

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	November 10, 2021	December 16, 2021

School Vision and Mission

MISSION STATEMENT: Our mission is to provide differentiated instruction for all students so each and 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 partners 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.

At Park Village we believe:
If we focus on the social and emotional wellbeing of our students and provide clear and collective approaches in the classroom and campus wide, then each and every student will develop the capacity to be more engaged and a capable learner to reach their full potential.

School Profile

Built in 1994, Park Village Elementary School is located in North San Diego County in the community of Rancho Peñasquitos. Our current school enrollment is approximately 530 students. Park Village has been recognized as a California Business for Excellence Foundation 2009, 2010, 2012, and 2016, 2018 Honor Roll Recipient, and a California Distinguished School in 2000, 2012, and 2018. In addition to being named a National Blue Ribbon School of Excellence in 2001, Park Village was recently named an Exemplary High Performing National Blue Ribbon School for 2020. The teachers, staff, and families of Park Village share a

remarkable enthusiasm for educating our children. We began the current school year with 25 classrooms ranging from TK through fifth grade. Additionally, we provide a Resource Specialist Program, four ASD (Autism Spectrum Disorder) classes, TK/K, K, K/1 combo, 1st, 2nd, 3rd, 4th and 5th grade classes, a psychologist, and two speech pathologists for support of our students with special with disabilities. 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 of our students. It is our goal that all Park Village students realize their full potential. Our program not only includes an emphasis on academics, but also the development of strong self-esteem, character development, an appreciation of the fine arts, an interest in science, and an understanding of technology as an important tool for communication and learning.

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, social media presence, and a yearbook, represent a partnership between staff, parents, and students.

Learning comes first at Park Village Elementary School and each child is valued for the unique qualities they bring to our school community.

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, D.A.D.S. Group, 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. Our D.A.D.S. (Dedicated and Determined Service) participates in a wide range of service projects around campus and typically hosts numerous activities throughout the school year. 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.
- Community Forum to address issues of Racial Equity with community members.
- Anti-Defamation League-No Place for Hate Activities and anti-bias training
- 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.
- Opportunities for parent of English Learner students to participate in parent meetings and informative family mornings/ evenings will be provided several times per 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, fliers, 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, Science Field Day Teams, Math Olympiad, morning Tech Clubs and morning math club.
 - Monthly, grade-level specific Science Nights for students and parents.
- Student involvement in class & individual goal setting in the Fall, Winter and Spring.
- Anti-Defamation League-No Place for Hate Activities and anti-bias training
- Monthly Participation in whole school Character Counts Friday Flag Ceremonies.
 - Highlight students "Catchin' Waves" to school success monthly and share their stories. Weekly 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).

***Note-Due to Covid-19 restrictions, some of the programs and activities listed above are being modified or temporarily suspended per direction from the California Department of Health.**

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.16%	0%	0.2%	1	0	1
African American	0.81%	1.37%	0.9%	5	8	5
Asian	37.72%	37.11%	43.8%	232	216	241
Filipino	8.78%	7.9%	8.7%	54	46	48
Hispanic/Latino	7.97%	9.11%	8.9%	49	53	49
Pacific Islander	0.33%	0.17%	0.4%	2	1	2
White	32.2%	29.38%	26.7%	198	171	147
Two or More Responses	10.41%	10.14%	10.0%	64	59	55
Not Reported	1.63%	4.81%	0.4%	10	28	2
Total Enrollment				615	582	550

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	127	102	98
Grade 1	81	110	78
Grade 2	99	83	112
Grade3	101	94	77
Grade 4	93	102	89
Grade 5	114	91	96
Total Enrollment	615	582	550

Conclusions based on this data:

1. Enrollment at Park Village has slightly declined over the past three years including 2020-2021 enrollment (550).
2. Park Village has a diverse student population that has remained similar over the past three years.
3. We anticipate significant growth in 2022-2023, 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	103	90	77	16.7%	15.5%	14.0%
Fluent English Proficient (FEP)	83	92	94	13.5%	15.8%	17.1%
Reclassified Fluent English Proficient (RFEP)	21	30	21	17.8%	29.1%	23.3%

Conclusions based on this data:

1. The number of English Learners has decreased from 90 to 77 during the 2020-2021 school year.
2. The percentage of students classified as Fluent English Proficient has increased from 15.8% to 17.1% during the 2020/2021 school year.
3. The number of Reclassified Fluent English Proficient students has decreased during the 2020/2021 school year from 30 to 21 students.

