

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Park Village Elementary School	37682966111314	10/28/19	11/14/19

School Vision and Mission

MISSION STATEMENT: Our mission is to provide differentiated instruction for all students so every student will have the necessary skills for school success.

VISION: Park Village Elementary School will provide educational opportunities that foster self-directed students capable of succeeding in rigorous, standards-based curriculum. Staff members will provide personalized learning that promotes self-reliant problem-solving students capable of achieving their fullest potential. These students will then go on to be active citizens who recognize that effort and persistence matter, and that their self-direction and initiative will make their learning relevant, valuable, and meaningful. All students will be prepared for a range of opportunities and choices made available to them as they pursue their interests and passions after high school graduation.

CORE VALUES: Park Village staff members value the exchange of ideas that are directed toward students' success. All staff members participate as a partner in our collaborative, professional learning community. We will conduct respectful dialogue which focuses on a culture of universal achievement and ownership of all students. We are committed to fostering relationships to ensure that all students make positive connections with all staff. We value our citizens as individual learners and will never give up on them--even if they give up on themselves.

School Profile

Built in 1994, Park Village Elementary School is located in San Diego North County in the community of Rancho Penasquitos. Our current school enrollment is approximately 600 students. Park Village has been recognized as a California Business for Excellence Foundation 2009, 2010, 2012, and 2016 Honor Roll Recipient, National Blue Ribbon School of Excellence for 2000-2001, and a California Distinguished School in May 2000, 2012, and 2018. The teachers, staff, and families of Park Village share a remarkable enthusiasm for educating our children. We began the school year with 28 classrooms ranging from Pre-K through fifth grade. We provide a Resource Specialist Program, four ASD (Autism Spectrum Disorder), Pre-K, K, 1, 2, 2-3, 3, 4, and 5

classes, a psychologist, and two speech pathologists for support of our students with special needs. In addition, our English Language Learner Program supports a number of our students who are learning English.

Park Village is committed to providing a nurturing and inspiring educational program for all our students. It is our goal that our students realize their potential. Our program not only includes an emphasis on academics, but also the development of strong self-esteem, an appreciation of the fine arts, an interest in science, and an understanding of technology as an important tool.

Communication and collaboration are key elements to the success of this school. E-mail, Connect-Ed voice mail messages, the Penguin News e-Newsletter, Foundation newsletter, student and teacher newsletters, and a yearbook, represent a partnership between staff, parents, and students. Last year, PTA and Foundation volunteers provided over 20,000 hours of service, and other community members helped enrich student experiences with programs.

Learning comes first at Park Village Elementary School where each child is valued and recognized.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Each year Park Village conducts a Needs Assessment and data review to help inform plans for the coming school year. This information is shared and discussed at School Site Council meetings to ensure all stakeholders are involved. Our Needs Assessment plan includes the following:

- reviewing a variety of data (e.g. CAASPP, Common Assessments, California Healthy Kids (CHKS), other parent and/or student surveys, ThoughtExchange, Attendance, Discipline, and grade-level team discussions).
- analyzing data to determine if programs are effective and meeting student needs (e.g. Lexia, ALEKS, Intervention groups and programs, Counseling groups).
- determining if programs need to be modified, revised or if other strategies and programs should be used)
- determining costs associated with support programs for ELD/EDY.

Park Village Elementary School has a School Site Council representing school administration, teachers, classified employees and parents. Together, the SSC works to seek input from the school community, review school-wide data, plans and initiatives, and oversee budget allocations. The SSC serves as an advisory group as plans are developed for the school year. As part of the council's work, they conduct yearly learning walks in the spring and assist in the development of the site safety plan. There are also parent representatives in the areas of Special Education and English Language Learners who gather valuable input relative to our site work. The SSC reviews and approves our Single Plan for Student Achievement on an annual basis.

Additionally, Park Village has a very active education foundation, PTA and volunteer base. The PTA and Foundation meet monthly to raise funds in support of school initiatives and to provide programs and opportunities for families in our school community. There are many opportunities for parent involvement through both of these organizations.

