butte County Office of Eductaion, parent advisory groups, and special education department at the district level

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)

    school site counsel, newsletters, parent training, back to school night, open house, and IEP meetings

Funding

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

    Instructional materials supporting curriculum. Professional development opportunities and other training.

18. Fiscal support (EPC)

    Aligned to Categorical budget and general fund supporting special education

Description of Barriers and Related School Goals

Barriers to improvements in student achievement focus on:

- individual barriers based on severe disabilities

- Student behavior, physical and mental challenges etc.

- Limited collaboration time for teachers, staff, and program specialist,

- Limited parent support and involvement

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**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

* 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**
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Conclusions based on this data:

1.

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**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**

* 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**
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**

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**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**

Conclusions based on this data:

1.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11															***
Total															100

Conclusions based on this data:

1.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K											***				
11															***
Total											100				100

Conclusions based on this data:

1.

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
Aaron Sauberan - Principal	X				
Cate Szczepanski - Community Member				X	
Sara Valim - Teacher		X			
Jessica Allemandi - Teacher		X			
Mike Allen - Parent				X	
Hildi Strandberg - Office Manager			X		
Numbers of members of each category:	**1**	**2**	**1**	**2**	

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.