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			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	104			102			102			98.1		
Grade 4	92			92			92			100		
Grade 5	115			114			114			99.1		
All	311			308			308			99		

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2521.			67.65			18.63			11.76			1.96		
Grade 4	2542.			63.04			22.83			6.52			7.61		
Grade 5	2587.			49.12			40.35			7.89			2.63		
All Grades	N/A	N/A	N/A	59.42			27.92			8.77			3.90		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	66.67			29.41			3.92			
Grade 4	57.61			34.78			7.61			
Grade 5	57.89			36.84			5.26			
All Grades	60.71			33.77			5.52			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	57.84			42.16			0.00		
Grade 4	46.74			51.09			2.17		
Grade 5	58.77			35.96			5.26		
All Grades	54.87			42.53			2.60		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	50.00			46.08			3.92		
Grade 4	45.65			50.00			4.35		
Grade 5	44.74			53.51			1.75		
All Grades	46.75			50.00			3.25		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	55.88			40.20			3.92		
Grade 4	47.83			41.30			10.87		
Grade 5	50.88			42.98			6.14		
All Grades	51.62			41.56			6.82		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	377	264	70	366	289	79	373	278	74.5
African-American	2	1	50	1	0	0	2	0	0
Asian	145	115	79.3	145	125	86.2	144	120	83.3
Caucasian	99	65	65.7	92	70	76.1	98	69	70.4
Filipino	27	14	51.9	28	21	75	28	19	67.9
Hispanic	34	20	58.8	32	19	59.4	34	18	52.9
Other	70	49	70	68	54	79.4	67	52	77.6
English Learners	48	29	60.4	48	37	77.1	47	37	78.7
Students with Disabilities	55	18	32.7	51	20	39.2	55	16	29.1
Socioeconomically Disadvantaged	34	18	52.9	32	16	50	34	19	55.9
Foster Youth									
Homeless Youth	2	1	50	2	0	0	2	0	0

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Grade 2									
All Students			55.3			70.8			67.2
African-American			100						0
Asian			72.7			84.1			82.2
Caucasian			44.8			62.1			51.7
Filipino			36.4			72.7			54.5
Hispanic			14.3			14.3			42.9
Other			54.5			72.7			73.9
English Learners			57.1			71.4			81
Students with Disabilities			18.8			20			6.3
Socioeconomically Disadvantaged			46.2			41.7			53.8
Homeless Youth			0			0			0
Grade 3									
All Students			75.6			84.8			77.6
Asian			77.8			94.4			80
Caucasian			80			80			80
Filipino			57.1			75			87.5
Hispanic			75			50			20
Other			75			81.3			84.6
English Learners			68.2			90.9			85.7
Students with Disabilities			46.2			53.8			38.5
Socioeconomically Disadvantaged			50			50			62.5
Homeless Youth			100			0			0
Grade 4									
All Students			77.3			81.8			79.8
African-American			0			0			0
Asian			96.2			100			96
Caucasian			71			81.3			80
Filipino			50			50			50
Hispanic			71.4			64.3			61.5
Other			71.4			76.9			76.9
Students with Disabilities			54.5			50			45.5

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Socioeconomically Disadvantaged			66.7			50			50
Grade 5									
All Students			76.3			81.4			76.3
Asian			76.9			71.8			79.5
Caucasian			75			87.5			75
Filipino			71.4			85.7			71.4
Hispanic			66.7			100			66.7
Other			83.3			88.2			77.8
English Learners			40			40			40
Students with Disabilities			20			36.4			33.3
Socioeconomically Disadvantaged			57.1			66.7			57.1

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	265	4.53	16.98	7.17	71.32
African-American	1	100	0	0	0
Asian	101	2.97	12.87	5.94	78.22
Caucasian	70	1.43	20	10	68.57
Filipino	17	11.76	11.76	0	76.47
Hispanic	28	3.57	39.29	7.14	50
Other	48	8.33	10.42	8.33	72.92
English Learners	27	11.11	11.11	3.7	74.07
Students with Disabilities	39	23.08	38.46	5.13	33.33
Socioeconomically Disadvantaged	21	9.52	33.33	9.52	47.62
Foster Youth					
Homeless Youth	1	0	100	0	0