Other ways parents and students are engaged and provide input about our school:

Parent Engagement

- Park Village school in partnership with the Park Village Elementary Foundation and Park Village PTA will provide Parent Education Nights and cover such topics as Parenting, Health & Wellness, Literacy and Technology.
- Continue to host CHADD meeting on campus for parents with students impacted by ADD/ADHD
- Volunteer opportunities for parents to support school through PTA, Educational Foundation and academic mentoring through Penguin PALs (Parents Assisting Learning) program, Coaching Science Field Day, Mentoring/ Leading Challenge Enrichment Club, Coaching FIRST Lego-League and Coaching PVES Math Olympiad Team and newly formed math support in the mornings before school (yet to be named).
- Opportunities for parent of English Learner students to participate in parent meetings and informative family mornings/ evenings will be provided 3 times a year.
- Provide opportunities for parents of GATE students to participate in parent nights and informative family evenings throughout the school year.
- On-going Communication of their child's progress will be provided by the Park Village staff via parent/ teacher conferences, report status of student goal setting, newsletters, and website.
- Encouragement to participate in volunteer opportunities offered at Park Village will be shared with GATE parents via email, flyer, newsletter or conference.
- During Parent/ Teacher Conferences:
- Provide Parent Education Night for parents of RSP student covering the topic of "PV Special Education Program Goals and Services."
- Parent and community involvement in the development and construction of an outdoor classroom/ STEM Garden (this includes San Diego Master Gardener's Association, PVES D.A.D.S. Group, teachers, staff and students).

Student Engagement

- Provide enrichment opportunities for students such as:
 - Peer mentoring
 - Leadership- Student Council Officers & Representatives, Penguin Peace Patrol
 - Student Teams/ Clubs- Lego League Team, Broadcast & Journalism Team, Science Field Day Teams, Math Olympiad, morning Tech Clubs and morning math club (name TBD).
 - Monthly grade level specific Science Nights for students and parents.
- Student involvement in class & individual goal setting in the Fall, Winter and Spring.
- Monthly Participation in whole school Character Counts Friday Flag Ceremonies
 - Highlight students "Catchin' Waves to school success monthly and share their stories. "Superhero of the Week" recognition and Lexia level advancement awards.

Parent and community involvement in the development and construction of an outdoor classroom/ STEM Garden (this includes San Diego Master Gardener's Association, PVES D.A.D.S. Group, teachers, staff and students).

- Student survey given to provide input on the effectiveness of our PVES programs (4th and 5th grade students).

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.16%	0.16%	1	1	1
African American	0.8%	0.64%	0.81%	5	4	5
Asian	34.2%	38.30%	37.72%	215	239	232
Filipino	9.1%	8.17%	8.78%	57	51	54
Hispanic/Latino	7.3%	7.69%	7.97%	46	48	49
Pacific Islander	0.2%	0.16%	0.33%	1	1	2
White	36.7%	33.49%	32.2%	231	209	198
Multiple/No Response	1.3%	1.92%	1.63%	8	12	10
Total Enrollment				629	624	615

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	108	111	127
Grade 1	99	97	81
Grade 2	77	98	99
Grade 3	101	99	101
Grade 4	110	106	93
Grade 5	134	113	114
Total Enrollment	629	624	615

Conclusions based on this data:

1. Enrollment at Park Village has slightly declined over the past three years including 2019 enrollment (598). 2019 kindergarten enrollment was under projection by 26 students.
2. Park Village has a diverse student population that has remained similar over the past three years.
3. We anticipate significant growth soon, as Camino Del Sur will open to the 56 freeway, generating new enrollment for our school.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	104	118	103	16.5%	18.9%	16.7%
Fluent English Proficient (FEP)	69	66	83	11.0%	10.6%	13.5%
Reclassified Fluent English Proficient (RFEP)	9	18	21	9.0%	17.3%	17.8%

Conclusions based on this data:

1. The number of English Learners has decreased at Park Village from last year from 118 to 103.
2. The number of English Proficient students has increased by 3% over the prior year to 13.5%.
3. The number of Reclassified Fluent English Proficient students has remained relatively the same from last year.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	105	97	104	103	94	102	103	94	102	98.1	96.9	98.1
Grade 4	110	107	92	109	105	92	109	105	92	99.1	98.1	100
Grade 5	132	115	115	131	113	114	131	113	114	99.2	98.3	99.1
All	347	319	311	343	312	308	343	312	308	98.8	97.8	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2511.	2499.	2521.	68.93	61.70	67.65	23.30	23.40	18.63	4.85	7.45	11.76	2.91	7.45	1.96
Grade 4	2544.	2550.	2542.	57.80	64.76	63.04	28.44	20.95	22.83	10.09	10.48	6.52	3.67	3.81	7.61
Grade 5	2579.	2579.	2587.	49.62	53.10	49.12	34.35	29.20	40.35	8.40	13.27	7.89	7.63	4.42	2.63
All Grades	N/A	N/A	N/A	58.02	59.62	59.42	29.15	24.68	27.92	7.87	10.58	8.77	4.96	5.13	3.90

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	59.22	54.26	66.67	35.92	36.17	29.41	4.85	9.57	3.92	
Grade 4	56.88	60.95	57.61	40.37	35.24	34.78	2.75	3.81	7.61	
Grade 5	46.56	54.87	57.89	48.85	38.05	36.84	4.58	7.08	5.26	
All Grades	53.64	56.73	60.71	42.27	36.54	33.77	4.08	6.73	5.52	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62.14	57.45	57.84	36.89	34.04	42.16	0.97	8.51	0.00
Grade 4	58.72	55.24	46.74	38.53	40.95	51.09	2.75	3.81	2.17
Grade 5	60.31	55.75	58.77	34.35	40.71	35.96	5.34	3.54	5.26
All Grades	60.35	56.09	54.87	36.44	38.78	42.53	3.21	5.13	2.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.63	40.43	50.00	52.43	57.45	46.08	1.94	2.13	3.92
Grade 4	44.95	43.81	45.65	46.79	53.33	50.00	8.26	2.86	4.35
Grade 5	40.46	41.59	44.74	54.20	51.33	53.51	5.34	7.08	1.75
All Grades	43.44	41.99	46.75	51.31	53.85	50.00	5.25	4.17	3.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66.02	48.94	55.88	32.04	44.68	40.20	1.94	6.38	3.92
Grade 4	45.87	46.67	47.83	48.62	50.48	41.30	5.50	2.86	10.87
Grade 5	57.25	55.75	50.88	33.59	35.40	42.98	9.16	8.85	6.14
All Grades	56.27	50.64	51.62	37.90	43.27	41.56	5.83	6.09	6.82

Conclusions based on this data:

1. The number of students "meeting and exceeding" standards in ELA increased by 3.05% from 84.29% to 87.34%.
2. The number of students designated as "Standard Not Met" decreased in grades 3 and 5 to 1.96% and 2.63% respectively. The percentage of students in grade four increased to 7.61% (total of 7 students). This cohort was similar at 7.45% the prior year (2017-2018).
3. Students in grades 3 and 5 demonstrated gains in Reading, Writing, and Listening, while students in grade 4 were generally the same as in 2017-2018.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	105	97	104	104	95	103	104	95	103	99	97.9	99
Grade 4	110	107	92	109	105	92	109	105	92	99.1	98.1	100
Grade 5	132	115	115	131	112	114	131	112	114	99.2	97.4	99.1
All	347	319	311	344	312	309	344	312	309	99.1	97.8	99.4

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2503.	2516.	2519.	46.15	61.05	64.08	38.46	26.32	24.27	13.46	8.42	9.71	1.92	4.21	1.94
Grade 4	2558.	2554.	2557.	60.55	57.14	55.43	27.52	28.57	29.35	9.17	11.43	11.96	2.75	2.86	3.26
Grade 5	2584.	2584.	2593.	57.25	55.36	59.65	19.08	21.43	21.93	16.79	18.75	15.79	6.87	4.46	2.63
All Grades	N/A	N/A	N/A	54.94	57.69	59.87	27.62	25.32	24.92	13.37	13.14	12.62	4.07	3.85	2.59