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Park Village Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	474	324	478	479	470	470	477	474
Winter	511	503	493	511	503	515	513	509
Spring	486	461	477	497	494	482	484	475
Growth	12	137	-1	18	24	12	7	1
Grade 2								
Fall	505	585	29	503	499	503	507	507
Winter	532	704	18	538	507	528	529	531
Spring	546	769	3	556	509	544	544	545
Growth	41	184	-26	53	10	41	37	38
Grade 3								
Fall	557	819	0	59	0	562	557	553
Winter	567	865	0	40	5	569	572	560
Spring	582	928	0	29	0	580	585	580
Growth	25	109	0	-30	0	18	28	27
Grade 4								
Fall	580	925	0	34	0	579	584	577
Winter	591	973	0	28	0	592	593	589
Spring	597	998	0	30	0	596	601	597
Growth	17	73	0	-4	0	17	17	20
Grade 5								
Fall	598	1004	0	20	0	603	596	593
Winter	602	1019	0	34	0	608	601	595
Spring	608	1050	0	26	4	613	608	604
Growth	10	46	0	6	4	10	12	11

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Park Village Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. 2nd-5th grade showed growth on the iReady ELA data with an average of 23 points in the area of overall reading.
2. Based on the spring iReady assessment in ELA, 78.49% of 2nd-5th graders are at or above grade level.
3. Students with Disabilities and SocioEconomic Disadvantaged subgroups performed the lowest on the 2nd-5th grade iReady test.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	104			103			103			99		
Grade 4	92			92			92			100		
Grade 5	115			114			114			99.1		
All	311			309			309			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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2519.			64.08			24.27			9.71			1.94		
Grade 4	2557.			55.43			29.35			11.96			3.26		
Grade 5	2593.			59.65			21.93			15.79			2.63		
All Grades	N/A	N/A	N/A	59.87			24.92			12.62			2.59		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	77.67			17.48			4.85			
Grade 4	70.65			21.74			7.61			
Grade 5	61.40			30.70			7.89			
All Grades	69.58			23.62			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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	65.05			30.10			4.85		
Grade 4	57.61			35.87			6.52		
Grade 5	54.39			40.35			5.26		
All Grades	58.90			35.60			5.50		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	72.82			25.24			1.94		
Grade 4	54.35			39.13			6.52		
Grade 5	57.89			35.96			6.14		
All Grades	61.81			33.33			4.85		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	377	216	57.3	375	268	71.5	380	264	69.5
African-American	2	0	0	2	0	0	2	0	0
Asian	145	110	75.9	145	124	85.5	145	123	84.8
Caucasian	99	42	42.4	97	55	56.7	99	57	57.6
Filipino	27	14	51.9	28	22	78.6	28	19	67.9
Hispanic	34	15	44.1	33	16	48.5	35	16	45.7
Other	70	35	50	70	51	72.9	71	49	69
English Learners	48	30	62.5	48	36	75	48	36	75
Students with Disabilities	55	17	30.9	54	22	40.7	55	16	29.1
Socioeconomically Disadvantaged	34	15	44.1	34	18	52.9	34	17	50
Foster Youth									
Homeless Youth	2	1	50	2	1	50	2	2	100

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students			60.5			72.2			65.5
African-American			0			0			0

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			81.8			88.6			86.7
Caucasian			48.3			48.3			44.8
Filipino			45.5			81.8			54.5
Hispanic			42.9			57.1			42.9
Other			50			73.9			65.2
English Learners			61.9			76.2			71.4
Students with Disabilities			12.5			25			12.5
Socioeconomically Disadvantaged			38.5			61.5			46.2
Homeless Youth			0			100			100
Grade 3									
All Students			60.3			83.5			81
Asian			69.4			88.9			85.7
Caucasian			46.7			73.3			73.3
Filipino			71.4			87.5			87.5
Hispanic			50			50			60
Other			50			87.5			81.3
English Learners			68.2			86.4			86.4
Students with Disabilities			46.2			53.8			53.8
Socioeconomically Disadvantaged			62.5			62.5			75
Homeless Youth			100			0			100
Grade 4									
All Students			51.1			59.6			64.8
African-American			0			0			0
Asian			80.8			84.6			92.3
Caucasian			41.9			56.3			64.5
Filipino			50			50			50
Hispanic			35.7			28.6			28.6
Other			35.7			57.1			57.1
Students with Disabilities			45.5			41.7			36.4
Socioeconomically Disadvantaged			33.3			33.3			33.3
Grade 5									
All Students			56.7			71.7			69.1
Asian			71.8			79.5			76.9
Caucasian			33.3			57.1			54.2

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Filipino			42.9			71.4			71.4
Hispanic			55.6			75			66.7
Other			61.1			70.6			72.2
English Learners			40			20			40
Students with Disabilities			26.7			46.2			20
Socioeconomically Disadvantaged			42.9			42.9			42.9

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	265	4.91	24.15	7.55	63.4
African-American	1	0	100	0	0
Asian	101	3.96	12.87	2.97	80.2
Caucasian	70	5.71	31.43	8.57	54.29
Filipino	17	5.88	17.65	11.76	64.71
Hispanic	28	3.57	50	7.14	39.29
Other	48	6.25	22.92	14.58	56.25
English Learners	27	11.11	11.11	3.7	74.07
Students with Disabilities	39	17.95	46.15	0	35.9
Socioeconomically Disadvantaged	21	19.05	28.57	4.76	47.62
Foster Youth					
Homeless Youth	1	0	0	100	0

**Grades 2-8 and 11 iReady Math Growth Summary by Grade Level
Spring**

Park Village Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1						
Fall	411	0	407	418	406	414
Winter	423	0	421	430	417	425

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Spring	428	0	418	435	425	436
Growth	17	0	11	17	19	22
Grade 2						
Fall	427	0	419	432	426	432
Winter	444	0	438	444	450	449
Spring	454	0	451	457	458	450
Growth	27	0	32	25	32	18
Grade 3						
Fall	452	0	447	460	451	452
Winter	469	0	459	474	480	464
Spring	487	0	483	487	493	484
Growth	35	0	36	27	42	32
Grade 4						
Fall	475	0	470	477	482	472
Winter	487	0	482	495	488	483
Spring	500	0	498	499	507	497
Growth	25	0	28	22	25	25
Grade 5						
Fall	494	0	493	497	495	491
Winter	505	0	509	505	506	500
Spring	518	0	519	513	523	518
Growth	24	0	26	16	28	27

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						
Spring	423	0						
Growth	19	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Park Village Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Conclusions based on this data:

1. 2nd-5th grade showed growth on the iReady Math data with an average of 27.75 points in the area of overall math.
2. Based on the spring iReady assessment in Math, 70.95% of 2nd-5th graders are at or above grade level.
3. Students with Disabilities and SocioEconomic Disadvantaged and Hispanic subgroups performed the lowest on the 2nd-5th grade iReady test.

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	1499.8	1434.7	1492.6	1448.4	1516.4	30	25
Grade 1	1534.8	1548.4	1487.0	1517.1	1582.0	1578.9	21	22
Grade 2	1570.8	*	1552.7	*	1588.3	*	20	6
Grade 3	1531.2	1518.1	1533.4	1506.4	1528.6	1529.3	16	12
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	*
All Grades							100	76

Overall 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	63.33	64.00	*	24.00	*	8.00	*	4.00	30	25
1	100.00	77.27		18.18		0.00		4.55	21	22
2	80.00	*	*	*	*	*		*	20	*
3	*	58.33	*	25.00	*	8.33	*	8.33	16	12
4	*	*	*	*	*	*		*	*	*
All Grades	74.00	69.74	17.00	22.37	*	3.95	*	3.95	100	76

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	56.00	46.67	36.00	*	4.00	*	4.00	30	25
1	95.24	68.18	*	27.27		4.55		0.00	21	22
2	80.00	*	*	*		*		*	20	*
3	*	66.67	*	16.67		8.33	*	8.33	16	12
4	*	*	*	*	*	*		*	*	*
All Grades	69.00	68.42	26.00	25.00	*	3.95	*	2.63	100	76

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	64.00	*	20.00	*	12.00	*	4.00	30	25
1	100.00	63.64		31.82		0.00		4.55	21	22
2	75.00	*	*	*	*	*		*	20	*
3	*	50.00	*	25.00	*	16.67	*	8.33	16	12
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	65.00	59.21	17.00	28.95	14.00	7.89	*	3.95	100	76