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		60.58	70.53	77.67	33.65	23.16	17.48	5.77	6.32	4.85
Grade 4		68.81	71.43	70.65	28.44	22.86	21.74	2.75	5.71	7.61
Grade 5		61.07	58.93	61.40	20.61	31.25	30.70	18.32	9.82	7.89
All Grades		63.37	66.67	69.58	27.03	25.96	23.62	9.59	7.37	6.80

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		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		57.69	70.53	65.05	35.58	24.21	30.10	6.73	5.26	4.85
Grade 4		65.14	59.05	57.61	30.28	35.24	35.87	4.59	5.71	6.52
Grade 5		61.83	55.36	54.39	32.06	40.18	40.35	6.11	4.46	5.26
All Grades		61.63	61.22	58.90	32.56	33.65	35.60	5.81	5.13	5.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65.38	71.58	72.82	31.73	25.26	25.24	2.88	3.16	1.94
Grade 4	62.39	60.95	54.35	33.03	33.33	39.13	4.59	5.71	6.52
Grade 5	51.91	50.00	57.89	41.22	42.86	35.96	6.87	7.14	6.14
All Grades	59.30	60.26	61.81	35.76	34.29	33.33	4.94	5.45	4.85

Conclusions based on this data:

1. The number of students "meeting and exceeding" standards in Math increased by 1.76% from 83.01% to 84.79%.
2. The number of students in grades 3 and 5 "meeting and exceeding" standards in Math increased (5th grade/ 4.79%), while 4th grade remained relatively the same at 84.78%.
3. The percentage of students "Not Meeting Standard" decreased in grades 3 and 5 to 1.94% and 2.63% respectively. These percentages are reflective of the cohort group from the prior year (2017-2018).

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1438.8		1434.7		1448.4		30	
Grade 1	1534.8		1487.0		1582.0		21	
Grade 2	1570.8		1552.7		1588.3		20	
Grade 3	1531.2		1533.4		1528.6		16	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							100	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.33	64	*	*	*	*	*	*	30	25
1	100.00	77.27		*				*	21	22
2	80.00	*	*	*	*				20	*
3	*	*	*	*	*	*	*	*	16	12
All Grades	74.00		17.00		*		*		100	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.33	56	46.67	*	*	*	*	*	30	25
1	95.24	68.18	*	*		*			21	22
2	80.00	*	*						20	*
3	*	*	*	*		*	*	*	16	12
All Grades	69.00		26.00		*		*		100	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.00	64	*	*	*	*	*	*	30	25
1	100.00	63.64		*				*	21	22
2	75.00	*	*	*	*				20	*
3	*	*	*	*	*	*	*	*	16	12
All Grades	65.00		17.00		14.00		*		100	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	80.00	60	*	*	*		30	25	
1	100.00	81.82		*			21	22	
2	90.00	*	*				20	*	
3	*	*	*	*	*	*	16	12	
All Grades	81.00		14.00		*		100		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	64	73.33	*	*	*	30	25	
1	57.14	*	*	*			21	22	
2	80.00	*	*	*			20	*	
3	87.50	*	*	*	*	*	16	12	
All Grades	60.00		37.00		*		100		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	53.33	*	*	56	*	*	30	25	
1	100.00	81.82		*		*	21	22	
2	80.00	*	*	*			20	*	
3	*	*	68.75	*	*	*	16	12	
All Grades	63.00		31.00		*		100		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	73.33	84	*	*	*	*	30	25
1	80.95	59.09	*	*		*	21	22
2	75.00	*	*	*			20	*
3	*	*	68.75	*	*	*	16	12
All Grades	67.00		29.00		*		100	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. 74% of the students assessed are designated as "Well Developed."
2. There are no students designated as Level 1 or 2. 17% are designated as Level 3.
3. The Speaking, Reading, and Listening Domains have slightly higher percentages of students at Level 3.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	*	*	1	1	*	*	*	*
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	220	246	234	6	8	9	2.7	3.3	4
Filipino	59	52	40	0	4	1	0.0	7.7	2
Hispanic or Latino	49	51	50	2	5	10	4.1	10.0	15
Did not Report	11	12	*	0	0	*	0.0	0.0	*
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	71	66	79	0	3	2	0.0	4.6	3
White	236	218	204	9	9	8	3.8	4.1	4
Male	347	352		10	18		2.9	5.2	
Female	306	301		8	11		2.6	3.7	
English Learners	110	121	103	5	4	5	4.5	3.3	6
Students with Disabilities	85	94		6	9	10	7.1	9.7	10
Socioeconomically	39	60	55	3	7	7	7.7	11.7	11
Migrant									
Foster	*	*		1	1		*	*	
Homeless	*	*		1	1		*	*	
Kindergarten	116	115		9	9		7.8	8.0	
Grades 1-3	291	307		4	14		1.4	4.6	
Grades 4-6	246	231		5	6		2.0	2.6	
Grades 7-8									
Grades K-8	653	653		18	29		2.8	4.5	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	653	653	625	18	29	30	2.8	4.5	5

Conclusions based on this data:

1. The overall attendance rate for Park Village is at 95.5%.
2. The Chronic Absenteeism rate for Park Village increased by 1.7% over the past two years.
3. Absenteeism rates were highest for those the Hispanic/ Latino and Socioeconomically Disadvantaged subgroups. The rate for Kindergarten students was also high at 8%.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.5

Conclusions based on this data:

1. The suspension rate at Park Village is low at 0.8%.
2. Students at Park Village follow school rules and are well behaved.
3. The low suspension rate at Park Village is a direct reflection of the positive behavior expectations set on campus.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Park Village Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

By the end of the 2019-2020 school year, 86% of students in grades 3,4, and 5 will meet or exceed proficiency standards in math as measured by CAASPP.

Identified Need

Currently, 84.9% of students in grade 3,4, and 5 have met or exceed standards in math as measured by CAASPP (spring 2019).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data reported from spring 2019 CAASPP testing/ Math portion for all students tested.	Currently, 84.9% of students in grade 3,4, and 5 have met or exceed standards in math as measured by CAASPP (spring 2019).	By the end of the 2019-2020 school year, 86% of students in grades 3,4, and 5 will meet or exceed proficiency standards in math as measured by CAASPP.
English Learner Data reported from spring 2019 CAASPP testing/Math portion for all students tested and designated as English Learners .	Currently, 60.87% of students in grade 3,4, and 5, designated as English Learners , have met or exceed standards in math as measured by CAASPP (spring 2019).	By the end of the 2019-2020 school year, 65% of students in grades 3,4, and 5, designated as English Learners , will meet or exceed proficiency standards in math as measured by CAASPP.
EDY/Title I Data reported from spring 2019 CAASPP testing/Math portion for all students tested and designated as EDY/ Title I .	Currently, 76.67% of students in grade 3,4, and 5, designated as EDY , have met or exceed standards in math as measured by CAASPP (spring 2019).	By the end of the 2019-2020 school year, 78% of students in grades 3,4, and 5, designated as EDY , will meet or exceed proficiency standards in math as measured by CAASPP.
Student with Disabilities Data reported from spring 2019 CAASPP testing/Math portion for all students tested and designated as Students with	Currently, 51.28% of students in grade 3,4, and 5, designated as Students with Disabilities , have met or exceed standards in math as	By the end of the 2019-2020 school year, 55% of students in grades 3,4, and 5, designated as Students with Disabilities , will meet or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Disabilities.	measured by CAASPP (spring 2019).	exceed proficiency standards in math as measured by CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as "Not Proficient" in math in grades TK-5.

Strategy/Activity

Grade-level teams work to provide small group and individual instruction for students identified as not proficient. A variety of strategies are used to meet individual needs including blended learning programs and adaptive programs such as Freckle and ALEKS to create a personalized learning path for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	Educationally Disadvantaged Youth
0.0	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten Students

Strategy/Activity

In support of the Math goal, Kindergarten teachers commit to the following strategies:
 -Number recognition, formation and value.
 -Daily practice with number counting, patterns, number writing, counting manipulatives and math games.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 1st grade students

Strategy/Activity

In support of the Math goal, first grade teachers commit to the following strategies:

- Develop addition and subtraction skills.
- Daily practice through problem solving using multiple methods to show work proving when to add or subtract.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 2nd grade students