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	60.00	*	40.00	*	0.00	30	25
1	100.00	81.82		18.18		0.00	21	22
2	90.00	*	*	*		*	20	*
3	*	33.33	*	50.00	*	16.67	16	12
4	*	*	*	*	*	*	*	*
All Grades	81.00	64.47	14.00	32.89	*	2.63	100	76

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	*	64.00	73.33	32.00	*	4.00	30	25
1	57.14	36.36	*	63.64		0.00	21	22
2	80.00	*	*	*		*	20	*
3	87.50	66.67	*	25.00	*	8.33	16	12
All Grades	60.00	60.53	37.00	36.84	*	2.63	100	76

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	32.00	*	56.00	*	12.00	30	25
1	100.00	81.82		13.64		4.55	21	22
2	80.00	*	*	*		*	20	*
3	*	50.00	68.75	33.33	*	16.67	16	12
All Grades	63.00	52.63	31.00	38.16	*	9.21	100	76

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	84.00	*	12.00	*	4.00	30	25
1	80.95	59.09	*	36.36		4.55	21	22
2	75.00	*	*	*		*	20	*
3	*	83.33	68.75	8.33	*	8.33	16	12
All Grades	67.00	72.37	29.00	23.68	*	3.95	100	76

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

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e., iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

1. ELL students using iReady increased the percentage meeting benchmark in Reading from 60.4% in the fall to 78.7% in the spring.
2. ELL students in grade 2 using iReady increased percentage meeting benchmark in Reading from 57.1% in the fall to 81% in the spring.
3. ELL students in grade 3 using iReady increased percentage meeting benchmark in Reading from 68.2% in the fall to 85.7% in the spring.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	*	8	5	*		0	*		0
American Indian or Alaskan	*	1	1	*		0	*		0
Asian	234	237	250	9	4	1	4	1.69	0.4
Filipino	40	48	47	1	1	0	2	2.08	0
Hispanic or Latino	50	56	53	10	4	3	15	7.14	5.66
Did not Report	*			*			*		
Pacific Islander	*	1	3	*		0	*		0
Two or More Races	79	63	59	2	2	1	3	3.17	1.69
White	204	179	158	8	4	6	4	2.23	3.8
Male									
Female									
English Learners	103	75	82	5	2	3	6	2.67	3.66
Students with Disabilities			83	10		4	10		4.82
Socioeconomically	55		60	7		2	11		3.33
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	625	594	576	30	16	11	5	2.69	1.91

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. The overall absenteeism rate for Park Village has decreased from 2.69% in the 2019-2020 school year to 1.91% in the 2020-2021 school year.
2. Absenteeism rates were highest for Hispanic/ Latino students at 5.66% in 2020-2021, but a decrease from 7.14% in 2019-2020.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	0.5	0.0	0

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. There were no suspensions for the 2020-2021 school year.
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

	2018-19	*2019-20	2020-21
Graduation Rate			

* Preliminary Data

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

Based upon Spring of 2022 California Assessment of Student Performance and Progress report, 90% of students in grades 3rd-5th will score at "Standard Met" or "Standard Exceeded" in the overall area of Math.

Identified Need

Due to the physical school closure in spring 2020 and return to virtual/on campus learning cohorts in 2020-2021 due to COVID-19, annual testing and data collection were unable to be conducted. Thus, data from the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report showing an overall baseline of 84.79% of all students in grades 3,4,5 meeting and exceeding standards for Math will be utilized to identify needs.

Alternative Metrics

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades K-5) 62.62%

EL: 70.13%

EDY: 35.29%

Special Education: 28.57%

Hispanic: 27.91%

African American: 33.33%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data reported from the Math portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP Math test shows, 84.79% of all PVES students are at or above grade-level.	By the end of the 2021-2022 school year, 90% of PVES students in grades 3-5 will be performing at or above grade-level as measured by the spring CAASPP.
English Learner Data from the Math portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP Math test shows 60.87% of ELL students are at or above grade-level.	By the end of the 2021-2022 school year, 65% of PVES students designated as English Learners in grades 3-5, will be performing at or above grade-level as measured by the spring CAASPP.
EDY/Title I Data from the Math portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP Math test shows that 76.67% of all EDY students are at or above grade level.	By the end of the 2021-2022 school year, 80% of PVES students designated as EDY in grades 3-5, will be performing at or above grade-level as measured by the spring CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data reported from the Math portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP Math test shows that 51.28% of Students with Disabilities are at or above grade level.	By the end of the 2021-2022 school year, 55% of PVES students designated as Students with Disabilities in grades 3-5, will be performing at or above grade-level as measured by the spring 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 iReady 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 Transitional Kindergarten and Kindergarten Students

Strategy/Activity

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

Number recognition, formation, and value.