Strategy/Activity

In support of the Math goal, second grade teachers commit to the following strategies:

- Use adaptive technology such as FRECKLE.COM for students who need support with basic math skills and for students who need math challenges at a higher level.
- Implement weekly math timed tests in addition and subtraction to increase math fluency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 3rd grade students

Strategy/Activity

In support of the Math goal, third grade teachers commit to the following strategies:

- Ability math groups used to differentiate math instruction
- Hands on manipulatives- used to engage students in learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 4th grade students

Strategy/Activity

In support of the Math goal, third grade teachers commit to the following strategies:

- ALEKS: use data to drive additional lessons that require more support
- Small math groups with Hillary Gilson
- Extra Math website to help students struggling with math facts
- Leveled math grouping
- Implementation of math talks
- On-going monitoring and assessment
- Digital math tests provide immediate feedback to students with which they have to fix their mistakes and explain what they need to change
- Demos online tool for problem solving: engage with other students and collaborate to increase levels of understanding

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 5th grade students

Strategy/Activity

In support of the Math goal, fifth grade teachers commit to the following strategies:

Our grade level team is working on rigorous math tasks, math talks, and interactive math with manipulatives. We use a blended learning program with ALEKS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in grades 3-5.

Strategy/Activity

Teachers in grades 3,4 and 5 have been participating in professional growth activities for the past two years with focus on improving math instruction and student engagement through Math Talk and Rich Math Tasks. Students are learning to become better problem-solvers and to persevere through difficult tasks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

By the end of the 2019-2020 school year, 89% of students in grades 3,4, and 5 will meet or exceed proficiency standards in ELA as measured by CAASPP.

Identified Need

Currently, 87.34% of students in grades 3,4, and 5 have met or exceed standards in math as measured by CAASPP (spring 2019).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Data reported from spring 2019 CAASPP testing/ELA portion for all students tested.</p>	<p>Currently, 87.34% of students in grade 3,4, and 5 have met or exceed standards in ELA as measured by CAASPP (spring 2019).</p>	<p>By the end of the 2019-2020 school year, 89.0% of students in grades 3,4, and 5 will meet or exceed proficiency standards in ELA as measured by CAASPP.</p>
<p>English Learner Data reported from spring 2019 CAASPP testing/ELA portion for all students tested and designated as English Learners.</p>	<p>Currently, 68.18% of students in grade 3,4, and 5, designated as English Learners, have met or exceed standards in ELA as measured by CAASPP (spring 2019).</p>	<p>By the end of the 2019-2020 school year, 70% of students in grades 3,4, and 5, designated as English Learners, will meet or exceed proficiency standards in ELA as measured by CAASPP.</p>
<p>EDY/Title I Data reported from spring 2019 CAASPP testing/ELA portion for all students tested and designated as EDY/ Title I.</p>	<p>Currently, 80% of students in grade 3,4, and 5, designated as EDY, have met or exceed standards in ELA as measured by CAASPP (spring 2019).</p>	<p>By the end of the 2019-2020 school year, 82% of students in grades 3,4, and 5, designated as EDY, will meet or exceed proficiency standards in ELA as measured by CAASPP.</p>
<p>Student with Disabilities Data reported from spring 2019 CAASPP testing/ELA portion for all students tested and</p>	<p>Currently, 58.97% of students in grade 3,4, and 5, designated as Students with Disabilities, have met or</p>	<p>By the end of the 2019-2020 school year, 62% of students in grades 3,4, and 5, designated as Students with</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
designated as Students with Disabilities .	exceed standards in ELA as measured by CAASPP (spring 2019).	Disabilities , will meet or exceed proficiency standards in ELA as measured by CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not currently meeting grade level standards as determined by the CAASPP/ ELPAC tests for grades 3-5 and by PUSD Core assessments for students in grade TK-5.

Strategy/Activity

Students participate in IMPACT groups, Morning Tech Club (Lexia, Imagine Learning) 3-5 days per week depending upon their program. Lexia Core 5 is used by students in grades K-5, Imagine Learning is used by students identified as EDY or ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,600.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
8,240.00	English Learners 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All kindergarten students

Strategy/Activity

In support of the ELA goal, Kindergarten teachers commit to the following strategies:

Phonemic Awareness- We will build PA skills by teaching phoneme deletion, letter names and sounds, phonological segmentation, and rhyming.

We will use Hiedi songs, clapping, singing, rhyming in small group and whole group settings. We will use content cards and mini-readers from Benchmark Advance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All first grade students

Strategy/Activity

In support of the ELA goal, first grade teachers commit to the following strategies:

We will build phonics skills as measured by the Phonetic Spelling Inventory.
Strategies: Words their way, Making words, chunk lists, sorting, spelling games, rhyming activities, guided reading and Benchmark Advance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All second grade students

Strategy/Activity

In support of the ELA goal, second grade teachers commit to the following strategies:

Use adaptive technology such as LEXIA to meet individual needs to support foundational reading skills.

Differentiate instruction through small reading groups to support reading fluency and comprehension skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All third grade students

Strategy/Activity

In support of the ELA goal, third grade teachers commit to the following strategies:

Lexia - use for differentiation, looking at reports to drive instruction with whole group, small group and 1:1 instruction

Ability and/or strategy small group instruction to differentiate and meet students' needs academically

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All fourth grade students

Strategy/Activity

In support of the ELA goal, fourth grade teachers commit to the following strategies:

-Lexia: print out packets and work with student on skills that they are struggling with/ move to PowerUp level when complete

-Benchmark: ebooks assigned to students according to their Lexile level during independent work
Leveled Reader's Theatre groups
Leveled reading groups to focus on strategies of need
Graphic organizers to support reading comprehension

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All fifth grade students

Strategy/Activity

In support of the ELA goal, fifth grade teachers commit to the following strategies:

Lexia and Power Up to challenge students, Benchmark which includes Language Arts, Science, and Social Studies, Writer’s workshop, Wordly Wise to improve vocabulary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

By the end of the 2019-2020 school year, we will increase the percentage of students reporting they feel safe at school "most of the time" and "all of the time" from 93% to 97% as measured by the CA Healthy Kids Survey. This will be achieved through campus-wide Second Step and Second Step Bullying lessons, the introduction of Social Thinking curriculum, strengthened school-wide behavioral expectations (PBIS work), and refinement of our inclusion model for students with disabilities.

Identified Need

This area of need was identified through data provided by the 2018-2019 CA Healthy Kids Survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data provided by the 2018-2019 CA Healthy Kids Survey.	Data provided by the 2018-2019 CA Healthy Kids Survey shows that 93% of students surveyed report they feel safe at school "most of the time" or "all of the time."	By the end of the 2019-2020 school year, we will increase the percentage of students reporting they feel safe at school "most of the time" and "all of the time" from 93% to 97% as measured by the CA Healthy Kids Survey and school site student survey. This will be achieved through campus-wide Second Step and Second Step Bullying lessons, the introduction of Social Thinking curriculum, strengthened school-wide behavioral expectations (PBIS work), and refinement of our inclusion model for students with disabilities.
English Learner		
EDY/Title I		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/ Campus-wide.

Strategy/Activity

School-wide commitments include the following:

- Development of a more consistent and comprehensive approach to school-wide positive discipline through common language and shared expectations.
- Principal visibility and leadership voice around positive relationships on campus.
- Second Step Lessons in all classrooms.
- Second Step Bullying Prevention lessons in all classrooms.
- Monthly staff development in the area of Social Thinking (Michelle Garcia-Winner/ Social Thinking).
- Strategies taught for Whole Body Listening, Self-regulation, and Expected/ Unexpected Behaviors.
- Social Thinking/ Social Language strategies implemented in all classrooms.
- PBIS approach school-wide (refined school-wide behavioral expectations, adult and peer modeling, staff development with Jeff Sprague Ph.D.).
- Noon Duty Supervisor (Character Coaches) monthly training.
- Recognition of those students modeling appropriate behaviors and character traits (Superhero of the Week, Good Citizens, Character "Catches," and High Fives).
- Weekly meetings with SSA, Counselor, Principal, and Rtl Team representative to review student data and supports.
- MTSS/ Rtl Team meets 2 times/ month to monitor student progress and provide supports as needed.
- Special Education Team weekly meetings/ provide behavioral suggestions and support for all students on campus (provide strategies, behavior plans, token charts, sensory supports, etc.)
- Partnership with Ranch YMCA to provide "Playground Partners" for facilitated play during lunchtime recess.
- Student trained for "Peace Patrol" to model good character and help resolve peer conflict on the playground during recess.
- Growth Mindset classroom lessons in the classroom and Parent Night with Growth Mindset strategies.
- Build community through monthly Friday Flag school-wide assemblies with focus on the 6 Pillars of Character.
- Daily morning announcements with messages including character development, inspiration, respect and valuing diversity.
- Daily *Mindful Moment* reflection to help set a positive tone at the start of each school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	Educationally Disadvantaged Youth None Specified
0.0	English Learners None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All kindergarten students