Strategies:

Monitor student performance using iReady diagnostic report and class/student progress reports.

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:

- Monitor student performance using iReady diagnostic report and class/student progress reports.
- Math: We will develop addition and subtraction skills.
- Strategies: 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:

- Monitor student performance using iReady diagnostic report and class/student progress reports.
- Provide support for students who need help 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

- Monitor student performance using iReady diagnostic report and class/student progress reports.
- 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, fourth grade teachers commit to the following strategies:

- Monitor student performance using iReady diagnostic report and class/student progress reports.
- In addition to iReady we use:
 - *ALEKS: use data to drive additional lessons that require more support
 - *Small math groups (temporarily suspended due to Covid-19 restrictions)
 - *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
 - *Desmos online tool (graphing and creating tables) to support 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:

- Monitor student performance using iReady diagnostic report and class/student progress reports.
- Our grade level team is working on rigorous math tasks, math talks, and interactive math with manipulatives. In addition to iReady, we use a blended learning program (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)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers and students participated in professional development activities through, March 2020, in order to increase student achievement in math. Focus was on rigorous math tasks, math talk, and problem-solving skills.

Based on IReady Spring 2021 data our goal was not met. However, the iReady data showed growth in students' scores in grades 2-5 (2nd=27, 3rd=35, 4th=25, 5th=24).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the unexpected impacts of Covid-19 closures in March, we were unable to complete the remaining professional development activities planned for the spring. We will continue to implement strategies and training for the 2021-2022 school year as permitted by state and local health and safety guidance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PVES teachers will continue to participate in professional trainings (as time and Covid-19 restrictions permit) focused on rigorous math tasks, math talk, and student collaboration and problem-solving.

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

Based upon Spring of 2022 California Assessment of Student Performance and Progress report, 90% of all students will score at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts.

Identified Need

Due to the physical school closure in spring 2020 and return to virtual/on campus learning cohorts in 2020-2021 due to COVID-19, annual testing and data collection were unable to be conducted. Thus, data from the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report showing an overall baseline of 87.34% of all students in grades 3,4,5 meeting and exceeding standards for ELA will be utilized to identify needs.

Alternative Metrics

As derived from the fall 2021 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades 2-5) 75.85%

EL: 85.45%

EDY: 53.85%

Special Education: 29.79%

Hispanic: 46.43%

African American: 0.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data reported from the ELA portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP ELA test shows, 87.34% of all PVES students are at or above grade-level.	By the end of the 2021-2022 school year, 90% of PVES students in grades 3-5 will be performing at or above grade-level as measured by the spring CAASPP.
English Learner Data reported from the ELA portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP ELA test shows 68.18% of ELL students are at or above grade-level.	By the end of the 2021-2022 school year, 72% of PVES students designated as English Learners in grades 3-5 will be performing at or above grade-level as measured by the spring CAASPP.
EDY/Title I	Data from the Spring 2019 CAASPP ELA test shows 80% of	By the end of the 2021-2022 school year, 84% of PVES

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data reported from the ELA portion of the 2019 CAASPP	EDY students are at or above grade-level.	students designated as EDY in grades 3-5 will be performing at or above grade-level as measured by the spring CAASPP.
Student with Disabilities Data reported from the ELA portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP ELA test shows 58.97% of Students with Disabilities are at or above grade-level.	By the end of the 2021-2022 school year, 63% of PVES students designated as Students with Disabilities in grades 3-5 will be performing at or above grade-level as measured by the spring 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 fall iReady reading diagnostic assessment, Lexia levels, ELPAC scores for grades 2-5.

PUSD Core assessments for students in grade TK-5.

Strategy/Activity

Students participate in IMPACT groups, Morning Tech Club* (Lexia, iReady, ALEKS) 3-5 days per week depending upon their program. Lexia Core 5/ Power Up and iReady are used by students in grades K-5. Read Naturally is used to support fluency with identified Impact students.