Strategy/Activity

In support of the Socio-Emotional/Behavior goal, kindergarten teachers commit to the following strategies:

- Mindful of how my body is feeling.
- Use weekly Mindful Moment practice for 30 minutes in a guided session.
- Use Daily “hot chocolate” breathing to feel centered and calm

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All first grade students

Strategy/Activity

In support of the Socio-Emotional/Behavior goal, first grade teachers commit to the following strategies:

- Mindful of how my body is feeling
- Strategies: Weekly Growth Mindset Lessons, Daily mindful minute and breathing exercises, Weekly mind/body stretching in a guided session.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All second grade students

Strategy/Activity

In support of the Socio-Emotional/Behavior goal, second grade teachers commit to the following strategies:
-PBIS – Implement common language and strategies in our classrooms to support the schoolwide mission: Be Safe, Be Respectful, and Be Responsible.
-Student Services Assistant (SSA) will teach “Second Step” lessons on Empathy, Bullying and Problem Solving.
-Implement class meetings that promote kindness, character building and problem solving strategies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All third grade students

Strategy/Activity

In support of the Socio-Emotional/Behavior goal, third grade teachers commit to the following strategies:
-Go Noodle- use to give students movement breaks and reduce anxiety
-Class meetings- use to build community and teach problem solving
- Mentor texts- use to teach social emotional skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All fourth grade students

Strategy/Activity

In support of the Socio-Emotional/Behavior goal, fourth grade teachers commit to the following strategies:

- Growth Mindset lessons
- Classroom Meetings: discuss concerns/problem solving
- Mindful Minute
- Teach a cue for mindfulness (bell ringing)
- Character Lessons with Molly
- Digital Citizenship lessons (Common Sense Media)
- Penguin Peace Leaders
- Inform parents about upcoming parenting classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All fifth grade students

Strategy/Activity

In support of the Socio-Emotional/Behavior goal, fifth grade teachers commit to the following strategies:

We do a Mindful Moment daily, Growth Mindset, breathing techniques, class meetings, Second Step lessons from school counselor, No Place for Hate, PBIS school-wide, and Cyber-Bullying lessons from Digital Citizenship Curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$11,840.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$3,600.00
English Learners	\$8,240.00

Subtotal of state or local funds included for this school: \$11,840.00

Total of federal, state, and/or local funds for this school: \$11,840.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	3,600.00
English Learners	8,240.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,840.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	3,600.00
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	8,240.00
None Specified	English Learners	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	11,840.00
Goal 3	0.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role	Date	Signature
Michael Mosgrove	Principal		
Gigi Marquez	Other School Staff		
Rachel Bruner	Classroom Teacher		
Mary Lou Harshman	Classroom Teacher		
Mary Ann Santos	Classroom Teacher		
Karl Umstadter	Parent or Community		
Bobbi Champine	Parent or Community		
Xiangang Chen	Parent or Community		
Marti Goyal	Parent or Community		
Laura Simbulan	Parent or Community		

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Date	Committee or Advisory Group Name
		English Learner Advisory Committee
		Special Education Advisory Committee
		Gifted and Talented Education Program Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10-28-19.

Attested:

Principal, Michael Mosgrove on 10-28-19
SSC Chairperson, Mary Lou Harshman on 10-28-19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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