*Tech Club is temporarily suspended due to Covid-19 restrictions.

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)
3,520.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Reading Impact services are provided by a credentialed teacher to provide small group, targeted instruction to identified students working below grade-level standard.
6,560.00	English Learners 1000-1999: Certificated Personnel Salaries Reading Impact services are provided by a credentialed teacher to provide small group, targeted instruction to identified students who are 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 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:

iReady and 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:

*iReady, 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, iReady 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)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

PVES is in our first year of iReady implementation. We will be using diagnostic assessments in the fall, winter, and spring to measure student growth and achievement.

Based on iReady Spring 2021 data our goal was not met. However, the iReady data showed growth in students' scores in grades 2-5 (2nd=41, 3rd=25, 4th=17, 5th=10).

Our ELL students met their goal at 85.45%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major changes, as this is the first year of iReady implementation at Park Village.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will use the winter iReady reading diagnostic and analyze fall to winter growth to determine if we need to adjust our end of the year targets for all student groups.

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 2021-2022 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 96% to 100% as measured by the *2019 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), school-wide No Place for Hate activities.

Identified Need

This area of need was identified through data provided by the 2020-2021 CA Healthy Kids Survey.

Alternative Metrics

School-wide discipline and attendance data will be reviewed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from CHKS survey that will be conducted in the 2021 school year and the site attendance date.	Data provided by the 2021 CA Healthy Kids Survey shows that 96% of all students feel safe at school.	By the end of the 2021-2022 school year, we will increase the percentage of all students reporting they feel safe at school "most of the time" and "all of the time" from 96% to 100% as measured by the CA Healthy Kids Survey and school site student survey.
English Learner		
EDY/Title I		
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 RtI Team representative to review student data and supports.
- MTSS/ RtI 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.
- School-wide work in the area of Specialized Academic Instruction (SAI) to increase effective inclusion for students receiving special education services.
- *Note-Due to Covid-19 restrictions, some of the programs and activities listed above are being modified or temporarily suspended per direction from the California Department of Health.

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)

0.0

Source(s)

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.

Strategies:

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)

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.
- Mrs. Monroe 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)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are in year two of a multi-year implementation. Our school was making good progress, especially in the area of SAI and inclusion. This work was interrupted by Covid-19 closures in March. Our school did continue this work in the fall 2021 by "clustering" students in order to improve communication between service providers, special education teachers, and classroom teachers. This is resulting in a more access and support for our students, as well as an improved sense of belonging in their general education classrooms.

We will use new CHKS data from spring 2022 to make any needed revisions to this goal.

2020-21 goal was not met; however we did show growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no notable differences at this time, as this is multi-year work.

We will use new CHKS data from spring 2022 to make any needed revisions to this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to Covid-19 impacts, we are focused on safety and classroom learning at this time. We are somewhat limited as to what we are able to do with groupings, push-in and pull-out models, and staff trainings. This work will resume when restrictions are lifted.

We will use new CHKS data from spring 2022 to make any needed revisions to this goal.

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 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2022, Park Village Elementary students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school. We will develop and implement practices to value the diversity that exists among our students, staff, families, and community members as integral to our District vision of creating culture and conditions to empower world-class learners.

Identified Need

Park Village Teachers and staff are committed to providing equity and inclusivity through improved communication, education, and professional development on our campus. Work will include professional development for staff in the areas of cultural proficiency and anti-bias training in order to ensure a safe, positive school culture and environment for all members of our school community.

Alternative Metrics

We will develop and deploy a survey to gauge student, parent, and teacher perceptions regarding racial, cultural, and ethnic disparities in order to establish baselines with pre (Fall 2021) /post (Spring 2022) survey data. Survey data will be shared with our No Place For Hate committee to develop a plan to address areas of identified need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide All students will participate in school-wide activities designed to foster equity and inclusivity for Park Village students.</p> <p>Teachers and staff will focus on efforts designed to promote equity and inclusion on the Park Village campus. (This may include classroom lessons and activities, applicable resources, and staff training).</p>	<p>Students have completed the No Place for Hate pledge and the first of three school-wide activities as of December 2021.</p>	<p>All students will participate in ADL No Place for Hate activities (3 per year schoolwide). Students and staff will sign the NPFH pledge and participate in the annual Walk Against Hate. Staff and students will participate in SDCOE equity and inclusion professional learning.</p> <p>Schoolwide Character Counts program-teaching 6 Traits of Character</p>
<p>English Learner All students will participate in school-wide activities designed to foster equity and inclusivity for Park Village students.</p> <p>Teachers and staff will focus on efforts designed to promote equity</p>	<p>Students have completed the No Place for Hate pledge and the first of three school-wide activities as of December 2021.</p>	<p>All students will participate in ADL No Place for Hate activities (3 per year schoolwide). Students and staff will sign the NPFH pledge and participate in the annual Walk Against Hate. Staff and students will participate SDCOE equity and inclusion professional learning.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
and inclusion on the Park Village campus. (This may include classroom lessons and activities, applicable resources, and staff training).		Schoolwide Character Counts program-teaching 6 Traits of Character
<p>EDY/Title I All students will participate in school-wide activities designed to foster equity and inclusivity for Park Village students.</p> <p>Teachers and staff will focus on efforts designed to promote equity and inclusion on the Park Village campus. (This may include classroom lessons and activities, applicable resources, and staff training).</p>	Students have completed the No Place for Hate pledge and the first of three school-wide activities as of December 2021.	All students will participate in ADL No Place for Hate activities (3 per year schoolwide). Students and staff will sign the NPFH pledge and participate in the annual Walk Against Hate. Staff and students will participate in SDCOE equity and inclusion professional learning. Schoolwide Character Counts program-teaching 6 Traits of Character
<p>Student with Disabilities All students will participate in school-wide activities designed to foster equity and inclusivity for Park Village students.</p> <p>Teachers and staff will focus on efforts designed to promote equity and inclusion on the Park Village campus. (This may include classroom lessons and activities, applicable resources, and staff training).</p>	Students have completed the No Place for Hate pledge and the first of three school-wide activities as of December 2021.	All students will participate in ADL No Place for Hate activities (3 per year schoolwide). Students and staff will sign the NPFH pledge and participate in the annual Walk Against Hate. Staff and students will participate in SDCOE equity and inclusion professional learning. Schoolwide Character Counts program-teaching 6 Traits of Character

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 PVES students to be served by these strategies/activities.

Strategy/Activity

All PVES students and staff will sign our schoolwide No Place for Hate pledge.
All PVES students will participate in three schoolwide activities developed in partnership with the ADL. These activities will be part of our No Place for Hate certification.
PVES students, teachers, staff and families will participate in the ADL's annual Walk Against Hate
All PVES teachers and staff will participate in SDCOE equity and inclusion professional learning.
PVES will create an equity team. Participants will include teachers, classified, counselor, ESS and principal.
All PVES students, teacher and staff will participate in the Character Counts program. The 6-Traits of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) will serve as an overarching character education framework for our work.

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)
	Educationally Disadvantaged Youth
	English Learners

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive, and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 5: Chronic Absenteeism

By June 2022, based on our work with our social and emotional well-being of students as well as our equity work, we will see a decrease in chronic absenteeism.

Identified Need

Based upon 2020-21 school wide attendance data; the following groups had an increase to Chronic Absenteeism:

- Hispanic/Latino- 5.66%
- Students with Disabilities- 4.82%
- Whites- 3.8%

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Based upon 2020-2021 school wide attendance data, we saw a decrease in chronic absenteeism for the entire school. (2.69% to 1.91%)	Based upon 2020-2021 school wide attendance data, we saw a decrease in chronic absenteeism for the entire school. (2.69% to 1.91%)	By June 2022 we will see a decrease in our absenteeism by 1%.
English Learner		
EDY/Title I		
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)

Students who have been identified as chronically absent.

Strategy/Activity

Increase parent communication, including weekly parent call and conferences after each attendance letter has been issued. Continue to promote a positive school culture with events assemblies and attendance incentives.

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)
	Educationally Disadvantaged Youth
	English Learners

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	\$10,080.00

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	\$3,520.00
English Learners	\$6,560.00

Subtotal of state or local funds included for this school: \$10,080.00

Total of federal, state, and/or local funds for this school: \$10,080.00

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	3,520.00
English Learners	6,560.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,080.00
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	3,520.00
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	6,560.00
None Specified	English Learners	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	10,080.00
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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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/>

Developed by the California Department of Education, January 2019